

Learning without Limits (Seesaw / Class Dojo)



Desirable Features: Online Communication

Assessment Focus	Pupil Notes	
Online Communication	Level 1	Part 1
<ul style="list-style-type: none"> • Express • Exchange • Evaluate • Exhibit 	Level 2	Part 2
	Level 3	Part 3

Task Description

In this task, pupils are required to use an online learning platform e.g. Seesaw or Class Dojo, to work on a topic specified by their teacher.

Depending on the level at which pupils are working they may have to respond to an activity created by the teacher:

- using text, audio or photo/video (Level 1);
- use additional tools such as text editing and changing background (Level 2);
- add video/text captions to their response and collaborate with others by adding comments on blog posts in Seesaw or adding comments to the Class Story section in Class Dojo (Level 3).

The Pupil Notes are set out in three parts. Part 1 of the task is designed for pupils working at Level 1, Part 2 is for Level 2 and Part 3 for Level 3.

When making a judgement of the pupil's level of Using ICT competence within this task, teachers should use the Assessment Criteria Grid.

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Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- logging on to and navigating through the school's online learning platform e.g Seesaw/Class Dojo;
- using the tools built into the learning platform e.g. taking a photo, recording a video, using editing tools for writing text and drawing;
- uploading a response to an activity to their learning platform;
- knowing how to stay safe online.

Resources

Suitable software such as:

- Seesaw
- Class Dojo

Other resources

- Smart phone;
- Tablet; or
- Laptop with camera

Managing the Task – Teacher Guidance and activity suggestions

Pupils should be given opportunities to:

Plan

Pupils should discuss:

- how to be safe online;
- not sharing logon details; and
- what they do if they encounter anything that is inappropriate.

Pupils should discuss the topic in preparation for taking part in the online activity. They should also decide upon the best method of completing the activity and make decisions about which resources to use, for example, text, images, sound, video etc.

Do

Pupils should work individually and respond to any **activity*** set up by their teacher on the online learning platform.

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*Activity suggestions include:

	Mathematics and Numeracy	Language and Literacy	The World Around Us	PD&MU
Level 1 Part 1	<ul style="list-style-type: none"> A shape hunt around the house looking for simple 2D shapes Number tracing/ number writing 	<ul style="list-style-type: none"> Create a drawing of a character in a book you are reading using the pencil tools Handwriting – tracing outline of letters Adding beginning sounds to CVC words 	<ul style="list-style-type: none"> A scavenger hunt linked to outdoor learning – finding objects in nature 	<ul style="list-style-type: none"> A drawing of how you are feeling or what makes you happy
Level 2 Part 2	<ul style="list-style-type: none"> Interview someone in your family about how they make use of maths every day 3D scavenger hunt in nature – write about the properties of the shapes to accompany photos 	<ul style="list-style-type: none"> Write and draw a character study from a book you are reading Record a video from the point of view of a character in a story Writing/drawing a review of a book 	<ul style="list-style-type: none"> Writing a diary entry from the point of view of an evacuee and including a drawing/ photo Create instructions on how to design a paper plane 	<ul style="list-style-type: none"> Writing and drawing about a favourite family memory Reflecting on targets/ goals Record and/or write about a gratitude walk around where you live Try to observe using all of your different senses – what can we hear, see, smell, and feel Drawing and writing a comic strip linked to PDMU Creating a poster focusing on how to keep safe when online
Level 3 Part 3	<ul style="list-style-type: none"> Explaining to classmates how to complete a task in maths such as finding the perimeter of a rectangle Annotating photos to show lines of symmetry found around your house/ garden Create an instructional tool using photos and/ or video alongside text explaining how to find the perimeter of a rectangle 	<ul style="list-style-type: none"> Writing and recording a story/poem Record a video from the point of view of a character in a story 	<ul style="list-style-type: none"> Writing a diary entry from the point of view of a Viking/Ancient Egyptian and including a drawing/photo and/ or video Create instructions on how to complete a Science experiment 	<ul style="list-style-type: none"> Set some new goals which can use some of your skills and strengths, as well as developing new ones. Think of a goal, who can help you achieve it and what you will do to stick to your goal

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Pupils should use the comments feature to comment on the work of others at Level 3.

Review

Pupils talk about their experience reflecting on how they completed activities online. They talk about any problems they faced in working online and discuss what they might do differently next time. They make changes to their work where appropriate.

Evidence for External Moderation

Please include:

- Evidence of teacher planning
- Pupil evaluation
- Screengrab/videos of pupil online communication

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Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets out the Requirements for Using ICT that are covered in this task. Alongside this are the Levels of Progression and the Using ICT Desirable Features for Online Communication at Levels 1, 2 and 3. These Desirable Features have been produced as

guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of Using ICT competence, teachers should ensure that these Desirable Features are used in conjunction with the Using ICT Levels of Progression.

Assessment Criteria Grid			
Using ICT Requirements	Level 1	Level 2	Level 3
Express <ul style="list-style-type: none"> 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. 	Pupils can: <ul style="list-style-type: none"> express ideas by creating pictures and composing text or adding own voiceover; 	Pupils can: <ul style="list-style-type: none"> create and edit text onscreen, combining images and/or sound; 	Pupils can: <ul style="list-style-type: none"> communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds;
Exchange <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> know that digital methods can be used to communicate; 	<ul style="list-style-type: none"> identify and talk about ways of communicating digitally; 	<ul style="list-style-type: none"> use a contemporary digital method to communicate or contribute to a supervised online activity;
Evaluate <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> talk about their work; and 	<ul style="list-style-type: none"> talk about how to improve their work; and 	<ul style="list-style-type: none"> make modifications to improve their work; and
Exhibit <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> print their work. 	<ul style="list-style-type: none"> save their work. 	<ul style="list-style-type: none"> save using file names and select work to showcase learning digitally.

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

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Desirable Features: Online Communication

Online Communication is where children work together using digital tools to communicate, collect and share ideas to complete a task or create something new.

Some examples of online collaboration in the Primary Classroom are:

- Video conferencing
- Emails
- Blogging
- Using discussion boards to share ideas
- Using online functions such as commenting to leave opinions on others' work
- Collaborating on a shared document
- Creating material online together
- Sharing work within a Virtual Learning Environment (VLE)
- Using Cloud-based tools to store organise, complete, share and submit work
- Sharing materials – eg work such as images or written activities to a wider audience.

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Desirable Features		
Online Communication: Level 1	Online Communication: Level 2	Online Communication: Level 3
<p>Before working online, pupils need to be aware of e-safety practices.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> know that ICT can be used to communicate with others; view and discuss the CEOP Thinkuknow (or equivalent) age-related activities; discuss how they have used ICT to communicate; explore scenarios in class about staying safe when they communicate online; give examples of when they need permission to do something online and describe why this is important. <p>The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.</p> <p>If using Seesaw, ClassDojo or email (or equivalent), pupils should:</p> <ul style="list-style-type: none"> know that they, or their parents or teachers, can interact and communicate using text, pictures, video and sound, for example see the teacher send a message to parents and the parents reply; use the talk or video function on a phone or tablet to talk to someone else; use the Add Response or Portfolio button on Seesaw or ClassDojo to complete an activity assigned by the teacher such as sending a video of the pupil reading a story to a member of their family, creating a drawing to accompany a story or looking for geometric shapes around the home and adding some facts about each one; photograph their own class work and, with help, share it with their family or school using an app such as Seesaw. 	<p>Before working online, pupils need to be aware of e-safety practices.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> talk about how to keep safe and demonstrate appropriate online behaviour using suitable materials such as the CEOP Thinkuknow age-related activities; explore what cyberbullying means and what to do if they encounter it; understand the need to keep personal information and passwords private; recognise the need for a secure password; know that if they share information online it leaves a digital footprint or trail; understand that keyword searching is an effective way to locate online information and how to select keywords to produce the best search results; realise that not all websites are equally good sources of information. <p>The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.</p> <p>If using Seesaw, ClassDojo, C2k Newsdesk (or equivalent), pupils should:</p> <ul style="list-style-type: none"> know that they, or their parents or teachers, can interact using text, pictures, video or sound on a range of devices such as laptop, tablet, phone, computer or smart TV; access and respond to a teacher-created online activity and upload to portfolio or journal using a range of tools, for example draw a picture using the pen and eraser tools, record audio using the microphone, record a video or take a picture using the camera, write a note using text changing colour and style or add shapes or change background on their response to the teacher activity; send a comment on a story to the Junior Newsdesk. 	<p>Before working online, pupils need to be aware of e-safety practices.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> view and discuss e-safety materials such as the CEOP Thinkuknow age-related activities; increase awareness of fake news and learn how to assess what they read online; learn skills to help determine if something is real or fake; develop knowledge of the impact of online reputation and how technology can have a negative impact on people's lives; understand that in gaming and other online forums, not everyone is who they say they are; and increase awareness of healthy screen time. <p>The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.</p> <p>If using Seesaw, ClassDojo, C2k Newsdesk (or equivalent), pupils should:</p> <ul style="list-style-type: none"> post to the Student Journal (Seesaw), portfolio (ClassDojo or School Reporter section on C2k Junior Newsdesk), uploading a combination of photo, video, note, voice recording and/or text; draw a picture using pen tools and eraser, changing background and adding shapes; add a voice or text caption to their post; add a relevant and appropriate comment on a blog post or on other people's work.

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Part 1

- This task is based on a topic you are learning about in school.
- Your teacher will have created a profile for you on your school's online learning platform.
- Log on to the online learning platform with the help of a parent/guardian.
- Navigate to the area where the activity has been assigned for you to complete.
- Read the information about what to do with the activity.
- Complete the activity by using the tools within the online learning app and send your activity back to the teacher.
- Log back on and look at any feedback from your teacher.
- Reflect on what went well with this activity and what you could do differently next time.



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Part 2

- This task is based on a topic you are learning about in school.
- Your teacher will have created a profile for you on your school's online learning platform e.g. Seesaw/Class Dojo.
- Log on to the online learning platform.
- Navigate to the area where the activity has been assigned for you to complete.
- Read the information about what to do with the activity.
- Complete the activity by using the tools within the online learning app and send your activity back to the teacher.
- Make use of a wide range of tools for example the pen, editing tools and eraser, changing text colour. If using the camera tool - add text to accompany the picture/video.
- Log back on and look at any feedback from your teacher.
- Reflect on what went well with this activity and make any changes as recommended by your teacher.



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Part 3

- This task is based on a topic you are learning about in school.
- Your teacher will have created a profile for you on your school's online learning platform.
- Log on to the online learning platform.
- Leave a comment below a question/challenge your teacher has posted in the whole class area e.g. Class Story on Class Dojo or on the Class Blog area of Seesaw. Also respond to a comment left by another pupil.
- Navigate to the area where the activity has been assigned for you to complete.
- Read the information about what to do with the activity.
- Complete the activity by using the tools within the online learning app and send your activity back to the teacher.
- Make use of a wide range of tools for example the pen editing tools and eraser, changing text colour, add shapes and change background colours/design (if applicable.) If using the camera tool - add a voice/text caption to accompany any picture/photo/video.
- Log back on and look at any feedback from your teacher.
- Think about what went well with this activity and make any changes your teacher has suggested.