

## Midlothian Council ICT Strategy

### Attainment Targets Achieved

Pupils are able to:			
Strand	Level A	Level B	Level C
<b>Using the technology</b>	<ul style="list-style-type: none"> <li>• use a mouse to point and click</li> <li>• start up/shut down the computer</li> <li>• use a keyboard/concept keyboard</li> <li>• print by clicking a 'print' button</li> <li>• save and retrieve work, with support</li> </ul>	<ul style="list-style-type: none"> <li>• use menus and further mouse controls</li> <li>• start and close an application; create a new document</li> <li>• know the use of 'username' and 'password'</li> <li>• save and retrieve work independently</li> </ul>	<ul style="list-style-type: none"> <li>• use the components of a 'windows' environment</li> <li>• use a computer securely and responsibly</li> <li>• use a computer on a network</li> <li>• use another input device</li> </ul>
<b>Creating and presenting</b> – text  – graphics  – multimedia	<ul style="list-style-type: none"> <li>• create, enter and amend one or more sentences without teacher support</li> <li>• create a picture using simple software</li> <li>• add text to a picture</li> </ul>	<ul style="list-style-type: none"> <li>• create and edit a piece of text, e.g. menu, invitation, story, and print out work</li> <li>• create a document with text and graphics using simple software</li> <li>• create a multimedia page using simple software</li> </ul>	<ul style="list-style-type: none"> <li>• create and edit a document, e.g. report, newspaper article, letter using increasingly extended text-handling features</li> <li>• create a document with text and graphics using more sophisticated software</li> <li>• create a simple multimedia presentation, e.g. slide show/web page using appropriate software</li> </ul>
<b>Collecting and analysing</b>	<ul style="list-style-type: none"> <li>• use non-computer databases</li> <li>• use simple predefined computer databases</li> </ul>	<ul style="list-style-type: none"> <li>• enter data into a predefined database</li> <li>• browse records and produce and simple report with support</li> </ul>	<ul style="list-style-type: none"> <li>• understand the structure of a database</li> <li>• interrogate a database</li> <li>• create a simple database</li> <li>• produce reports independently</li> </ul>
<b>Searching and researching</b>	<ul style="list-style-type: none"> <li>• recognise that information is available electronically</li> </ul>	<ul style="list-style-type: none"> <li>• access information on CD-ROM with support</li> <li>• access websites with pre-set bookmarks</li> </ul>	<ul style="list-style-type: none"> <li>• use teletext</li> <li>• access CD-ROMs independently</li> <li>• use a web browser independently</li> <li>• print selectively</li> </ul>
<b>Communicating and collaborating</b>	<ul style="list-style-type: none"> <li>• show awareness that messages can be communicated electronically</li> <li>• give simple comparisons with telephone/post</li> </ul>	<ul style="list-style-type: none"> <li>• make simple person-to-person communication, e.g. mail</li> <li>• describe simple comparisons between phone/fax/e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• manage their own electronic communications, e.g. managing a mailbox</li> <li>• show an awareness of the style of communication (genre)</li> <li>• be aware of, and describe, issues surrounding responsible use</li> </ul>
<b>Controlling and modelling</b>	<ul style="list-style-type: none"> <li>• follow directional instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• control a screen image through simple instructions, e.g. a turtle</li> <li>• use simple simulation/adventure games.</li> </ul>	<ul style="list-style-type: none"> <li>• control an external device by giving instructions in single steps, e.g. floor turtle/robot arm</li> <li>• use more complex simulation/adventure games requiring a higher level of decision making.</li> </ul>
<b>Developing informed attitudes</b>	As pupils progress through levels A–F they increasingly: <ul style="list-style-type: none"> <li>• recognise and appreciate the role of ICT in accessing information and knowledge, fostering creativity and facilitating the exchange of ideas</li> <li>• appreciate the personal and societal benefits of ICT</li> <li>• become aware of the implications of the uses of ICT in different situations, e.g. the workplace, the home</li> <li>• appreciate the need for responsible uses of ICT and the need to protect information, individuals and society from its misuse</li> <li>• appreciate when it is and is not appropriate to use ICT.</li> </ul>		

## Midlothian Council ICT Strategy

### Attainment Targets Achieved (continuation)

	<b>Pupils are able to:</b>		
<b>Strand</b>	<b>Level D</b>	<b>Level E</b>	<b>Level F</b>
<b>Using the technology</b>	<ul style="list-style-type: none"> <li>• use help facilities</li> <li>• understand that there are different types of computer</li> <li>• understand the need for backing up files and be able to do so</li> <li>• understand the advantage of being able to share files</li> </ul>	<ul style="list-style-type: none"> <li>• interpret simple computer specifications</li> <li>• understand the costs of accessing network services</li> <li>• use other peripherals as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• use manuals and on-line help to resolve simple hardware and software problems</li> <li>• understand how a computer and its peripherals and software work together in simple terms</li> </ul>
<b>Creating and presenting</b>	<ul style="list-style-type: none"> <li>• create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features</li> <li>• create a document, e.g. magazine, advert, using a range of drawing/painting facilities</li> <li>• create a more sophisticated slide show/presentation or web pages with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• create a document incorporating textual, graphical and statistical information</li> <li>• create a document using and manipulating a wide range of graphic material</li> <li>• create a multimedia presentation or web pages working independently</li> </ul>	<ul style="list-style-type: none"> <li>• create a document using a desktop publishing software package</li> <li>• produce a well-presented document incorporating a high level of graphics manipulation</li> <li>• create a multimedia presentation or web pages incorporating a wide range of multimedia features</li> </ul>
<b>Collecting and analysing</b>	<ul style="list-style-type: none"> <li>• use database reports including searching and sorting</li> <li>• understand the structure of a spreadsheet</li> <li>• enter data into a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• analyse problems, implement and evaluate solutions using database and spreadsheet</li> <li>• model simple scenarios using spreadsheet</li> <li>• produce graphs</li> </ul>	<ul style="list-style-type: none"> <li>• compare databases and spreadsheets as solutions to problems</li> <li>• use more advanced functions of databases and spreadsheets</li> </ul>
<b>Searching and researching</b>	<ul style="list-style-type: none"> <li>• search across a range of media</li> <li>• use a search engine</li> <li>• create bookmarks</li> <li>• capture text and graphics by copying and pasting</li> </ul>	<ul style="list-style-type: none"> <li>• apply web searches to real-life situations</li> <li>• download files</li> <li>• refine searches</li> <li>• compare two websites</li> </ul>	<ul style="list-style-type: none"> <li>• use specialist search engines</li> <li>• refine searches using logical operators</li> <li>• make critical evaluation of websites and search engines</li> </ul>
<b>Communicating and collaborating</b>	<ul style="list-style-type: none"> <li>• carry out simple shared activity, e.g. group communication/collaboration by e-mail</li> <li>• demonstrate integration of e-mail with other software attachments</li> <li>• show awareness of advantages/misuse of appropriate styles/genres</li> </ul>	<ul style="list-style-type: none"> <li>• take part in group collaboration activity, e.g. electronic conference</li> <li>• show awareness of appropriate style and etiquette of conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• instigate/manage a group activity, e.g. electronic forum/conference</li> <li>• understand and use different collaborative approaches, e.g. real-time/without time constraints</li> </ul>
<b>Controlling and modelling</b>	<ul style="list-style-type: none"> <li>• plan a sequence of instructions to be executed by a device</li> <li>• be aware that computers can collect information about the environment through sensors, e.g. temperature, light, sound</li> <li>• be aware that computers can be used to simulate/model real situations and be aware why they are used for this purpose, e.g. hazardous situations/training.</li> </ul>	<ul style="list-style-type: none"> <li>• control a device through a more complex sequence of instructions, e.g. ones containing a loop</li> <li>• use a computer to collect and process data from the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• create a set of computer instructions to solve a problem</li> <li>• select appropriate input and output devices to solve problems.</li> </ul>