

Prerequisite Skills (Q Skills) in USING ICT across the Curriculum

Q

Using ICT

- » Assessment Framework
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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:

Explore

- access, select, interpret and research information from safe and reliable sources;
- investigate, make predictions and solve problems through interaction with digital tools.

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.

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

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.

Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Prerequisite Skills (Q Skills) in Using ICT across the Curriculum

Progress is also demonstrated by decreasing levels of support from adults: with direction, with decreasing direction, without direction. Communication can be both verbal and nonverbal.

Q1 Experience (experience/encounter)	Q2 Respond (become aware, respond, interact intermittently)
In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:	
<ul style="list-style-type: none"> • experience/encounter sensory stimuli; • experience/encounter a digital device; 	<ul style="list-style-type: none"> • respond/interact intermittently to sensory stimuli; • respond/interact intermittently to a digital device;
<p>For example:</p> <ul style="list-style-type: none"> • experience music and sounds played on a digital device; 	<p>For example:</p> <ul style="list-style-type: none"> • begin to show interest in sensory stimuli through eye contact, body movements, or facial expressions;
<ul style="list-style-type: none"> • experience/encounter a range of digital media to express themselves; 	<ul style="list-style-type: none"> • respond/interact intermittently to a limited range of digital media to express themselves;
<p>For example:</p> <ul style="list-style-type: none"> • experience a range of everyday, familiar sounds recorded within the classroom/school environment such as peers/adults talking, the school bell, songs and rhymes, and so on; 	<p>For example:</p> <ul style="list-style-type: none"> • show awareness by looking at/reaching towards the digital technology being shown to them;
<ul style="list-style-type: none"> • experience/encounter digital communication devices; 	<ul style="list-style-type: none"> • respond/interact intermittently to, and with, familiar digital communication devices;
<p>For example:</p> <ul style="list-style-type: none"> • experience an adult activating digital technology to relay recorded messages from/to school; 	<p>For example:</p> <ul style="list-style-type: none"> • respond to videos recorded by using touch technology, and to familiar voices recorded on a digital device by using facial expressions/gestures/body movements/their own vocalisations;
<ul style="list-style-type: none"> • experience/encounter choices through digital media; 	<ul style="list-style-type: none"> • respond/interact intermittently to choices presented to them through digital media;
<p>For example:</p> <ul style="list-style-type: none"> • experience digital devices/apps that require them to make choices, for example numeracy apps, literacy apps, and other appropriate apps; 	<p>For example:</p> <ul style="list-style-type: none"> • respond through eye contact/facial expressions/body movements/vocalisations to choices made through digital devices;
<ul style="list-style-type: none"> • experience/encounter digital methods used to showcase work/class activities; 	<ul style="list-style-type: none"> • respond/interact intermittently to digital methods used to showcase work/class activities;
<p>For example:</p> <ul style="list-style-type: none"> • encounter a digital device that displays photographs of peers. 	<p>For example:</p> <ul style="list-style-type: none"> • respond to familiar still and moving images on a digital device by using pointing, gestures, eye contact, facial expressions, or body movements.
<u>More Examples of Q1</u>	<u>More Examples of Q2</u>



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- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

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Q3 Engage (engage with/imitate modelled behaviour, direct attention, focus, recognise)	Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate)
In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:	
<ul style="list-style-type: none"> • engage with/focus on sensory stimuli; • engage with/focus on a digital device; 	<ul style="list-style-type: none"> • anticipate/actively participate in activities from a range of digital sources; • anticipate/actively participate in using familiar and unfamiliar given digital devices;
For example: <ul style="list-style-type: none"> • show pleasure/displeasure when presented with a range of sensory stimuli; 	For example: <ul style="list-style-type: none"> • take turns with an adult to use switch technology to change colours in a bubble tube;
<ul style="list-style-type: none"> • engage with/focus on an extended range of digital media to express themselves; 	<ul style="list-style-type: none"> • anticipate/actively participate in using digital media to communicate to a familiar audience;
For example: <ul style="list-style-type: none"> • look at photographs/pictures/symbols on a digital device with sustained attention, and indicating some recognition; 	For example: <ul style="list-style-type: none"> • actively participate in using a communication device such as a BIGmack to convey a message to a familiar adult;
<ul style="list-style-type: none"> • engage with/focus on familiar digital communication devices; 	<ul style="list-style-type: none"> • anticipate/actively participate in using an extended range of digital communication devices;
For example: <ul style="list-style-type: none"> • engage with recording their own sounds and vocalisations using a digital recording device; 	For example: <ul style="list-style-type: none"> • actively participate in producing a short and simple audio podcast/vlog using a digital device;
<ul style="list-style-type: none"> • engage with/focus on decision-making through digital media; 	<ul style="list-style-type: none"> • anticipate/actively participate in simple digital tasks that involve decision-making;
For example: <ul style="list-style-type: none"> • engage with making a choice between two apps on a digital device; 	For example: <ul style="list-style-type: none"> • choose an app on a digital device;
<ul style="list-style-type: none"> • engage with/focus on digital methods used to showcase work/class activities; 	<ul style="list-style-type: none"> • anticipate/actively participate in choosing which work to showcase;
For example: <ul style="list-style-type: none"> • reach towards and activate a concept/virtual keyboard. 	For example: <ul style="list-style-type: none"> • use a digital device to actively participate in recording images and sounds of a class activity such as an educational outing.
<u>More Examples of Q3</u>	<u>More Examples of Q4</u>



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- 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.

Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Prerequisite Skills (Q Skills) in Using ICT across the Curriculum

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Q5 Consolidate (begin to develop an understanding, recall)	Level 1
In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:	Pupils can:
<ul style="list-style-type: none"> • understand information from a given digital source; • understand an extended range of given digital devices; 	<ul style="list-style-type: none"> • find and select information from a given digital source; • explore and interact with a digital device or environment.
For example: <ul style="list-style-type: none"> • use a large rollerball to move the cursor around the monitor to locate a chosen icon/picture/symbol/word; 	
<ul style="list-style-type: none"> • understand the use of digital media appropriately to express themselves to an expanding audience; 	<ul style="list-style-type: none"> • express ideas by creating pictures and composing text or adding own voiceover.
For example: <ul style="list-style-type: none"> • use communication apps effectively to communicate their needs, such as using an app such as Widget to ask and answer questions; 	
<ul style="list-style-type: none"> • communicate effectively with peers and adults using digital communication devices; 	<ul style="list-style-type: none"> • know that digital methods can be used to communicate.
For example: <ul style="list-style-type: none"> • use an augmentative communication programme/app to exchange a message with a peer; 	
<ul style="list-style-type: none"> • develop and demonstrate an understanding of self-improvement during digital tasks; 	<ul style="list-style-type: none"> • talk about their work.
For example: <ul style="list-style-type: none"> • replay an interactive digital game in order to improve their score; 	
<ul style="list-style-type: none"> • develop an understanding of a range of digital formats that can be used for showcasing work; 	<ul style="list-style-type: none"> • print their work.
For example: <ul style="list-style-type: none"> • select the photographs/sounds/videos they wish to use to produce a digital presentation. 	
More Examples of Q5	

Q1 Framework | Examples for Using ICT

Q1 – Experience (experience/encounter)

Explore	<ul style="list-style-type: none"> • experience music and sounds played on a digital device; • experience a bubble tube/fibre optic lights/UV lights, and so on; • encounter short video clips/photos of school/class activities via a digital device; • experience looking at themselves through a digital device; • experience visual effects through a digital device/filters/virtual reality experiences; • experience visual/auditory effects using an app;
Express	<ul style="list-style-type: none"> • experience a range of everyday, familiar sounds recorded within the classroom/school environment such as peers/adults talking, the school bell, songs and rhymes, and so on; • encounter a digital slideshow of class photographs/video clips; • encounter sounds/songs associated with circle time activities;
Exchange	<ul style="list-style-type: none"> • experience an adult activating digital technology to relay recorded messages from/to school; • encounter a pictorial or sound class timetable on an interactive whiteboard;
Evaluate	<ul style="list-style-type: none"> • experience digital devices/apps that require choices to be made, for example numeracy apps, literacy apps, and other appropriate apps;
Exhibit	<ul style="list-style-type: none"> • encounter a digital device that displays photographs of their peers; • encounter a digital device that displays videos of their peers; • experience having their photograph taken or sounds/moving images recorded using a digital device; • experience using a digital device to take photos/videos of their peers/work/school environment.

Q2 Framework | Examples for Using ICT

Q2 – Respond (become aware, respond, interact intermittently)

Explore	<ul style="list-style-type: none"> • begin to show interest in sensory stimuli by eye contact, body movements, or facial expressions; • visually track a stimulus; • show interest in sensory stimuli; • respond to familiar voices such as parents/teacher/peers when played back on a digital device; • respond to images/video clips/digital photos on a digital device through eye contact, body movements, or facial expressions;
Express	<ul style="list-style-type: none"> • intermittently look at and respond to a variety of staff/pupil/class photographs displayed on the interactive board or other digital device; • show awareness by looking at/reaching towards the digital technology being shown to them; • demonstrate interest in an augmentative communication device, for example using eye contact, facial expressions, gestures and body movements;
Exchange	<ul style="list-style-type: none"> • respond to videos recorded by using touch technology, and to familiar voices recorded on a digital device by using facial expressions, gestures, body movements, or their own vocalisations; • show a response to seeing themselves onscreen on a digital device/app;
Evaluate	<ul style="list-style-type: none"> • respond through eye contact, facial expressions, body movements or vocalisations to choices made through digital devices;
Exhibit	<ul style="list-style-type: none"> • respond to their own photograph on a movie/picture editing app using pointing, gestures, eye contact, facial expressions or body movement; • respond to familiar still and moving images on a digital device by using pointing, gestures, eye contact, facial expressions, or body movements; • respond to sounds recorded on a digital device from their local/school environment.

Q3 Framework | Examples for Using ICT

Q3 – Engage (engage with/imitate modelled behaviour, direct attention, focus, recognise)

Explore	<ul style="list-style-type: none"> • show pleasure/displeasure when presented with a range of sensory stimuli; • use sound or gesture to indicate their preferred sensory stimuli; • look at, touch and manipulate visual and audio devices/touch technology; • engage with household appliances by using switch technology; • use their body to activate sensors while engaging with digital devices;
Express	<ul style="list-style-type: none"> • look at photographs/pictures/symbols on a digital device with sustained attention, and indicating some recognition; • engage with digital symbols/images to express needs, such as a choice board on a touch device; • engage with augmentative communication devices to activate recorded messages; • engage in making sounds to cause visual/auditory effects using a range of software;
Exchange	<ul style="list-style-type: none"> • show sustained interest in a range of photographs/videos/storyboards of familiar people using Makaton signs; • engage in using photographs/videos to record an activity, such as 'who is who?'; • engage with recording their own sounds and vocalisations using a digital recording device; • engage in using a sound recording app using touch technology;
Evaluate	<ul style="list-style-type: none"> • engage in making the correct choice to complete a task within a program or digital interactive game; • engage in choosing preferred digital photographs from a digital device; • engage with making a choice between two apps on a digital device;
Exhibit	<ul style="list-style-type: none"> • reach towards and activate a concept/virtual keyboard; • engage in using a digital device to initiate a class slideshow; • recognise a range of familiar sounds played through a digital device.

Q4 Framework | Examples for Using ICT

Q4 – Actively Participate (interact, share, actively participate, collaborate, anticipate)

Explore	<ul style="list-style-type: none"> • take turns with an adult to use switch technology to change colours in a bubble tube; • take turns in interactive shared digital reading activities; • use touch technology to participate in using an onscreen application; • participate in using a remote control device to move an object randomly;
Express	<ul style="list-style-type: none"> • participate in using a range of drawing and painting software by using touch technology or a mouse/interactive pen for a variety of purposes such as mark making, self-portraits, and so on; • actively participate in using a communication device such as a BIGmack to convey a message to a familiar adult; • be involved in taking photographs/video clips by using a digital device to record a class project;
Exchange	<ul style="list-style-type: none"> • show communicative intent by using a mouse/spacebar to activate and navigate a range of literacy software; • actively participate in producing a short and simple audio podcast/vlog using a digital device; • navigate through a communication app, using a digital device appropriately; • indicate a choice between two items of food/favourite activities/toys by using a digital communication device/app;
Evaluate	<ul style="list-style-type: none"> • select a digital tool, such as mouse, spacebar, switch or whiteboard pen, to engage in an ICT-related task; • choose an app on a digital device; • participate in sequencing pictures/letters/numbers using educational apps; • actively react to feedback during or at the end of a digital game or activity;
Exhibit	<ul style="list-style-type: none"> • use a digital device to actively participate in recording images and sounds of a class activity such as an educational outing; • actively choose a range of photographs to be included in a digital presentation/slideshow/picture collage; • actively participate in operating a Bee-Bot roamer program in front of a familiar audience.

Q5 Framework | Examples for Using ICT

Q5 – Consolidate (begin to develop an understanding, recall)

Explore	<ul style="list-style-type: none"> • turn a range of sensory equipment on/off using a switch device; • use a large rollerball to move the cursor around the monitor to locate a chosen icon/picture/symbol/word; • use and actively explore an interactive digital story/talking book, by actions such as turning the pages or activating sound and animation; • press keys on a Bee-Bot roamer to explore movement;
Express	<ul style="list-style-type: none"> • use educational activities to make appropriate selections to create a digital image, such as putting clothes on a figure/creating a face; • use a digital device to communicate a message to an expanding audience such as assembly; • use communication apps effectively to communicate their needs, such as using an app such as Widget to ask and answer questions; • record vocalisations using a digital device and playback at a school event; • use a concept keyboard/touch technology to produce letters/words according to literacy ability;
Exchange	<ul style="list-style-type: none"> • use an augmentative communication programme/app to exchange a message with a peer; • use a digital device to communicate with familiar people by using messenger apps; • record a short and simple message onto a recording device to be played back to an expanding audience; • use a digital device/communication app to participate in a small group discussion;
Evaluate	<ul style="list-style-type: none"> • use the eraser on paint software/interactive board/apps to improve their work; • recognise and use the 'undo' icon or back button on a variety of technologies such as the internet or word processing; • replay an interactive digital game in order to improve their score;
Exhibit	<ul style="list-style-type: none"> • select photographs/sounds/videos they wish to use to produce a digital presentation; • operate a concept/BigKeys/virtual keyboard to type basic information, such as their name, or letters or words; • digitally showcase work to a familiar adult.

