



Researching

Level 1

Typically, pupils should show evidence of being able to:

- Take part in a teacher-led activity that involves accessing resources, navigating and/or searching online and make suggestions as the teacher visits different resources. *This might include accessing a range of websites, image banks, maps and other resources.* (Explore)
- Watch and make suggestions, in a teacher-led discussion, as the teacher identifies and saves relevant resources or information. *This might include using 'copy and paste', 'save as' or 'save target as' to download an image.* (Express)
- Be aware that digital methods can be used to communicate. (Exchange)
- Talk about their work, led by the teacher. (Evaluate)
- Show an asset or resource they have downloaded with the teacher's help. (Exhibit)

Level 2

Typically, pupils should show evidence of being able to:

- Copy a search term into a search engine with the teacher's help. Carry out a series of instructions using a search engine to look for sounds, pictures, maps or other content guided by the teacher. (Explore)
- Identify and download relevant resources or information online with the teacher's help. *This might include using 'copy and paste', 'save as' or 'save target as' to download an image to 'My Documents'.* (Express)
- Identify and talk about how to use different digital methods to communicate. (Exchange)
- Talk about how to make simple improvements to their work, prompted by the teacher. (Evaluate)
- Save their asset or resource and/or show it to the class or group with the teacher's help. (Exhibit)

Level 3

Typically, pupils should show evidence of being able to:

- Enter given search terms into a search engine and use variations on wording to refine results following the teacher's instructions. Explore the content of given websites and search for sounds, pictures and other assets. (Explore)
- Identify and download relevant resources or information online following the teacher's instructions, editing where necessary. *This might include using 'copy and paste', 'save as', or 'save target as' to download an image or piece of text to 'My Documents' and paraphrasing key sections.* (Express)



- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending an email or making a post to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)
- Make some modifications to improve the outcome of their search. This might include using different key words, phrases and filters. (Evaluate)
- Save their downloaded assets with a filename and/or show it to the class or group. (Exhibit)

Level 4

Typically, pupils should show evidence of being able to:

- Enter some given search terms into a search engine and use variations on wording to refine results. Explore, with developing independence, the content of given websites and search for sounds, pictures and other assets. (Explore)
- Identify and download relevant resources or information online with increasing independence, editing where necessary. *This might include using 'copy and paste', 'save as' or 'save target as' to download an image or piece of text and then carrying out some editing, such as cropping the image or paraphrasing key sections of the text.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might include sending an email with an attachment or making several relevant posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve their work. *This might include discussing how the search could be further refined or identifying key sources of reputable information related to the search.* (Evaluate)
- Save the downloaded assets in a named folder or class e-portfolio. (Exhibit)

Level 5

Typically, pupils should show evidence of being able to:

- Choose search terms independently and enter them into a search engine, using variations on wording and advanced operators to refine results. Evaluate the content of given websites and search for relevant sounds, images and other assets, identifying both copyrighted and copyright-free content. (Explore)
- Identify and download relevant resources or information online independently, editing where necessary. *This might include using 'copy and paste', 'save as' or 'save target as' to download an image or piece of text, saving it in an appropriate format, for example jpeg, and then carrying out some editing, such as manipulating the image in image editing software or enhancing a sound file.* (Express)



- Use a range of contemporary digital methods to communicate, exchange and share their information, ideas and findings, collaborating online with their peers. This might include working online to share research with peers, or discussing and/or debating online about which content to include in their task. (Exchange)
- Use the 'plan, do, review' cycle to improve their work. *This might include developing and refining their searches, evaluating different findings for accuracy and reliability, and deciding which are relevant for the audience and purpose defined in the task brief. They might ask peers to give feedback on early drafts of their work or suggest alternative searches to support or enhance their findings.* (Evaluate)
- Organise, store and maintain any files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 6

Typically, pupils should show evidence of being able to:

- Choose search terms, independently and systematically, and enter them into a search engine, using variations on wording and advanced operators to refine results. Explore the content of given websites and search for and download relevant sounds, images and other assets, justifying their choice of assets. (Explore)
- Identify, select and download more relevant resources or information online, editing where necessary to meet the end user's needs. *This might include using 'copy and paste', 'save as' or 'save target as' to download an image or piece of text, saving it in an appropriate format, for example jpeg, and then carrying out some editing, such as manipulating the image in image editing software, editing text to include only relevant information suited to the end user or enhancing a sound file.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information, ideas and findings, collaborating with peers, experts and end users. *This might include collaborating on the content and/or design with peers, for example sharing a piece of research on a discussion forum and allowing contributors to use collaborative features of the software, such as track changes, to add quality comments and justifications directly onto the documents.* (Exchange)
- Justify the application they chose to complete the task, the alternatives they considered and the process they carried out to complete the research task. Justify how their findings meet the requirements set out in the task brief and the specified audience and purpose. *This might include identifying and describing the searching process and identifying key points where they made value judgements that enhanced their findings.* (Evaluate)
- Organise, store and maintain their work in a personalised area to showcase learning digitally across the curriculum. (Exhibit)



Level 7

Typically, pupils should show evidence of being able to:

- Use carefully formulated search criteria and determine systematically the most useful approach, justifying decisions and keeping a record of information sources. Show awareness of copyright issues when selecting, downloading and using information and discriminate between assets and information drawn from more than one source. *This might include visiting websites offering a variety of different perspectives on the subject set out in the task brief, for example climate change, and discriminating between the sources on accuracy, reliability and potential bias.* (Explore)
- Identify, select and download the most relevant material from a range of online sources, saving it in an appropriate format, editing it to prepare it for using in the task and keeping a record of changes they made. (Express)
- Exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment. *This might include sharing information, ideas and findings on a blog to gather feedback from peers, experts and end users, acting on this in a discriminating way to further enhance the high quality and suitability of the information assembled for an end user defined in the task brief.* (Exchange)
- Identify, with increasing discernment, the end user's requirements and the task's purpose at the outset, and review systematically the final version against the requirements at the end of the process, clearly identifying which have been met and which have not. *This might include gathering end user feedback on findings and making further refinements or setting out recommendations for improvement.* (Evaluate)
- Manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions and choosing appropriate formats and resolutions.* (Exhibit)

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.