

Digital Competence Framework

Routes for Learning

	RfL routemap	A steps	B steps	C steps
Strand	Citizenship – Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.			
Citizenship	Element	Learners have achieved the following.	With increasing independence learners are able to:	With increasing independence learners are able to:
	Identity, image and reputation		<ul style="list-style-type: none"> identify an image of themselves, e.g. touch an image of their face on-screen 	<ul style="list-style-type: none"> identify images of familiar people, e.g. look at photos of their class group identify their own work/that of others, e.g. show recognition that a piece of work is theirs when viewed on-screen understand that some devices require a simple password/action to access them, e.g. swipe a device to activate it
	Health and well-being	Expresses preference for items not presented by symbolic means [RfL 41]	<ul style="list-style-type: none"> indicate to show they want to use digital media, e.g. use a picture or symbol to request a specific digital device or media 	<ul style="list-style-type: none"> use a variety of digital media, including applications to create, e.g. use a camera to take a photograph select preferred items on digital media, including items to create, e.g. choose draw/paint icon on website or platform identify the preferred items of others, e.g. find icon for website another learner likes
	Digital rights, licensing and ownership		<ul style="list-style-type: none"> respond differently to images of familiar people and other images, e.g. gesture through facial expression or body language when watching images of themselves and friends, and images related to relevant curriculum content on-screen 	<ul style="list-style-type: none"> find a photograph/symbol/name for themselves and other familiar people, e.g. find photographs on a digital album identify their name on their own work and that of others, e.g. recognise their name on work around the classroom
	Online behaviour and cyberbullying	<p>Indicate to an adult 'more'/'no more', e.g. use sounds and gestures to request "more'/'no more', push item away, turn head to reject, smiling [RfL 28]</p> <p>Attract attention, e.g. use body language/ vocalisation or other method to gain attention [RfL 32]</p> <p>Initiate social game, e.g. give symbol to adult for foot spa/battery operated toy [RfL 33]</p>	<ul style="list-style-type: none"> give attention to moving/animated items online. 	<ul style="list-style-type: none"> observe others online, e.g. watch familiar people with interest on-screen attract and draw adult attention to something/someone online, e.g. use sounds/gestures/show excitement to attract others' attention to items on-screen communicate simple likes/dislikes, e.g. accept or reject a digital activity offered by an adult.

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Strand	Interacting and collaborating – Through these elements learners will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques successfully.				
Interacting and collaborating	Element	Learners have achieved the following.	With increasing independence learners are able to:	With increasing independence learners are able to:	
	Communication	Communicates choice to attentive adult, e.g. <i>show through vocalisation or gestures preferred item from choice of two [RfL 37]</i> Expresses preference for items not present via symbolic means [RfL 41]	<ul style="list-style-type: none"> communicate their own choices for a small selection of objects and interactions, e.g. <i>choose from phone/video chat by selecting appropriate device</i> 	<ul style="list-style-type: none"> communicate their own choices in a variety of places for a selection of objects and interactions, e.g. <i>choose video/phone/picture to communicate by selecting appropriate device</i> 	<ul style="list-style-type: none"> use different forms of digital communication, e.g. <i>experience and participate in simple voice, video or text communications</i>
	Collaboration	Shared attention, e.g. <i>looks between adult and digital activity [RfL 40]</i>	<ul style="list-style-type: none"> turn take with an attentive adult, e.g. <i>activating music maker and switch attention to the adult when it is the adult's turn.</i> 	<ul style="list-style-type: none"> engage in the same digital activity in parallel with a peer, e.g. <i>play a game with remote controlled cars demonstrating awareness of the results of the other person's input.</i> 	<ul style="list-style-type: none"> complete a shared digital activity and be aware of the effect of the input of others, e.g. <i>completing a jigsaw and noticing the other person has put a piece in the wrong place and moving it</i>
	Storing and sharing				<ul style="list-style-type: none"> recognise digital work from a previous session.
Strand	Producing – These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of particular importance when creating and producing digital content. It is also essential to recognise however that producing digital content can be a very creative process and this creativity is not intended to be inhibited.				
	Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.				
Producing	Element	Learners have achieved the following.	With increasing independence learners are able to:	With increasing independence learners are able to:	
	Planning, sourcing and searching	Selects from two or more items, e.g. <i>reach or look towards preferred item when two or more items are present (mobile device, music player, microphone, etc.) [RfL 36]</i>	<ul style="list-style-type: none"> indicate a preference within a digital task, e.g. <i>select preferred DVD or music from picture on-screen</i> 	<ul style="list-style-type: none"> show awareness of what is needed to complete a digital task, e.g. <i>use given digital equipment to do a familiar task such as draw a picture/take a photograph</i> use an icon on-screen to access a specific application or website, e.g. <i>select music CD or video DVD from on-screen icons, preferred website page, etc.</i> 	<ul style="list-style-type: none"> choose what is needed to complete a digital task from given options, e.g. <i>select camera to take a photograph, keyboard to make music</i> navigate through a series of icons/images to find the desired item (information/software/media), e.g. <i>scroll through familiar website/software to find familiar activity</i>
	Creating	Intentional exploration of the environment, e.g. <i>reaches across table to touch moving toy/musical toy [RfL 27]</i> Initiates actions to achieve desired result exerting autonomy in a variety of contexts, e.g. <i>presses switch to turn on toy, activate music [RfL 43]</i>	<ul style="list-style-type: none"> interact with technology in order to produce an image, sound or video output show a preference for different multimedia components including image, sound and video. 	<ul style="list-style-type: none"> intentionally create different letters and symbols, image, sound or video outputs choose preferred multimedia component from a limited choice of image, sound and video 	<ul style="list-style-type: none"> create output for different purposes using different multimedia components including letters and symbols, image, sound, animation or video
	Evaluating and improving			<ul style="list-style-type: none"> show pleasure/displeasure when viewing their own work. 	<ul style="list-style-type: none"> comment on their own work in response to specific question(s) spontaneously make a change to their own work/self-correct own work.

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Strand	<p>Data and computational thinking – Computational thinking is a combination of scientific enquiry, problem-solving and thinking skills. Before learners can use computers to solve problems they must first understand the problem and the methods of solving them.</p> <p>Through these elements learners will understand the importance of data and information literacy; they will explore aspects of collection, representation and analysis. Learners will look at how data and information links into our digital world, and will provide them with essential skills for the modern, dynamic workplace.</p>			
Data and computational thinking	Element	Learners have achieved the following.	With increasing independence learners are able to:	With increasing independence learners are able to:
	Problem-solving and modelling	<p>Early problem solving – tries new strategy when old one fails [RfL 42]</p> <p>Initiates actions to achieve desired result, e.g. attempts to gain adult attention to make a request [RfL 43]</p>	<ul style="list-style-type: none"> • use a range of appropriate cause and effect devices • copy actions, demonstrating a start and finish • remember learned responses over an extended period of time 	<ul style="list-style-type: none"> • use a range of devices to create a desired effect • show a growing awareness of sequences and patterns • follow one-step instructions
	Data and information literacy	<p>Intentional exploration of the environment, e.g. tactile exploration of different environments [RfL 27]</p>	<ul style="list-style-type: none"> • explore and match objects from a choice of two by copying an adult. 	<ul style="list-style-type: none"> • match identical objects or pictures independently • understand that one item can be represented by another means, e.g. familiar object to a photograph of that object.