

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.

Here are some examples of online collaboration in the primary classroom:

- 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; and
- sharing materials, for example work such as images or written activities, to a wider audience.

Level 1

Before working online, pupils need to be aware of **e-safety** practices.

Pupils should:

- 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; and
- give examples of when they need permission to do something online and describe why this is important.

The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.

If using **Seesaw, ClassDojo or email (or equivalent)**, pupils should:

- 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.

If using **Microsoft Teams or Google Classroom (or equivalent)**, pupils should:

- post a comment, emoji or picture in reply to a stream or conversation with help;
- upload or attach a photograph of their work to a stream or conversation with help.

If using the **school website or other online communication tools**, pupils should:

- look at news or videos that have been added to the school website;
- know how to watch and listen to a story on the Junior Newsdesk and give it a like.

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Level 2

Before working online, pupils need to be aware of **e-safety** practices.

Pupils should:

- 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; and/or
- realise that not all websites are equally good sources of information.

The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.

If using **Seesaw, ClassDojo, C2k Newsdesk (or equivalent)**, pupils should:

- 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.

If using **Google Classroom or Microsoft Teams (or equivalent)**, pupils should:

- join a class Team or Google Classroom with a code and reply appropriately to a message posted by your teacher or a classmate;
- add a Post to the Stream or Channel, for example ask a relevant question about class or assignments or share relevant resources related to the class subject or topic;
- record a message for their class in the Posts area, using the microphone icon;
- access and complete an online quiz set by the teacher;
- know how to access Assignments in Teams and attach a piece of work or a photograph of your work for the teacher;
- take part in a whole class video meeting using for example Google Meet or MS Teams.

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Level 3

Before working online, pupils need to be aware of **e-safety** practices.

Pupils should:

- 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.

The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.

If using **Seesaw, ClassDojo, C2k Newsdesk (or equivalent)**, pupils should:

- post to the Student Journal (Seesaw), portfolio (ClassDojo or School Reporter section on C2k Junior Newdesk), 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.

If using **Google Classroom (or equivalent)**, pupils should:

- join a class and navigate the main menu, accessing the classwork stream and the announcements;
- reply appropriately to an announcement from the teacher;
- add content to the post such as local file Attachments or files from Google Drive, YouTube videos and links to other resources;
- view assignments and Turn in an assignment, making changes to a document created by their teacher;
- be able to view feedback from their teacher and access any marks awarded.

Level 3 continued overleaf

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Level 3 continued

If using **Microsoft Teams (or equivalent)**, pupils should:

- join a class and navigate the main Teams interface viewing content in channels created by their teacher;
- participate in an ongoing class discussion with other children in the class, posting relevant replies in response to their contributions;
- use the Announcement tool to make a post stand out;
- add content to a relevant channel by uploading from OneDrive or a device or adding a link;
- complete Assignments and understand how to Turn in;
- know how to view Feedback from their teacher and view Grades;
- work collaboratively on a shared document such as a PowerPoint or Word document, for example be able to highlight their contribution in a different colour;
- know how to work within the Student Notebook so the teacher can see their work, for example complete an online homework within their Notebook and access teacher feedback;
- use the Comments or Conversation tool to feedback, chat and work in real-time;
- take part in a videoconference using the raise hand and chat tools to interact with the class and teacher.

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Level 4

Before working online, pupils need to be aware of **e-safety** practices.

Pupils should:

- use and discuss e-safety materials such as the CEOP [Thinkuknow](#) or Google (Be Internet Awesome (Interland)) age-related activities;
- describe issues online that might make someone sad, worried, uncomfortable or frightened;
- come up with ways of managing situations and give examples of how to get help if these issues occur either on or offline; and
- beware what they share – they will lose control of images once they are sent.

The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.

If using **Google Classroom (or equivalent)**, pupils should:

- join class and navigate the main menu accessing the classwork stream and the announcements;
- be able to attach a file to their assignment and turn it in;
- work with their classmates to create a shared document, presentation using online tools such as Google Docs, Google Sheets or Google Slides;
- be able to create and share an online document with others and track any changes made;
- use Google Forms to create a quiz or survey that can be shared and completed by others and then be able to analyse the results.

If using **Microsoft Teams (or equivalent)**, pupils should:

- join the class and use the sidebar or tabs to view assignments and add work;
- use a tool, such as Flipgrid, to create and upload a video in response to a topic the teacher has set;
- work with classmates to create a shared document or presentation using Office 365 tools;
- know how to share work with a class group for collaboration, such as within a Class Notebook;
- view the material the teacher has uploaded to the Content Library;
- work on a collaborative project using the collaboration space to engage with peers;
- use Microsoft Forms to create a quiz or survey that can be shared and completed with others and understand how to access and interpret the results;
- upload a wider range of work such as a video, podcast or PowerPoint to the Assignment section of Teams;
- present work to the teacher and classmates via MeetNow, change background and share screen;
- create a blog, using for example Digital Leaders Blog on Weebly.