

Computing Progression Framework: Digital Literacy

National Curriculum Objective	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Use technology safely and respectfully.		Use technology safely, respectfully and responsibly		Use technology safely, respectfully and responsibly.		
Online Safety	Expected Standard	<p>The child can keep themselves safe while using digital technology:</p> <ul style="list-style-type: none"> The child should know to use filtered SafeSearch when looking for images on the web The child should know that they should close the lid of a laptop (or similar action) if they find inappropriate images and tell the teacher. 	<p>The child can keep safe and show respect to others while using digital technology:</p> <ul style="list-style-type: none"> The child should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement. The child should observe age restrictions on computer games. The child should ask before taking photos of others. The child should know what to do if they encounter inappropriate content The child should acknowledge the source of information they use. The child should check that it is safe to open files attached to emails and to respond to emails. 	<p>The child can use digital technology safely and show respect for others when working online:</p> <ul style="list-style-type: none"> The child should show respect for others when filming and should not normally post videos online. The child should take care when using the Command prompt and should treat links and attachments in emails with caution. If responding to online surveys, the child should do so anonymously, thinking carefully about information they give out. 	<p>The child can demonstrate that they can act responsibly when using computers:</p> <ul style="list-style-type: none"> The child should act responsibly when developing computer games or prototype products. The child should behave responsibly when using sampled music or creating a composition. The child should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions. The child should contribute positively to a shared wiki. 	<p>The child can demonstrate that they can act responsibly when using the internet:</p> <ul style="list-style-type: none"> The child should act responsibly when participating in an online community, such as the Scratch community The child should demonstrate that they understand the importance of encrypted (HTTPS) connections when browsing the web and of using strong passwords to protect their identity online. The child should act responsibly when creating, editing or commenting on web pages or blog posts. 	<p>The child can discuss likely and potential consequences of their actions when using digital technology in a range of contexts:</p> <ul style="list-style-type: none"> The child could develop smartphone apps The child to use online project management tools The child can collect information for market research The child should post original content online.
	Expected Standard	<p>Keeping personal information private.</p> <p>The child can understand that information on the internet can be seen by others.</p> <p>The child should be aware that information stored on the web or transmitted via the internet is available to other people.</p> <ul style="list-style-type: none"> The child should know that the images they find online can be found by others too The child should know that the queries they type in can be seen by those who run the search engine they use and the school's network. 		<p>Recognise acceptable/unacceptable behaviour.</p> <p>The child can recognise unacceptable behaviour when using digital technology:</p> <ul style="list-style-type: none"> The child should know what would be unacceptable when using online communities, such as the Scratch website, or when shooting or publishing video. The child should know what would be unacceptable use of the Command prompt, email or online survey tools. 		<p>Recognise acceptable/unacceptable behaviour.</p> <p>The child can discuss the consequences of particular behaviours when using digital technology:</p> <ul style="list-style-type: none"> The child can discuss the consequences of inappropriate use or behaviours <ul style="list-style-type: none"> In the Scratch community when using cryptography when using passwords when developing online content for a website or blog <p>The child can identify principles underpinning acceptable behaviour and use of digital technologies.</p> <p>Examples:</p> <ul style="list-style-type: none"> The child can identify the principles underpinning acceptable: <ul style="list-style-type: none"> smartphone and tablet use use of online project management tools use of surveys and recorded interviews creation and sharing of digital content. 	
	Expected Standard	<p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>The child can understand what to do if they see disturbing content online at home or at school:</p> <ul style="list-style-type: none"> The child knows to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. The child should know to tell their teacher or their parents if they find inappropriate content/images 		<p>Know a range of ways to report concerns and inappropriate behaviour</p> <p>Know who to talk to about concerns and inappropriate behaviour in school:</p> <ul style="list-style-type: none"> The child should know to report inappropriate behaviour when using technology in school to their teacher, the network manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. 		<p>Know a range of ways to report concerns and inappropriate behaviour</p> <p>Know how to report concerns and inappropriate behaviour in a range of contexts:</p> <ul style="list-style-type: none"> The child should know how to report inappropriate behaviour when using technology in school: preferably this will be to their teacher, the network manager or another trusted adult. The child should know how to report any concerns over inappropriate behaviour with digital technology at home: preferably this would be through discussion with their parents, with you or with another trusted adult. The child should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police. 	
	Expected Standard	<p>The child can understand what to do if they have concerns about content or contact online:</p> <ul style="list-style-type: none"> The child knows to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children The child knows what to do if someone they don't trust contacts them online The child know what to do if someone makes inappropriate contact online The child knows to tell their teacher or their parents if this happens, and be aware that they could talk to another trusted adult or to ChildLine about this. 		<p>Know a range of ways to report concerns and inappropriate behaviour</p> <p>Know who to talk to about concerns and inappropriate behaviour at home or in school:</p> <ul style="list-style-type: none"> The child should know how to report any concerns over inappropriate behaviour with digital technology at home using community moderators (CEOP red button etc) The child should know that they can discuss with their parents, their teacher or with another trusted adult, any concerns and inappropriate behaviour outside of school 		<p>Know a range of ways to report concerns and inappropriate behaviour</p> <p>Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts:</p> <ul style="list-style-type: none"> The child should know that illegal content or activities can be reported to those hosting the content, CEOP or the police. The child should know that they should talk to their parents about concerns and inappropriate behaviour outside school. 	

Online Safety		Recognise common uses of information technology beyond school.		Be discerning in evaluating digital content.		Be discerning in evaluating digital content.	
	Expected Standard	<p>The child can show an awareness of how IT is used for communication beyond school.</p> <p>The child can mention some of the ways in which IT is used to communicate beyond school</p> <ul style="list-style-type: none"> The child might know that some people use social media such as Facebook, email, video calls or online greetings to say happy birthday to their friends. The child to be made aware that many people send greetings online rather than using cards now. 	<p>The child can show an awareness of how IT is used for a range of purposes beyond school.</p> <p>The child can name a number of purposes for which IT is used beyond school.</p> <ul style="list-style-type: none"> The child might know that adults can share work and discuss ideas in online communities The child will learn that photos can be taken, edited and shared easily using digital technology The child will learn that the web is made up of information shared by people and organisations The child will learn that people use email for a range of purposes and in a variety of contexts The child will learn that scientists use computers when collecting and analysing data. 	<p>The child can decide whether a web page is relevant for a given purpose or question.</p> <ul style="list-style-type: none"> The child can form a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a given purpose. 	<p>The child can decide whether digital content is relevant for a given purpose or question.</p> <ul style="list-style-type: none"> The child can form a judgement about whether a web page, such as a Wikipedia article, or other digital content is appropriate for finding out the answer to a question they have or for a given purpose. 	<p>The child can decide whether digital content is reliable and unbiased.</p> <p>The child can discuss whether particular content (such as a web page, other children's pages or blog posts) is reliable and whether it has been written from a neutral point of view.</p> <ul style="list-style-type: none"> The child should be able to spot some examples of bias in digital content. 	<p>The child can form an opinion about the effectiveness of digital content.</p> <ul style="list-style-type: none"> The child can, when taking into account the intended audience and purpose of the content, form a judgement as to, and provide reasons for, the extent to which they consider digital content to be effective. The content might be an app, media resources or marketing materials. The child form an opinion about the effectiveness of the apps they explore.
				Understand the opportunities networks offer for communication and collaboration.		Understand the opportunities networks offer for communication and collaboration.	
Expected Standard			<p>The child can use email and videoconferencing in class.</p> <ul style="list-style-type: none"> When working as part of the class, the child can use email effectively and participate in a whole-class videoconference. 	<p>The child can work collaboratively with classmates on a shared wiki.</p> <ul style="list-style-type: none"> The child can work collaboratively with their peers on a shared project, such as a class wiki, making useful contributions and providing feedback to others. 	<p>The child can work collaboratively with classmates on a class website or blog.</p> <ul style="list-style-type: none"> The child can work productively and positively with others when developing a shared website or contributing to a class blog. 	<p>The child can use online tools to plan and carry out a collaborative project.</p> <ul style="list-style-type: none"> The child can make use of an online tool to plan and carry out a collaborative project (such as developing an app), including using tools to keep track of progress and share ideas. 	