Key Assessment Criteria

Being a computer user

The key assessment criteria for computing have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as computer users. Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value. In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers. In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.

What the National Curriculum requires in computing at KS1 and KS2 Pupils should be taught to:

•Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

•Create and debug simple programs

•Use logical reasoning to predict the behaviour of simple programs

•Use technology purposefully to create, organise, store, manipulate and retrieve digital content

•Recognise common uses of information technology beyond school

•Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Pupils should be taught to:

•Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

•Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

•Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

•Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

•Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

•Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

•Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Assessment Criteria: *Being a computer user*

A year 1 computer user	A year 2 computer user	A year 3 computer user
Algorithms and programming •I can create a series of instructions. •I can plan a journey for a programmable toy. Information technology •I can create digital content. •I can store digital content. •I can retrieve digital content. •I can use a web site. •I can use a camera. •I can record sound and play back. Digital literacy •I can use technology safely. •I can keep personal information private.	Algorithms and programming •I can use a range of instructions (e.g. direction, angles, turns). •I can test and amend a set of instructions. •I can find errors and amend. (debug) •I can write a simple program and test it. •I can predict what the outcome of a simple program will be (logical reasoning). •I understand that algorithms are used on digital devices. •I understand that programs require precise instructions. Information technology •I can organise digital content. •I can retrieve and manipulate digital content. •I can navigate the web to complete simple searches. Digital literacy •I use technology respectfully. •I know where to go for help if I am concerned. •I know how technology is used in school and outside of school.	Algorithms and programming •I can design a sequence of instructions, including directional instructions. •I can write programs that accomplish specific goals. •I can work with various forms of input. •I can work with various forms of output. Information technology •I can use a range of software for similar purposes. •I can collect information. •I can design and create content. •I can present information. •I can search for information on the web in different ways. •I can manipulate and improve digtal images. Digital literacy •I use technology respectfully and responsibly. •I know different ways I can get help if I am concerned. •I understand what computer networks do and how they provide multiple services. •I can discern where it is best to use technology and where it adds little or no value.

Term	Highlight Colour	Term	Highlight Colour	Term	Highlight Colour
1		3		5	
2		4		6	

%	Grade
50	Emerging
75	Emerging +
95	Expected
100	Expected +

Key Assessment Criteria: *Being a computer user*

A year 4 computer user	A year 5 computer user	A year 6 computer user
<u>Algorithms and programming</u> •I can experiment with variables to control models. •I can give an on-screen robot specific instructions that takes them from A to B. •I can make an accurate prediction and explain why I believe something will happen (linked to programming). •I can de-bug a program. <u>Information technology</u> •I can select and use software to accomplish given goals. •I can collect and present data. •I can produce and upload a pod cast. <u>Digital literacy</u> •I recognise acceptable and unacceptable behaviour using technology.	. <u>Algorithms and programming</u> •I can combine sequences of instructions and procedures to turn devices on and off. •I can use technology to control an external device. •I can design algorithms that use repetition & 2-way selection. <u>Information technology</u> •I can analyse information. •I can evaluate information. •I understand how search results are selected and ranked. •I can edit a film. <u>Digital literacy</u> •I understand that you have to make choices when using technology and that not everything is true and/or safe.	. <u>Algorithms and programming</u> •I can design a solution by breaking a problem up. •I recognise that different solutions can exist for the same problem. •I can use logical reasoning to detect errors in algorithms. •I can use selection in programs. •I can work with variables. •I can explain how an algorithm works. •I can explore 'what if' questions by planning different scenarios for controlled devices. <u>Information technology</u> •I can select, use and combine software on a range of digital devices. •I can use a range of technology for a specific project. <u>Digital literacy</u> •I can discuss the risks of online use of technology. •I can identify how to minimise risks.

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1		3		5	
2		4		6	

%	Grade
50	Emerging
75	Emerging +
95	Expected
100	Expected +