

Planning

Teaching

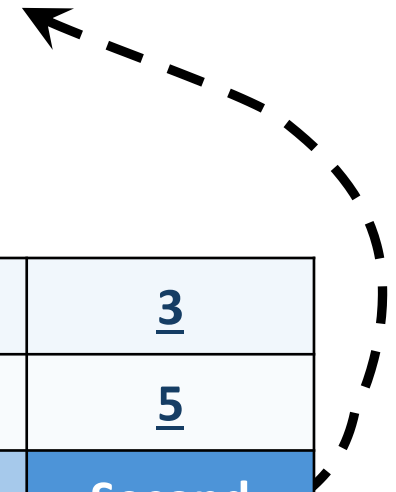
# Digital Progression Pathway

## Digital Literacy

### Edinburgh Learns Digital

Assessment

Learning



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## Background

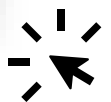
This document has been created by [Edinburgh Learns Digital](#) to support schools to deliver progressive digital learning and teaching which should be embedded across the curriculum. The document aims to showcase a progression of digital skills organised alongside the Curriculum for Excellence's Technology Organisers and corresponding Benchmarks.

Devices have been provided to all (P6 – S6) learners and teachers ensuring equity of access to the transformative opportunities of digital learning: a shared model in P1 to P5, a 1:1 model from P6 to S6. Ubiquitous access to digital tools allows teachers to develop new pedagogical approaches and provides learners with new ways to access content and demonstrate their learning.

As educators we have a responsibility to support the development of digital skills for life, learning and work. This Progression Pathway provides assessment criteria through Early to Second Level, and suggested resources to support planning, delivery and assessment of learning.

## What is Digital Literacy?

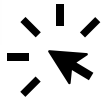
HGIOS4 defines digital literacy as *“the capabilities required for living, learning and working in a digital society. It includes the skills, knowledge, capabilities and attributes around the use of digital technology which enable individuals to develop to their full potential in relation to learning, life and work. It encompasses the skills to use technology to engage in learning through managing information, communicating and collaborating, problem-solving and being creative, and the appropriate and responsible use of technology.”*



## Edinburgh Learns Digital Strategy: Vision

### Our overall vision is that:

In our education settings, digital learning is an intrinsic component of effective planning, teaching, learning and assessment. All learners and staff have ubiquitous access to high quality digital tools and resilient infrastructure to ensure fast and reliable online functionality. All learners and staff are digitally capable – they can create, communicate and collaborate digitally, transforming learning opportunities and enabling access to broader and more flexible curriculum pathways across all the city's education settings.

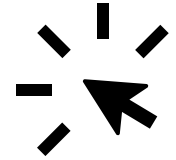



### User Guide

- Each pathway is split across three phases to highlight progress through a level
- The pathways allow for responsive and flexible planning to support and challenge your learners, meaning they can and should move within and across progression levels. Some learners may be working before or after expected phases
- Progression pathways are skills-focussed with suggested resources included to allow staff the autonomy to select the most appropriate materials
- The *Exemplified Learning & Resources* pages provide practical suggestions for developing these skills in your classroom
- Skills are highlighted in bold and can be used to support staff to form Learning Intentions and Success Criteria.
- For any enquiries regarding this pathway, please contact [ELDigital@ea.edin.sch.uk](mailto:ELDigital@ea.edin.sch.uk)



# Navigation – On each page, click the icons to jump to sections



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# Benchmarks - Early

Early

First

Second

Using digital products and services in a variety of contexts to achieve a purposeful outcome TCH 0-01a	Searching, processing and managing information responsibly TCH 0-02a	Cyber Resilience and Internet Safety (CRIS) TCH 0-03a
<ul style="list-style-type: none"> <li>• Recognises different types of digital technology.</li> <li>• Identifies the key components of different types of digital technology.</li> <li>• Logs on to a preferred device with a given password.</li> <li>• Identifies icons for different applications.</li> <li>• Opens and close a pre-saved file.</li> <li>• Identifies and consistently use the close icon.</li> <li>• Uses digital technologies in a responsible way and with appropriate care.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses images and key words when searching for specific information.</li> <li>• Demonstrates an understanding of how information can be found on websites as text, audio, images and video.</li> <li>• Demonstrates an understanding of how they should not use materials owned by others without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of appropriate behaviour and language in the digital environment.</li> <li>• Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.</li> </ul>



# Digital Literacy – Skills Progression



<b>Organiser</b>	Using digital products and services in a variety of contexts to achieve a purposeful outcome	
<b>E &amp; O</b>	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.	<b>TCH 0-01a</b>
<b>Key Vocab</b>	iPad, computer, laptop, phone, screen, keyboard, home button, camera, volume, play, pause, open, close, share, safety, apps, responsibility, passcode, sign-in.	<b><u>RESOURCES</u></b>
Phase 1		Phase 2
<p><b>Recognise</b> common digital devices (e.g. iPad, Beebots, computer, phone)</p> <p><b>Demonstrate</b> basic care, e.g. not dropping a device, keeping calm if it does not work, or asking for help when unsure</p> <p>Is <b>aware</b> of basic rules for looking after devices e.g. not running with them</p>		<p><b>Name</b> parts of digital devices (e.g. screen, keyboard, button, charger)</p> <p>Is starting to <b>share</b> devices appropriately with classmates</p> <p><b>Discuss</b> and <b>follow</b> simple instructions for responsible use of digital devices</p>
		Phase 3
		<p><b>Sign-in</b> to a Shared iPad with support (e.g. entering a pre-set passcode)</p> <p><b>Identify</b> apps from their icons (e.g. camera, learning apps)</p> <p>Starting to <b>open</b> and <b>close</b> apps and files (e.g. photos)</p> <p><b>Takes turns</b> of Shared iPads with classmates as directed by staff</p> <p><b>Demonstrate</b> responsible behaviour when using digital devices</p> <p>With adult support, <b>evidence learning</b> using iPad apps (e.g. create a voice memo, a short video using the camera app, or an animated project using ChatterPix Kids)</p>

Early

First

Second

# Digital Literacy – Skills Progression



Early

First

Second

<b>Organiser</b>	Searching, processing and managing information responsibly	
<b>E &amp; O</b>	I can use digital technologies to explore how to search and find information.	<b>TCH 0-02a</b>
<b>Key Vocab</b>	Screen, microphone, icons, apps, camera, photos, text, video, audio, search, website, locate, permission, safety, open, close	<b><u>RESOURCES</u></b>
Phase 1	Phase 2	Phase 3
<p><b>Be aware</b> that technology can be used to find information (e.g. watching the teacher search for a story online)</p>	<p><b>Be aware</b> that icons and symbols can be used to find information (e.g. the magnifying glass to search or the microphone to use voice features)</p> <p><b>Start to understand</b> that websites show information, in different ways (e.g. text, audio, and video)</p>	<p>With adult support, <b>start to use</b> icons, key words, and symbols to find information (e.g. search for a specific online story)</p> <p><b>Explain</b> how different types of information can be displayed on websites (e.g. text, photo, audio, video)</p> <p>Start to <b>understand</b> that copying or taking something (e.g., images) without asking is not allowed</p>





# Digital Literacy – Skills Progression



Organiser	Cyber Resilience and Internet Safety (CRIS)	
E & O	I can explore, play and communicate using digital technologies safely and securely.	TCH 0-03a
Key Vocab	Internet/Password/passcode/online	RESOURCES
Phase 1	Phase 2	Phase 3
<p>Is beginning <b>to follow simple rules</b> when handling tech, such as ‘gentle hands’.</p> <p><b>Is aware</b> of what a password or passcode is</p> <p><b>Is aware</b> that a password might be used to unlock something, such as a door</p> <p>*Apps that are self-contained</p>	<p>Can <b>follow simple rules</b> when handling tech, such as ‘gentle hands’</p> <p>Can use ‘walled garden’ apps when set up by an adult*</p> <p>With adult support, <b>can unlock</b> an iPad with a simple passcode</p> <p><b>Can talk</b> about why something might need a password/passcode</p> <p><b>Experiences roleplay</b> situations with passwords</p>	<p><b>Demonstrates</b> ‘gentle hands’ when using tech (i.e. iPads) and can explain why this is needed.</p> <p>Can <b>independently use</b> some ‘walled garden’ apps available on the school iPads</p> <p><b>Is aware</b> that some things in the home and at school are connected to the internet such as TVs, fridges, Smart device</p> <p><b>Can unlock</b> an iPad with simple passcode</p> <p><b>Can demonstrate</b> keeping a password hidden (in play)</p>

Early

First

Second



# Exemplified Learning & Resources

Early

	Exemplified Learning & Resources
<p>I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts</p> <p><b>TCH 0-01a</b></p>	<ul style="list-style-type: none"><li>• Learners have regular opportunities to <b>discuss</b> the technology used in school and at home (e.g. iPads or Interactive Whiteboards), key features, and purposes</li><li>• Technology focussed areas for <b>purposeful play</b> (e.g. role play with phones or speakers)</li><li>• <b>Clear rules</b> about the appropriate use of commonly used classroom technology (e.g. safe handling, asking permission, turn taking)</li><li>• Learners have <b>familiarity with commonly used</b> tools (e.g. Interactive Whiteboard or iPad)</li><li>• Learners <b>follow basic steps</b> when interacting with commonly used tools (e.g. opening the Photos app)</li><li>• A variety of <b>stage appropriate apps</b> (e.g. ChatterPix Kids or Draw &amp; Tell HD) are used to explore learning</li><li>• <b>Learning is shared</b> through digital tools (e.g. recording a voice memo or taking a photograph)</li><li>• Learners are beginning to <b>familiarise themselves</b> with the features of Shared iPads (e.g. Guest Mode, signing in/out)</li></ul>
<p>I can use digital technologies to explore how to search and find information.</p> <p><b>TCH 0-02a</b></p>	<ul style="list-style-type: none"><li>• EYP or Teacher <b>models safe searching</b> in the classroom (e.g. finding a story on ClickView or Bookbug to watch)</li><li>• EYP or Teacher <b>models how to browse</b> (e.g. navigating to symbols/icons) or <b>search</b> (e.g. using key words) on a website or app (e.g. talk through steps of searching with search bar "I am looking for the magnifying class...")</li><li>• Learners understand information can be shown in <b>different formats</b> (e.g. text, images, audio and video)</li><li>• Learners <b>search using voice</b> (e.g. using Siri)</li><li>• Learners are <b>consuming content with an awareness</b> that it is owned by someone else (e.g. informal chat about copyright, ownership)</li></ul>



# Exemplified Learning & Resources

Early

	Exemplified Learning & Resources
<p>I can explore, play and communicate using digital technologies safely and securely (CRIS)</p> <p><b>TCH 0-03a</b></p>	<ul style="list-style-type: none"><li>• Awareness that <b>technology can be password protected</b> and why (e.g. purposeful play around PC or mobile phone passcodes or passcode themed stories (e.g. <a href="#">The Bongles</a>)</li><li>• <b>Clear rules</b> about the appropriate use of commonly used classroom technology (e.g. safe handling, asking permission, turn taking)</li><li>• <b>Informal conversation</b> around learner's accounts (e.g. asking "Is this my account?", "Am I allowed to use this?" and "Do I need to sign in?")</li><li>• Regular <b>opportunities to discuss</b> that some devices are connected to the internet such as Smart TVs, heating etc.</li><li>• <b>Whole class engagement</b> with targeted video content about the safe and secure use of technology e.g. <a href="#">Digiduck Stories</a> and <a href="#">Smartie the Penguin</a></li><li>• <b>Learning through stories:</b><ul style="list-style-type: none"><li>• Once Upon a Time Online - David Bedford and Rosie Reeve</li><li>• Webster's Bedtime by Hannah Whaley</li></ul></li><li>• For more, see our curated set of resources and planning ideas here: <a href="#">Cyber Resilience and Internet Safety (CRIS) – Edinburgh Learns Digital</a></li></ul>





# Benchmarks - First

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts <b>TCH 1-01a</b>	Searching, processing and managing information responsibly <b>TCH 1-02a</b>	Cyber Resilience and Internet Safety (CRIS) <b>TCH 1-03a</b>
<ul style="list-style-type: none"><li>• Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.</li><li>• Opens and saves a file to and from a specific location.</li><li>• Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software.</li><li>• Uses digital technology to collect, capture, combine and share text, sound, video and images.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates an understanding of the concept of ownership of material and ideas.</li><li>• Demonstrates an understanding of the different functions of a browser and search engine.</li><li>• Recognises what should and shouldn't be searched for on the Internet.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates understanding of my rights and responsibilities as a digital citizen.</li><li>• Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to.</li><li>• Demonstrates an understanding for the need for strong passwords.</li><li>• Explains the need to get a person's permission before taking a picture or video of them.</li></ul>

Early

First

Second

# Digital Literacy – Skills Progression



Organiser	Using digital products and services in a variety of contexts to achieve a purposeful outcome		Early
E & O	I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.	TCH 1-01a	
Key Vocab	Office 365, email, sign-in, username, password, file, software, hardware, create, collaborate, rename, save, move, file location, multimedia, cloud storage	RESOURCES	First
Phase 1	Phase 2	Phase 3	
<p><b>Physically collaborate</b> on a digital task with a classmate.</p> <p><b>Share</b> content I have created with a teacher or classmate by showing them on my device.</p> <p><b>Share examples</b> of how we communicate with others using digital technology (e.g. phone call, text, email, etc.)</p> <p><b>Open</b> an Airdropped file</p> <p>With adult support, <b>save</b> simple work with (e.g. a photo to a folder).</p> <p><b>Recognise</b> and <b>name</b> hardware (e.g. iPad, headphones, stylus) and software (e.g. Word, ChatterPix Kids)</p> <p>With adult support, <b>evidence learning</b> using iPad apps (e.g. create a voice memo, a short video using the camera app, or an animated project using ChatterPix Kids).</p>	<p><b>Physically collaborate</b> on a digital task with a classmate and airdrop to a teacher.</p> <p><b>Be aware</b> of how digital platforms (e.g. Teams, emails from school to parents/carers) can be used as communication tools</p> <p>Digitally <b>share evidence</b> of learning with a teacher or classmate (e.g. via Airdrop or screen sharing)</p> <p><b>Name</b> and <b>save</b> files in a specified location (e.g. in iCloud storage on a Shared iPad)</p> <p><b>Find</b> and <b>open</b> files in a specified location (e.g. in iCloud on a Shared iPad)</p> <p><b>Explain</b> the purpose of commonly used devices (e.g. keyboard, mouse, monitor etc.)</p> <p><b>Recognise</b> common icons within software (e.g. X for close, ... for more, and long press for additional options)</p> <p><b>Evidence learning</b> using iPad apps (e.g. create a Keynote with text/images, create a mindmap in Sketchbook, create a short animation in Scratch Jr.</p>	<p><b>Digitally collaborate</b> with classmates to show learning through creativity apps (e.g. Freeform or Minecraft)</p> <p>With adult guidance, begin to <b>access</b> Microsoft Teams as a communication (e.g. post reactions) and workflow tool (e.g. access a document).</p> <p><b>Digitally share evidence</b> of learning with a teacher or classmate using a workflow platform (e.g. Teams), Airdrop, or screen sharing.</p> <p><b>Name</b> and <b>save</b> files in online platforms (e.g. iCloud drive or OneDrive)</p> <p><b>Identify</b> and <b>use</b> common icons within software (e.g. X for close, ... for more, and long press for additional options)</p> <p><b>Understand</b> and <b>explain</b> the differences between hardware and software</p> <p><b>Evidence learning</b> through a combination of photo, video, text, and audio recording using iPad apps such as iMovie, Minecraft, and GarageBand.</p>	Second

# Digital Literacy – Skills Progression



Organiser	Searching, processing and managing information responsibly			Early
E & O	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.		TCH 1-02a	
Key Vocab	Permission, ownership, browser, internet, hyperlink, QR code, search engine, safe searching, keyword, icons, menu, bookmark, creative commons, personal information, appropriate searches		RESOURCES	First
Phase 1		Phase 2	Phase 3	
<p><b>Understand</b> that content belongs to people (e.g. photos, videos)</p> <p><b>Understand</b> that a web browser can be used to explore the internet</p> <p><b>Learn</b> that search engines (e.g., Google) are used to find information online with support (e.g., typing "cats")</p> <p><b>Access</b> websites using hyperlinks, shortcuts or QR codes</p> <p><b>Discuss</b> simple rules for safe searching, like looking for school-related topics or safe images/videos</p> <p><b>Identify</b> inappropriate searches (e.g. adult video games) in simple scenarios (e.g., only search for things we talk about in class)</p>		<p><b>Understand</b> that copying and sharing someone’s work (e.g., music or photos) needs permission</p> <p>With the help of an adult, <b>use</b> a search engine to search for content to support my learning</p> <p><b>Perform</b> a safe searching using a web browser (e.g. using a child friendly search engine)</p> <p><b>Access</b> familiar, safe websites using a safe web search (e.g. BBC Bitesize, Nat Geo Kids etc.)</p> <p>Start to <b>identify</b> features of a web browser (e.g. address bar, favourites icon)</p> <p><b>Use</b> icons (e.g. back, home), menus and links to navigate a website</p> <p><b>Understand</b> why certain topics (e.g., personal information, inappropriate content) should not be searched</p>	<p><b>Find</b> and <b>make use</b> of content that is free to use in my learning (e.g. images from Creative Commons,)</p> <p>Start to <b>use</b> the basic features of a web browser (e.g. searching, favourites)</p> <p>Start to <b>search</b> independently using search engines such as Google</p> <p><b>Access</b> websites independently using the URL bar to enter given search terms and simple URLs</p> <p><b>Discuss</b> and <b>suggest</b> appropriate searches to support learning</p> <p><b>Understand</b> that it is not appropriate share personal information online.</p>	Second



# Digital Literacy – Skills Progression



<b>Organiser</b>	Cyber Resilience and Internet Safety (CRIS)			Early
<b>E &amp; O</b>	I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure.		<b>TCH 1-03a</b>	<b>First</b>
<b>Key Vocab</b>	Digital citizenship/awareness/security/consent		<b><u>RESOURCES</u></b>	
Phase 1		Phase 2	Phase 3	<b>Second</b>
<p><b>Knows</b> that there are things at home and at school that are connected to the internet</p> <p><b>Knows</b> that there are laws to protect children in real life and online</p> <p><b>Can identify</b> some things in their own life that use passwords</p> <p><b>Can explain</b> why a password or passcode might be needed</p> <p>Can <b>discuss</b> what permission is, and why you might need to ask for it</p> <p>With support, <b>can identify</b> trusted adults who can help the see something that worries them*</p>		<p>Can <b>describe</b> my rights and responsibilities as a digital citizen and how they might affect my online behaviour</p> <p>Can <b>participate in discussions</b> about what they might do online</p> <p>With support, <b>can identify</b> trusted adults who can help the see something that worries them*</p> <p>I can <b>talk about</b> the importance of getting permission before taking pictures or videos of others and respect their privacy (e.g. taking photos on the iPad)</p> <p>Can <b>participate</b> in discussions about the difference between a weak and a strong password</p>	<p><b>Can explain and demonstrate</b> the difference between a weak and a strong password, creating examples</p> <p>Can <b>explain</b> what personal information is</p> <p>Can <b>identify</b> what personal information should not be shared online</p> <p>Children <b>reflect</b> on their online behaviours</p> <p><b>Knows</b> the benefits and risks of being online</p> <p>I can <b>demonstrate</b> getting permission before taking pictures or videos of others and respect their privacy (e.g. taking photos on the iPad)</p>	



# Exemplified Learning & Resources

First

	Exemplified Learning & Resources
<p>I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.</p> <p>TCH 1-01a</p>	<ul style="list-style-type: none"> <li>• <b>Lessons created with <a href="#">Everyone Can Create Books</a></b> exploring photo, video, music, and drawing</li> <li>• <a href="#">Clips</a> is used to <b>share understanding of topics using text, graphics and filters</b></li> <li>• <a href="#">Camera</a> and <a href="#">mark-up</a> features are used to <b>label</b> your classroom/outdoor environment</li> <li>• <b>Audio recording</b> features on apps such as Keynote are used to incorporate pupil voice</li> <li>• Apps such as AR Makr are used to <b>retell</b> classic stories such as Three Little Pigs</li> <li>• Digital tools are used to <b>engage with literacy</b> (e.g. a trailer to advertise a reading book using Clips)</li> <li>• Explore <a href="#">animation</a> to <b>share learning</b> in Keynote (e.g. handwriting animation for spelling lessons or maths explainers)</li> <li>• Learners <b>independently navigate apps</b> such as Draw &amp; Tell, ChatterPix Kids and Little Learners</li> <li>• <b>Digital posters</b> are created through <a href="#">Keynote</a></li> <li>• <b>Collaborate digitally</b> with classmates on a Minecraft world or on a group PowerPoint presentation.</li> <li>• Begin to <b>use tools such as Airdrop and QR codes</b> to share and access activities</li> </ul>
<p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.</p> <p>TCH 1-02a</p>	<ul style="list-style-type: none"> <li>• <b>Navigate</b> the internet using child-friendly search engines for class research</li> <li>• <b>Access educational resources through QR codes</b> (e.g. <a href="#">TopMarks</a> games or surveys through Forms)</li> <li>• <b>Access safe and familiar websites</b> that support learning (e.g. <a href="#">National Geographic Kids</a>, <a href="#">Newsround</a>)</li> <li>• As a class, <b>create a list of safe, reputable websites</b> that are used in school and at home and learners can discuss why they are considered reliable</li> <li>• Discuss the importance of crediting people for work and begin to <b>discuss creative commons</b></li> <li>• Discuss ways of <a href="#">personalising devices</a> and explore the <a href="#">accessibility</a> features on the iPad.</li> <li>• Recognise and use the <b>features of a web browser</b> such as Safari (e.g. URL, refresh, back, favourites)</li> </ul>





# Exemplified Learning & Resources

First

	Exemplified Learning & Resources
<p>I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure.</p> <p><b>TCH 1-03a</b></p>	<ul style="list-style-type: none"><li>• Engage <b>with digital/online focused RSHP Lesson</b> <a href="#">‘Safe and Happy Online’</a></li><li>• <b>Focused circle time</b> around friendships to include friendships on and offline, what they go online for</li><li>• Allow for <b>opportunities to get enthused</b> about what they enjoy doing online i.e. personal projects/presentations</li><li>• Have your school <b>register for</b> <a href="#">Safer Internet Day</a> and take advantage of their annually updated resources</li><li>• <b>Learning through stories</b>, we recommend these books:<ul style="list-style-type: none"><li>• Goldilocks - Jeanne Willis and Tony Ross</li><li>• Chicken Clicking – Jeanne Willis</li><li>• Webster's Email and Webster's Friend by Hannah Whaley</li></ul></li><li>• For more, see our curated set of resources and planning ideas here: <a href="#">Cyber Resilience and Internet Safety (CRIS) – Edinburgh Learns Digital</a></li></ul>





# Benchmarks - Second

Early

First

Second

Using digital products and services in a variety of contexts to achieve a purposeful outcome TCH 2-01a	Searching, processing and managing information responsibly TCH 2-02a	Cyber Resilience and Internet Safety (CRIS) TCH 2-03a
<ul style="list-style-type: none"> <li>Identifies and saves in a range of standard file formats</li> <li>Saves files using an organised filing system</li> <li>Stores, shares and collaborates using an online cloud-based service for example, Glow or other platforms</li> <li>Identifies the key features of input, output and storage devices</li> <li>Selects and use applications and software to capture, create and modify text, images, sound and video</li> <li>Selects the most appropriate digital software to perform a task</li> </ul>	<ul style="list-style-type: none"> <li>Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results</li> <li>Access websites and use navigation skills to retrieve information for a specific task</li> <li>Demonstrates an understanding of usage rights and can apply these within a search for example creative commons</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the content they should include in an online profile</li> <li>Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions</li> <li>Identifies appropriate ways to report concerns</li> <li>Uses strong passwords</li> <li>Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images</li> </ul>

# Digital Literacy – Skills Progression



<b>Organiser</b>	Using digital products and services in a variety of contexts to achieve a purposeful outcome		Early
<b>E &amp; O</b>	I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.	<b>TCH 2-01a</b>	
<b>Key Vocab</b>	Identify / Save / Create / Upload / Collaborate / Create		First
<b>Phase 1</b>		<b>Phase 2</b>	Second
<p><b>Be aware</b> of different commonly used file types (e.g. <i>.docx</i>, <i>.key</i> or <i>.pptx</i>) and <b>discuss</b> the importance of appropriately naming files</p> <p><b>Save</b> to appropriate digital storage platforms (e.g. class Teams page, iPad files, iPad Photos, OneDrive, iCloud drive)</p> <p><b>Navigate</b> digital filing systems to find resources e.g. finding lesson materials on Teams, accessing Airdropped resources, and saved files in cloud storage</p> <p><b>Independently share</b> learning with teachers and classmates through workflow platforms (e.g. posting or uploading to Microsoft Teams)</p> <p><b>Collaborate</b> with classmates on a shared document (e.g. a file in Teams)</p> <p><b>Recognise</b> and give examples of different input devices (e.g. keyboard, trackpad, camera, webcam, mic) and output devices (e.g. speakers, headphones)</p> <p><b>Evidence learning</b> using appropriate teacher-directed creative apps that may include text, images, sound and video elements. (e.g. an animated Keynote)</p>		<p><b>Identify</b> common file types used in class and understand their purposes (e.g. <i>.docx</i>, <i>.pdf</i>, <i>.png</i>, <i>.mp4</i>)</p> <p>Appropriately <b>name</b> and <b>save</b> files to digital storage platforms (e.g., Class Notebook, Teams, OneDrive, iCloud Drive)</p> <p>Begin to <b>organise</b> files into simple folders or categories (e.g., Literacy, Numeracy, Health &amp; Wellbeing)</p> <p><b>Collaborate</b> on shared documents (e.g. paired work on a shared PowerPoint)</p> <p><b>Evidence learning</b> using intentionally chosen creative apps that include text, images, sound and video elements (e.g. a Clips or iMovie explainer)</p>	
<b>Phase 3</b>			
		<p><b>Identify</b> and <b>save</b> files in a variety of formats (e.g. <i>.docx</i> or <i>.pages</i>, <i>.mp4</i> or <i>iMovie project</i>, <i>.pptx</i> or <i>.key</i>)</p> <p><b>Create</b> an organised filing system in OneDrive, iCloud or Class Notebook e.g. subject folders, subfolders.</p> <p><b>Share</b> and <b>collaborate</b> on cloud-based documents with peers (e.g. work together on a shared Word document)</p> <p><b>Evidence learning</b> using intentionally chosen creative apps that include text, images, sound and video elements, and explain your choices (e.g. an interactive infographic using Keynote)</p>	



# Digital Literacy – Skills Progression



<b>Organiser</b>	Searching, processing and managing information responsibly			Early
<b>E &amp; O</b>	I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible.		TCH 2-02a	
<b>Key Vocab</b>	Search, website, browser, creative commons, credit, filtering, Search Coach, reliability, creditability, quotation, results, usage rights, download, copy, paste, ownership		<b>RESOURCES</b>	First
Phase 1		Phase 2	Phase 3	Second
Independently search using a <b>search</b> engine such as Google or Bing on a web browser		<b>Refine</b> a search using the filtering tools of a search engine e.g. images, news or dates	<b>Conduct</b> and <b>understand</b> the most effective way to use a search engine such as keywords, quotation marks for exact phrases, and filters	
<b>Build</b> an awareness that accessibility tools such as Siri and dictation can be used to support a search		<b>Conduct</b> a search using Microsoft Search Coach through Teams	<b>Search</b> by image to identify the credibility of a source (e.g. Google search by image)	Second
<b>Navigate</b> a website using the features of a web browser e.g. back, favourites, URL bar, menu icon, magnifying glass for searches		<b>Recognise</b> that not all information online can be trusted (inc. social media, websites, images)	<b>Use</b> the filtering tools on Microsoft Search Coach e.g. filter by date or file type	
<b>Gather information</b> using tools such as Find on Page, cut/copy/paste, or taking screenshots			Be prepared to <b>fact-check</b> information retrieved via a search (including AI driven resources) and <b>understand</b> that it may be biased or incorrect	
<b>Credit</b> the work of peers, authors and creators, where required (including Creative Commons images)			<b>Evaluate</b> reliability when sourcing information online e.g. using the NewsGuard credibility score on Microsoft Search Coach	



# Digital Literacy – Skills Progression



Organiser	Cyber Resilience and Internet Safety (CRIS)		
E & O	I can explore <b>online communities</b> demonstrating an understanding of <b>responsible digital behaviour</b> and I'm aware of how to keep myself <b>safe and secure</b> .	TCH 2-03a	
Key Vocab	Block, report, Digital footprint, Personal Information, cyberbullying, two-factor verification, credibility, reliability	RESOURCES	
Phase 1		Phase 2	
<p><b>Continue to explore that</b> internet is all around us both at home and at school, <b>providing familiar examples</b> (e.g. Alexa, workflow from home to school and vice versa, gaming)</p> <p><b>Take part in discussions</b> to describe ways people might connect online if they have interests or needs in common.</p> <p>Can <b>give examples</b> of online communities (such as Minecraft worlds, Teams pages, WhatsApp groups, Apple Classrooms)</p> <p><b>Discuss examples</b> of ways to informally communicate online i.e. emojis, memes, gifs, text speak, DMs</p> <p>Is <b>aware</b> of the need for a trusted adult to speak to if content we see online upsets or worries us on a school device or home device (i.e teacher at school, parent/carer at home)</p>		<p>Can <b>explain</b> the similarities and differences between online and offline friends</p> <p>Can <b>give examples</b> of responsible ways to communicate in Learning and Teaching spaces i.e. reacting to a Teams post, replying to a post</p> <p><b>Understands</b> that all communication online exists forever</p> <p>Can <b>give examples</b> of bullying behaviour in the context of the online world</p> <p><b>Engages</b> fully with the Home School Agreement and Responsible Use Agreement.</p> <p>Can <b>demonstrate</b> keeping school passwords and usernames safe e.g. iPad Passcode, M365 Username and Password, Sumdog password</p> <p>Can <b>discuss personal information in the context of data</b> privacy and the value of personal data (ICO)</p>	
Phase 3		Phase 4	

Early

First

Second



# Exemplified Learning & Resources

## Second

	Exemplified Learning & Resources	DLUs
<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.</p> <p><b>TCH 2-01a</b></p>	<ul style="list-style-type: none"> <li>Explore the full suite of <a href="#">Digital Learning Units</a> to <b>embed creative cross-curricular digital learning</b></li> <li><b>Create a Microsoft Form</b> to evaluate a recent class topic and <a href="#">present the results</a></li> <li>Collaborate on group presentations by <b>storing a shared PowerPoint</b> on a class Teams page</li> <li><b>Share your learning</b> with an <a href="#">infographic created in Keynote</a></li> <li><b>Create a podcast</b> in <b>GarageBand</b> to discuss a class topic (e.g. a reading book tasks, anti-bullying week, or a social studies topic)</li> <li><b>Explore digital data handling</b> using Microsoft Forms to gather and display data, using <a href="#">Numbers</a> or Excel</li> <li><b>Contribute to a Class Notebook</b> 'Collaboration Space' or Whiteboard through Teams to share thoughts and ideas (e.g. writing planning, design ideas for art)</li> <li>Use <a href="#">screen-recordings</a> and whiteboard apps to <b>create explainers</b> (e.g. how to multiply by three digits)</li> <li>Use iMovie or Clips to <b>bring literacy to life</b> (e.g. persuasive adverts or creative writing) with <a href="#">Green Screen</a> or <a href="#">Stop Motion</a></li> <li>Use Minecraft to create a setting for a piece of creative writing <b>using screen recordings and an audio voiceover</b></li> <li>Use <a href="#">Sketchbook</a> to <b>create a digital mindmap</b></li> <li>Lessons created with <a href="#">Everyone Can Create Books</a> <b>exploring photo, video, music, and drawing.</b></li> </ul>	<p><a href="#">Animation in Keynote</a></p> <p><a href="#">Exploring Writing Through Pages and iMovie</a></p> <p><a href="#">Digital Tourist Board</a></p> <p><a href="#">Exploring History</a></p> <p><a href="#">Create a Sports Team</a></p>



# Exemplified Learning & Resources

		Second
	Exemplified Learning & Resources	DLUs
I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible.  TCH 2-02a	<ul style="list-style-type: none"><li>• Full suite of <a href="#">Digital Learning Units</a> to <b>explore digital literacy</b>.</li><li>• Use Microsoft <a href="#">Search Coach</a> for research in class including its filtering options. This can be introduced using Microsoft's Search Coach <a href="#">lesson plans</a>.</li><li>• Discuss ways of <a href="#">personalising devices</a> and <b>explore the <a href="#">accessibility</a> features on the iPad</b>.</li><li>• (e.g. Safari) including favourites, back, menu, searching, and <a href="#">tab groups</a>. <b>Explore the features of a web browser</b></li><li>• <b>Navigate <a href="#">ClickView</a></b> to find educational content</li><li>• <b>Access topical news websites</b> such as BBC Newsround using <a href="#">QR codes</a> and the features of a web browser.</li><li>• <b>Research in class</b> using the filtering tools of a search engine (e.g. <a href="#">Creative Commons image searches</a>, sorting by most recent content)</li><li>• <b>Discuss the importance of fact-checking</b>, understanding bias, and source credibility when using the internet with resources such as <a href="#">Young Citizens</a>, <a href="#">BBC Teach</a>, <a href="#">Project Evolve</a>.</li></ul>	<a href="#">Digital Tourist Board</a>  <a href="#">Exploring History</a>  <a href="#">Create a Sports Team</a>





# Exemplified Learning & Resources

## Second

	Exemplified Learning & Resources	DLUs
<p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.</p> <p>TCH 2-03a</p>	<ul style="list-style-type: none"><li>• Full suite of <a href="#">Digital Learning Units</a> to explore digital literacy.</li><li>• <b>Use the Calm and Mindfulness features</b> built into <a href="#">Teams Reflect</a>.</li><li>• <b>Engage with Digital/Online focused RSHP Lesson Plans:</b> 'Online/Offline Friends', 'Where do we go Online' and 'Being Smart Online'</li><li>• <b>Incorporate conversations about learner's online lives</b> through regular check-ins such as this duplicatable quiz: <a href="#">Digital Chicken</a></li><li>• Regularly <b>refer to the Home School Agreement and Responsible Use Agreement</b>, consider how this could link with your class rules</li><li>• <b>Promote and model good practice</b> around password protection and privacy, i.e. covering up when typing, keeping passwords memorised, not displayed on the wall or in the backs of iPads</li><li>• <b>Build in activities around personal information/data</b> found <a href="#">here</a> on the ICO website, building it into your Class Charter (UNCRC Article 16)</li><li>• Annually register your school for <a href="#">Safer Internet Day</a> and take advantage of their updated resources</li></ul>	<p><a href="#">CRISStory in the Making</a></p> <p><a href="#">iPad Guardians</a></p>





# Glossary

A - Z

<b>Airdrop</b>	A wireless feature on Apple devices that allows users to quickly share files with nearby devices
<b>Beebot</b>	A programmable floor robot used to teach early coding and directional language.
<b>ChatterPix Kids</b>	An app that allows learners to make photos talk by adding voice recordings and animations.
<b>ClickView</b>	An educational video platform that includes interactive content for classroom use.
<b>Creative Commons</b>	A licensing system that allows creators to share their work while specifying what others can and can't do with it.
<b>CRIS</b>	Cyber Resilience and Internet Safety. A set of skills and knowledge to help learners stay safe, secure, and responsible online.
<b>Digital Literacy</b>	The ability to use digital tools and technologies effectively for learning and teaching.
<b>Drag and Drop</b>	Moving text, images, or files between apps by pressing and holding them, then dragging
<b>EAL</b>	English as an Additional Language. Refers to learners who are learning English in addition to their native language.
<b>Excel</b>	Apple's spreadsheet applications for handling data and creating graphs.
<b>Fact-check</b>	The process of verifying whether information found online or elsewhere is true and reliable
<b>Forms</b>	A Microsoft tool for creating surveys, quizzes, and polls.
<b>Guest Mode</b>	A temporary user setting that allows access to a device without logging into a personal account.



# Glossary

A - Z

<b>HSA</b>	Home School Agreement. A CEC document that outlines the shared expectations and responsibilities between parents/carers and the school around the use of 1:1 iPads
<b>iCloud</b>	Apple's cloud storage system that allows users to save and access files online across devices.
<b>ICO</b>	Information Commissioners Office - the UK's independent regulator for data protection and information rights law
<b>Icon</b>	A small symbol or image on a screen that represents an app, file, or command.
<b>iPad</b>	A tablet computer made by Apple, used for accessing educational apps, browsing the internet, and creating content.
<b>Keynote</b>	Apple's presentation software, used to create multimedia slides.
<b>Markup</b>	A tool that lets users draw, highlight, or write on images and documents within apps like Photos.
<b>Notes</b>	Apple's built-in app for creating handwritten or typed notes.
<b>Numbers</b>	Apple's spreadsheet application for handling data and creating graphs.
<b>OneDrive</b>	Microsoft's cloud storage service that allows users to save, access, and share files online.
<b>OneNote</b>	Microsoft's digital notebook, used for organising lesson notes, resources, and work.
<b>Photos</b>	An app on the iPad used to store, view, edit, and mark up photos or videos.
<b>PowerPoint</b>	Microsoft's presentation software used for slideshows and teaching content.



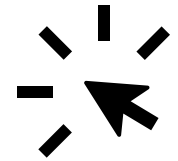
# Glossary

A - Z

<b>Progression Pathway</b>	A structured plan that outlines how learners build skills over time.
<b>QR Code</b>	A square barcode that can be scanned with the camera app to quickly open a link to a website or document.
<b>RUA</b>	Responsible Use Agreement. A CEC document that outlines the responsibilities of learners when using the iPads
<b>Safari</b>	The web browser used on Apple devices to explore websites.
<b>Shared iPad</b>	An iPad that is used by multiple users, where individual users sign in to access their own data and apps.
<b>Split Screen</b>	An iPad feature that allows two apps to be open and used side-by-side on the iPad.
<b>Teams</b>	Platforms used to assign tasks, collect student work, and communicate in classrooms.
<b>URL bar</b>	The area at the top of a web browser where a website address (URL) is entered.
<b>Voice Dictation</b>	Speaking into the iPad to convert speech into written text automatically.
<b>Voice Memo</b>	A short audio recording created using the microphone, typically used to capture ideas or feedback.
<b>Walled Garden</b>	A digital environment where access is limited to within the app and within a controlled environment (i.e. all self-contained)



## Further Resources



Edinburgh Learns Digital

Digitips

Digital Learning Units

Further Reading

Staff & Learner Skill  
Courses

Edinburgh Learns Digital  
SharePoint

Digital CLPL Opportunities

Digital Strategy Document

Highly Effective Digital  
Practice

