

Digital Work Guidance

Ysgol Calon Cymru



Digital Work Guidance

This Digital Work Guidance aims to support staff across the curriculum when setting digital work for pupils to complete. In order to ensure that standards remain high across subjects and year groups, when pupils use digital tools teachers should follow the guidance and **select relevant aspects of the success criteria to share with pupils.**

When pupils submit digital work, the **digital aspects of the success criteria should also feature in the feedback** when looking at strengths and areas for improvement.

The benefits of following the Digital Work Guidance are as follows:

1. Guidance to pupils will be **consistent**
2. Teacher **expectations and standards** will be consistent when assessing digital work
3. Departments will be **ensuring DCF coverage** without becoming overwhelmed by the strands and descriptors
4. Digital skill development will **greatly enhance pupil learning**

Word Processing Tasks (Text Documents)

Word processing tasks are common across the curriculum but require a significant level of standardisation. Pupils often use unnecessarily large font sizes and an unnecessary variety of font types and colours.

Another common issue is an inappropriate use of word processing software (Google Docs and MS Word); this type of software should only be used for documents that require text-based information. Tasks such as posters, infographics and mood/inspiration boards require presentation software, **not** word processing software.

Success criteria for a word processing task should include some of the following:

Success Criteria

- Include a **header** with **full name** in it and **footer** with **page number**
- Use **font size 12**
- Use a **standard font type** such as Arial, Calibri, Raleway, Verdana, or Segoe UI.
- Use **black font colour** (unless for a specific reason)
- **Text** should be **left aligned** (unless for a specific reason such as a sender's address on a letter)
- **Titles** can be **centre aligned** and have a **larger font size**
- **Subtitles** should be **size 14, bold** and **left aligned**

Presentation Tasks

When pupils produce presentations for classwork it is important that the **quality of the digital work** is acknowledged, as well as the subject content. This can easily be done by asking pupils to follow certain guidance when creating a presentation. This will have a positive effect on both pupil **skill development and outcomes**

Success criteria for a presentation task should include some of the following:

Success Criteria

- Include a **consistent colour scheme** for text and backgrounds
- Include a clear **layout** for information (e.g. heading, subheadings, paragraphs, bullet points, bold text, underlining, text alignments, etc.)
- Include a clear awareness of **purpose and target audience**
- Include **visual effects** (transitions, animations)
- Include a **combination of at least 3 types of media** (Video, Text, Sound, Images, Graph/Chart)
- Include **navigation** buttons

Additional options for video tasks:

- Use **editing tools** (e.g. trim, filter, theme, speed changes/pace, etc.)
- Include a **voice over**
- Include an **interview**
- Include a **sound track**

Research Tasks

Pupils are often asked to research topics before creating a typed report, presentation, etc. Pupils can find it difficult to make effective use of online search engines to find information, as well as identify when an information source is reliable or not.

The amount of information on the internet can often be very overwhelming, but there are some very simple ways to sort and filter the information online to get accurate, reliable and up-to-date information. Whenever a task requires research, pupils should carry out the same process every time

Success criteria for a research task should include some of the following:

Success Criteria

- Use search **operators/advanced search tools** to refine searches. (Click 'Tools' under the search bar and select from the drop-downs 'Any country', 'Any time', 'All results' **OR** click the settings icon and select 'Advanced search'.)
- Consider the reliability of an information source by:
 - Checking the **URL extension** (trusted extensions include: .co.uk, .com, .org, .gov, .net, .edu, .blog)
 - Checking the **date** of the information
 - Checking the **location** of the source

- Use **copyright free images** in your work. (Click 'Tools' under the Google Images search bar, click 'Usage Rights' and select '**creative commons licensed**' images.)
- Consider '**fair use**' of images/text. **The 4 Factors of Fair Use:**
 1. Use a small amount/section of the original work.
 2. Give it a new purpose so you don't simply pretend it's yours. E.g. For educational purposes.
 3. Taking material from factual, non-fiction work is better than taking from fictional work.
 4. Your use of the work shouldn't impact its value or be for profit.

<https://www.commonsense.org/education/videos/creativity-copyright-and-fair-use>

- **Reference** where you have found your information by including details such as the website address, the writer's name or the year it was published*

* Older pupils could use **Harvard referencing** to cite sources used when collecting information, data and images found online.

Online Collaboration Tasks

Pupils can make use of online collaboration tools such as Office 365 on Hwb. These are typically carried out effectively, however pupils may sometimes share documents online but work on the same computer to complete the task, rather than making use of real-time collaboration. When ICT facilities allow, pupils should be encouraged to make use of true collaboration tools by using separate devices to work collaboratively in real time.

Success Criteria

- Use online collaboration tools such as Office 365 on Hwb.
- Determine whether to share as view only or give editing rights.

Task setting templates are also available which can be edited as appropriate and can either be distributed to pupils or uploaded to the school VLE or MS Teams.