Requirements for Using ICT

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in Using ICT.

Pupils should be provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour.

Pupils should be enabled to:

Levels of Progression in Using ICT across the curriculum: Primary (Levels 1–5)

The colours used in this document provide a means by which progression in the Requirements may be tracked across the levels.

	Level 1	Level 2	Level 3	Level 4	Level 5
	Pupils can:	Pupils can:	Pupils can:	Pupils can:	Pupils can:
Explore • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools.	• find and select information from a given digital source; • explore and interact with a digital device or environment.	• find, select and use information from a given digital source; • carry out a series of instructions using a digital device or environment.	• research, select, edit and use information from given digital sources; • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment.	• research, select, edit and use assets from a range of digital sources; • investigate and solve problems in a digital environment.	• research, select, edit, use and evaluate assets from a range of digital sources; • investigate and solve problems in a range of digital environments.
Express • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.	• express ideas by creating pictures and composing text or adding own voiceover.	• create and edit text onscreen, combining images and/or sound.	• communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds.	• process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.	• process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose.
Exchange • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.	• know that digital methods can be used to communicate.	• identify and talk about ways of communicating digitally.	• use a contemporary digital method to communicate or contribute to a supervised online activity.	• use contemporary digital methods to communicate, exchange and collaborate in supervised online activities.	• use a range of contemporary digital methods to communicate, exchange and share their work, collaborating online with peers.
Evaluate • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.	• talk about their work.	• talk about how to improve their work.	• make modifications to improve their work.	• use appropriate ICT tools and features to improve work.	• use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome.
Exhibit • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.	• print their work.	• save their work.	• save using file names and select work to showcase learning digitally.	• select, organise, store and retrieve their work to showcase learning digitally in a personalised area.	• organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum.

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