

Element 3 Assessment of Digital Capability				
3a Supporting and developing the assessment of digital capability				
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<b>3a-1</b> <b>Saving, organising, and reviewing pupil digital work</b>	<p>Staff and pupils currently have an ad hoc approach to the naming, saving, and storing of pupil digital work, it is mainly stored on the school physical server</p> <p>Pupils have limited opportunities to reflect on or further improve their digital work.</p>	<p>There is an agreed approach to the naming, saving, storing, and retrieving pupil digital work which is practiced by some pupils and staff. The school has some systems for work to be saved to cloud storage</p> <p>Pupils are provided with some planned opportunities to further improve their digital work and continue in their own time at home</p>	<p>There is an agreed logical approach to the naming saving, storing, and retrieving pupil digital work, using both school based and cloud storage, which is practiced by most pupils and staff.</p> <p>Pupils are provided with planned opportunities to further improve their digital work. They are encouraged to save their work into the cloud for regular continuation at home. They use a portfolio model for work they wish to retain.</p>	<p>The school has developed an embedded systematic culture in the saving, storing, and retrieving of pupil digital work, developing pupil advanced file management from a variety of storage locations</p> <p>Regular opportunities to review and improve pupil digital work are planned across most aspects of the curriculum. Pupils use an effective portfolio model for digital work that has been evaluated and is valued.</p>
<b>3a-2</b> <b>Broadcasting and showcasing pupil work</b>	<p>There are few opportunities for pupils to present and share their digital work with other pupils in school.</p> <p>The school has some representation of pupil digital creations online.</p>	<p>Regular opportunities for pupils to present and share their digital work (both in school and online) with other pupils in school are offered.</p> <p>Representation of pupil digital creations on-line reflect the range of digital activities within the school. The school is beginning to investigate other opportunities afforded by technology to broadcast and showcase work to a wider audience.</p>	<p>There are frequent opportunities for pupils to present and share their digital work with others within and beyond school utilising online solutions.</p> <p>Representation of a wide range of pupil digital creations online is regularly updated. The school is creatively providing opportunities afforded by a range of technology to broadcast and showcase work to a wider audience. Pupils have some experience of constructive external feedback on digital work.</p>	<p>The school has a variety of systems in place which enable the pupils to regularly present and share their digital work with others within and beyond school including global partners.</p> <p>The school utilises a wide variety of hardware, software, and social media solutions to regularly broadcast and showcase pupil digital work. Pupils are benefitting from engaging in two-way constructive external feedback on digital work.</p>

<p><b>3a-3</b> <b>Assessment, recording and reporting of digital capability</b></p>	<p>Some assessment and recording of digital capability occur, but this is inconsistent, uncoordinated, and rarely takes account of pupils' use of technology in other curriculum areas.</p> <p>Digital work is rarely assessed. Little feedback is given.</p>	<p>The assessment and recording of digital capability are informed by pupils' use of technology in some curriculum areas, but there is some variation in practice.</p> <p>Some digital work is assessed, and feedback given. Agreed procedures for frequency of assessment and moderation of digital work are not always consistent.</p>	<p>The assessment and recording of digital capability are reliable and consistent. They are informed using technology throughout the curriculum and by moderation within the school.</p> <p>The school has procedures in place which give timely and valued feedback to pupils on their digital work. There are systems in place to formally recognise pupil digital progress. Technology is beginning to be used to improve and enhance formative assessment.</p> <p>Where appropriate the school has sought external recognition and accreditation of pupil digital work.</p>	<p>The assessment and recording of digital capability are rigorous, reliable, and consistent. They are always informed using technology in all curriculum areas and by effective moderation within, and beyond the school.</p> <p>The school regularly assesses pupil digital work incorporating work created formally within the curriculum and work created informally and beyond school. Technology is regularly used to improve and enhance formative assessment.</p> <p>The school proactively celebrates external recognition and accreditation of pupil digital work.</p>
<p><b>3a-4</b> <b>Assessment of a pupils' capability to work digitally both in and beyond school</b></p>	<p>Some assessment and recording of pupils' capability to work digitally both in and beyond school occurs, but this is inconsistent, uncoordinated, and limited due to the lack of agreed school online systems</p> <p>Digital work produced at home is rarely assessed. Little feedback is given.</p>	<p>The assessment and recording of pupils' capability to work digitally both in and beyond school are informed by pupils' use of technology in class, supplemented by tracking their use of online systems, but there is some variation in practice.</p> <p>Some digital work produced at home is assessed, and feedback given. Agreed procedures for frequency of assessment and moderation of digital work are not always consistent.</p>	<p>The assessment and recording of pupils' capability to work digitally both in and beyond school are reliable and consistent. They are informed using technology in class and utilising extensive data, gathered from the agreed school online systems and moderation against set criteria.</p> <p>The school has procedures in place which give timely and valued feedback to pupils on their digital work produced at home. There are systems in place to formally recognise pupil capability to work remotely between school and home.</p>	<p>The assessment and recording of pupils' capability to work digitally both in and beyond school are rigorous, reliable, and consistent. They are always informed using technology in all curriculum areas and by effective moderation within, and beyond the school.</p> <p>The school regularly assesses pupil digital capability to work between home and school incorporating work created formally within the curriculum and work created informally and beyond school.</p>

<p><b>3a-5</b> <b>Self and peer assessment</b></p>	<p>Pupils are involved in some self-assessment of their digital capability, but it focuses mainly on technology skills undertaken within school. This has limited impact on improvement.</p>	<p>Pupils are beginning to develop their own criteria for self and peer assessment of their digital capability. This sometimes helps them to understand how their work can be improved. There are some opportunities for pupils to share work remotely with peers and to reflect upon their work.</p>	<p>Pupils regularly assess their own and other pupils' digital capability based on criteria they have identified and developed. This contributes to their understanding of what constitutes good quality and helps them to improve. There are regular and consistent opportunities for pupils to share work with others for peer assessment.</p>	<p>Effective and accurate self and peer assessments are undertaken systematically. This is integral to pupils' learning within and beyond the school and the development of their digital capability.</p>
<p><b>3a-6</b> <b>Pupils' progress in digital capability</b></p>	<p>Some pupils make appropriate progress in digital capability throughout the school. However, there is currently little or limited evidence gathered to support this.</p>	<p>The school is beginning to gather evidence to suggest that pupils make appropriate progress in most aspects of digital capability throughout the school.</p>	<p>The school has gathered evidence to suggest that most pupils make good progress in all aspects of digital capability both within and beyond the school. The school is widening its evidence base to inform its understanding of progress in digital capability.</p>	<p>All, or nearly all, pupils make good progress in all areas of digital capability both within and beyond the school. A wide range of evidence, gathered from work undertaken within and beyond school, can be provided to suggest good progress is being made.</p>