

# Web Wise

## Desirable Features: Web Design

### Task Description

In this task, pupils are encouraged to think of ways we communicate using modern technology. Pupils are also encouraged to think about how to keep safe online and to develop ways to encourage others to do so.

The task is set out in two parts.

Pupils working at Level 4 (Part 1) should work individually to create a website about e-safety that links to at least three web pages (Part 1 of Pupil Notes).

Pupils working at Level 5 (Part 2) should work individually to design, create and publish a multi-page website about

e-safety with hyperlinks to other pages or sites (Part 2 of Pupil Notes).

The web pages should consist of text and appropriate graphics for younger children to inform them about internet safety.

This task provides a focus for work within PD&MU: Personal Understanding and Health. It also provides teachers with the opportunity to develop pupils' skills in literacy (Communication).

### Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

#### Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

#### Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

#### Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

#### Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

#### Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

### Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	
<b>Language and Literacy</b>	✓
Mathematics and Numeracy	
<b>Personal Development and Mutual Understanding</b>	✓
Physical Education	
The World Around Us	

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

# Web Wise

## Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information  
 Thinking, Problem-Solving and Decision-Making  
 Being Creative  
 Working with Others  
 Self-Management.

## Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- entering text and using different fonts, styles and alignments;
- using a digital camera or scanner;
- importing still and moving images;
- browsing the internet;
- researching a range of digital sources and resources;
- using web design software; and
- mind mapping software.

## Resources

Suitable web design software such as Spider, Word or Googlepages.

Scanner.

Digital/ video camera.

Internet access.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils are asked to create web pages combining text, still or moving images and, if appropriate, sound. Either on their own or as a class task with the teacher they should access a number of websites to look at them and discuss what is 'good' about them in terms of the structure, layout, fonts, ease of navigation etc. They should discuss their findings with the rest of the class. Pupils should use appropriate sources from which to gather information about internet safety. They should plan what information to include for their target audience and decide which images to incorporate. They should make a site map to plan their website.

### Do

In Part 1, pupils are required to produce a website of at least three linked pages on e-safety.

In Part 2, pupils are required to design, create and publish a multi-page website on e-safety with hyperlinks to other pages or sites.

At all stages the pupils will be making decisions about the font, layout, graphics, use of colour and text boxes etc they are using to draw audience attention to important information. They will continually evaluate their work and carry out necessary improvements.

Children will save, retrieve and publish their work.

### Review

Pupils talk about own and others' work reflecting on how it was created and the results achieved. They identify any problems they faced. They identify any improvements that might be made and review their work in relation to the goals set, for example, how this work reflects the original learning intention.

Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

## Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Web Design at Levels 4 and 5. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of

UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

**This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.**

Assessment Criteria Grid		
UICT Requirements	Level 4	Level 5
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a digital environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit, use and evaluate assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a range of digital environments (explore);</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);</b></li> </ul>
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<ul style="list-style-type: none"> <li>• use contemporary digital methods to communicate and exchange and participate in a range of supervised online activities (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to improve work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate);</b> and</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area. (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>organise, store and maintain their work within a personalised area to showcase learning across the curriculum. (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 4 (Web Design)	Desirable Features - Level 5 (Web Design)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• create a digital or manual site map, such as a tree diagram (express);</li> <li>• produce a website of at least three linked pages showing a sense of layout combining text, sound, still or moving images showing some understanding of audience and purpose (express);</li> <li>• use a spellchecker (express);</li> <li>• use template driven applications, for example, Google Sites (express);</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• create a digital site map using a mind-mapping tool or flow chart tool (express);</li> <li>• create and build a multi-page website, for example, an online newsletter with hyperlinks to other pages/email/other websites (express);</li> <li>• integrate found and self produced text/sound/ still and moving images into a website (express)</li> <li>• work collaboratively online when and where appropriate (exchange); and</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online when appropriate (exchange);</li> <li>• evaluate work and make changes as appropriate (evaluate);</li> <li>• create folders for saved work (exhibit); and</li> <li>• showcase work online (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• publish and present a website showing a clear understanding of audience and purpose (exhibit).</li> </ul> <p>(It is implicit at this level and beyond that the web sites are published).</p>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>		
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>		
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

# Web Wise

Design a website which presents information about how to keep safe online for younger children.

## Part 1

Work by yourself to create a web site that links three web pages.

Find relevant information which you can use on your website. Keep a note of the sources of your information. Make a site map to plan your website.

Decide how you will use font, layout, graphics, colour and text boxes etc so that you draw audience attention to important information.

Create a website of two or three pages which combines text and still or moving images. You can also include sound if you think it is appropriate.



# Web Wise

## Part 2

Work by yourself to design, create and build a multi-page website about online safety for younger children. The site should include links to other pages or sites.

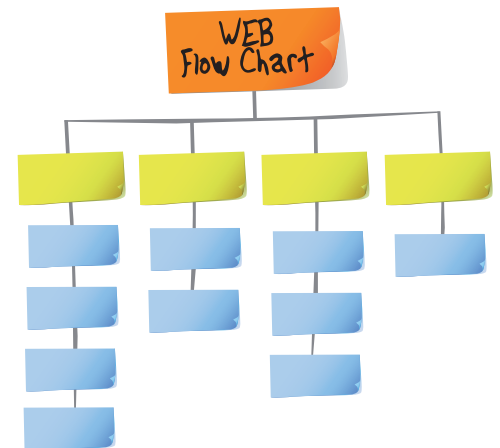


Decide how you will use font, layout, graphics, colour and text boxes etc so that you draw audience attention to important information.

Create a digital site map for your website using a mind-mapping tool or flow chart tool.

Combine text, sounds, still and moving images which you have found or made yourself.

Create a topic folder to keep your work in and use this folder to create subfolders to store your images, sounds etc.



Evaluate your work and carry out any necessary improvements.  
Publish your website.

Present to the class and identify any problems that you encountered.

Discuss any changes that you might make.

Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.

# Web Wise

## Useful Websites

BT - [www.btinternetstrangers.co.uk](http://www.btinternetstrangers.co.uk)

CBBC - [www.bbc.co.uk/cbbc/help/safesurfing](http://www.bbc.co.uk/cbbc/help/safesurfing)

Grid Club - [www.gridclub.com/teachers/t\\_internet\\_safety.html](http://www.gridclub.com/teachers/t_internet_safety.html)

Kid Smart - [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

Thinkuknow - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Internet Proficiency Scheme - [www.learn-ict.org](http://www.learn-ict.org)

Signposts to Safety - [www.publications.becta.org.uk](http://www.publications.becta.org.uk)

Childnet International - [www.childnet-int.org](http://www.childnet-int.org)

