

Digital Competence Framework

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.						
Strand	Element	RfL routemap	A steps	B steps	C steps	
Citizenship	Identity, image and reputation		I can recognise images of familiar people.	I can recognise an image of myself.	I can identify people who are important to me. I can understand that some devices require an action to access them.	
		Health and well-being	Expresses preference for items not present by symbolic means [RfL 41]	I can show an interest in digital media.	I can make a choice when using digital media.	I can use a variety of digital media.
	Digital rights, licensing and ownership		I can respond differently to images of familiar people and unfamiliar people.	I can find a photograph/symbol/sign/name for myself and other familiar people.	I can identify my name on my own work and my name on the work of others.	
	Online behaviour and online bullying	Joint attention [RfL 40]	Expresses preference for items not present via symbolic means [RfL 41]	I can give attention to moving images online.	I can sustain my attention to images that interest me online.	I can interact with others online.
					I can attract and draw the attention of an adult to something/someone online.	I can identify my own emotions on screen and indicate that to an adult.
					I can communicate simple likes/dislikes.	I can communicate 'no', 'yes', 'like' and 'don't like' to an attentive adult. I can respond positively to feedback about my interaction with others.

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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 effectively.			
Strand	Element	RfL routemap	A steps	B steps	C steps
Interacting and collaborating	Communication	Communicates choice to attentive adult [RfL 37]	I can communicate my choices through using digital devices, e.g. eye pointing, switches, etc.	I can communicate my choices through different forms of digital devices and software.	I can use different forms of digital communication.
		Expresses preference for items not present via symbolic means [RfL 41]			
	Collaboration	Joint attention [RfL 40]	I can switch attention between an attentive adult and a form of digital media, e.g. switch, tablet computer.	I can engage in the same digital activity in parallel with a peer.	I can complete a shared digital activity and be aware of the effect of the input of others.
	Storing and sharing			I can participate in creating work to be shared via digital media.	I can participate in reviewing work shared on digital media.
I can save my work, with adult support, on digital platforms.					

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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.					
Strand	Element	RfL routemap	A steps	B steps	C steps
Producing	Sourcing, searching and planning digital content	Selects from two or more items [RfL 36]	I can indicate a preference within a digital task.	I can complete a digital task, following a short sequence of steps.	I can choose what is needed to complete a digital task from given options.
				I can use an icon on screen to access a specific app or website.	I can navigate through a series of icons/images to find the desired item.
	Creating digital content	Early problem-solving – tries new strategy when old one fails [RfL 42] Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy) [RfL43]	I can interact with technology in order to produce an image, sound or video output. I can show a preference for different multimedia components, including image, sound and video.	I can intentionally create images, sounds, video output, letters or symbols.	I can create output for different purposes, using different multimedia components, including images, sounds, video output, letters, symbols or animation.
				I can choose preferred mutlitmedia components from a limited choice of image, sound and video.	
	Evaluating and improving digital content			I can show pleasure/displeasure when viewing my own work.	I can comment on my own work in response to specific questions.
					I can spontaneously make a change to my own work.

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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.					
Through these elements learners will understand the importance of data and information literacy, and 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.					
Strand	Element	RfL routemap	A steps	B steps	C steps
Data and computational thinking	Problem-solving and modelling	Early problem-solving – tries new strategy when old one fails [RfL 42]	I can copy actions, demonstrating a start and finish.	I can show a growing awareness of sequences and patterns (of up to 5) supported by words/symbols/signs.	I can copy simple sequences and patterns (of up to 10) supported by words/symbols/signs.
		Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy) [RfL43]	I can remember learned responses over an extended period of time.	I can follow one-step instructions.	I can follow two-step instructions.
			I can use a range of devices.	I can use a range of devices to create a desired effect.	I can use a range of devices for different purposes.
	Data and information literacy	Selects from two or more items [RfL 36]	I can explore and match from a choice of two by copying an adult.	I can match identical objects or images.	I can identify items that do/do not belong to a set.
				I can understand that one item can be represented by another means.	I can group objects that share a specified attribute.