



Web Design

Level 1

Typically, pupils should show evidence of being able to:

- Access or navigate existing websites and take part in a teacher-led discussion about choosing information to include in their web page, before selecting information, images or sounds from a folder the teacher prepares. Explore basic features in the web design software. (Explore)
- Create a basic webpage with the teacher's help. *This might include text, pictures and/or sounds that the teacher provides.* (Express)
- Be aware that they can use digital methods to communicate. (Exchange)
- Talk about their work, led by the teacher. (Evaluate)
- Show their web page with the teacher's help. (Exhibit)

Level 2

Typically, pupils should show evidence of being able to:

- Choose information, images or sounds to include in their web page. Carry out a series of instructions using the web design software. (Explore)
- Create a basic web page with the teacher's help. *This might include combining text and/or an image the teacher provides with prompting during the process.* (Express)
- Identify and talk about how they can use different digital methods to communicate. (Exchange)
- Talk about how they could make simple improvements to their work, prompted by the teacher. (Evaluate)
- Save their web page 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:

- Search for and choose information, images or sounds from given digital sources to edit and include in their web page. Carry out and edit a series of instructions using the web design software. (Explore)
- Create a web page. *This might include combining text, images and/or sounds in a template or wizard-driven package.* (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.* (Exchange)



- Make some modifications to improve their web page. *This might include removing some text, changing font colour and size and/or adding or removing images.* (Evaluate)
- Save their web page with a file name and/or show it to the class or group. (Exhibit)

Level 4

Typically, pupils should show evidence of being able to:

- Research and select information, images, sounds or moving images from a range of digital sources to edit and include in their work. Investigate and solve the problem set in the task brief. *This may include using a storyboard and/or a site map.* (Explore)
- Create a website that demonstrates an awareness of the audience and purpose defined in the task brief. *This might include creating and formatting text, editing images, linking together pages to make them more suitable for the audience and purpose.* (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 on-topic posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve work. *This might include using the spellchecker and documenting the improvements made to their website.* (Evaluate)
- Save the website in a named folder or class e-portfolio. (Exhibit)

Level 5

Typically, pupils should show evidence of being able to:

- Research and select relevant information, images, sounds or moving images from a range of digital sources to edit and include in their work. Select an appropriate web-authoring package and use a range of its tools and features. *This might include tables, external hyperlinks, hotspots and anchors.* (Explore)
- Create a multipage website that demonstrates a clear understanding of the audience and purpose defined in the task brief. *This might include enhancing the website for the audience and purpose by including more appropriate assets, editing images, embedding objects and using hyperlinks.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating online with their peers. *This might include working online to create a collaborative website, or discussing or debating online about which content to include in their individual websites.* (Exchange)
- Use the 'plan, do, review' cycle to improve their work. *This might include designing, drafting and refining their work to make it relevant for the audience and purpose described in the task brief. They might ask peers to test and give feedback on their website to elicit suggestions for improvements.* (Evaluate)
- Organise, store and maintain the website and any associated files 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:

- Research and select relevant information/images/sounds/moving images from a range of digital sources to include in their website for specific audiences and purposes, acknowledging and keeping a record of these, where appropriate. Investigate a range of tools and features in the web design software, taking account of the specific audience and purpose described in the task brief. *This might include adding features that are more advanced such as forms, templates and image display tools.* (Explore)
- Identify user requirements and plan, develop and test a multipage website that includes a range of features and has a consistent look and feel. *This might include adding snippets of code such as JavaScript, designing a feedback form and/or adopting a template to meet the expectations of the end user.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users. *This might include collaborating on the content or design with peers, for example sharing content or designs or the URL on a discussion forum and giving contributors the opportunity to use collaborative features available in the software, such as track changes, to add quality comments and justifications directly on to one or more documents.* (Exchange)
- Justify the application chosen to complete the task, the alternatives considered and the process undertaken in the production of the publication. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final version of the website and justifying how their website meets the requirements of specified audience and purpose.* (Evaluate)
- Organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 7

Typically, pupils should show evidence of being able to:

- Research, select and evaluate assets from a range of found and created digital sources, discriminating between these for relevance, reliability and accuracy, justifying and referencing their sources. Select and justify the most appropriate package to use and features employed to meet the requirements of the end user. *This might include researching other websites for the most relevant assets and systematically experimenting with a range of features and layouts, deciding on the most appropriate to meet the expectations of the target audience, using a development cycle to routinely test and adjust their prototype, and justify choices and decisions based on their original intentions, group discussions and feedback from end users.* (Explore)
- Set out clearly defined user requirements and plan, develop and test an original multipage website suitable for audience and purpose that includes a range of advanced features. *This might include external hyperlinks, drop-down boxes, rollover buttons, cascading style sheets, JavaScript or animations.* (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 involve sharing content or designs or the URL on a blog to gather feedback from peers, experts or 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 requirements and the purpose of the website at the outset, and review systematically the final version against the requirements at the end of the process, clearly identifying those they have and have not met. *This might include gathering end-user feedback and making further refinements or setting out recommendations for high quality improvements. (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.