Requirements

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: Key Stage 3

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	Level 6	Level 7
	Pupils can:	Pupils can:	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.	• research, select and evaluate assets from a range of digital sources, justifying and referencing their sources; • investigate and solve problems in digital environments by developing and manipulating models.	• research, select and evaluate assets from a range of digital sources, found and created, discriminating between these for relevance, reliability and accuracy, justifying and referencing their sources; • investigate and solve problems in digital environments by designing solutions to meet the needs of the end user.
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.	• manipulate and integrate a combination of text, data, sound, still and moving images, to create, present and communicate their information and multimedia products, for specific audiences and purposes.	• exploit a range of appropriate software facilities, which includes digital video, web and multimedia authoring software, to produce a solution which meets user needs.
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.	• use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users.	• 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.
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.	• review their use of ICT, routinely evaluating and justifying the processes and outcomes.	• review their use of ICT, testing and adjusting work as necessary, collecting and responding to the views of end users and to client needs.
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.	• manage their stored work within a personalised digital bank to showcase learning across the curriculum, showing an awareness of format, portability and size.	• 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.

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