Computing Assessment Grid

Highlight the statements that most of the class have achieved as you teach them.

*** **Internet Safety** needs to be woven through ALL subject areas. Please refer to the Internet Safety guidance for each year group **

	Computer Science			Digital Literacy			Information Technology	
Year 1	Give simple instructions to everyday devices to make things happen. (e.g. remote controls, consoles, home devices such as microwave, TV/DVD)	Make choices to control simple models or simulations (e.g. Bee-bots or similar coding devices/activities)	Solve a problem using ICT	Complete simple tasks on a computer by following instructions.	Make decisions about whether or not statements or images found online are likely to be true	Show an awareness of information in different formats. (e.g. images, texts, simple tables)	Put data into a simple program (e.g.pictogram programme). Sort objects and pictures in lists or simple tables.	
Year 2	Recognise what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.	Write and test simple programs (identify & remove any errors)	Use logical reasoning to predict the behaviour of simple programs.	Organise work into digital folders	Organise, store, manipulate and retrieve data in a range of digital formats (lists, charts, pictograms).	Recognise common uses of ICT beyond school.	Put data into a simple program (e.g.pictogram programme). Sort objects and pictures in lists, simple tables branching diagrams.	Recognise common uses of IT beyond school (everyday life).
Year 3	Use logical reasoning to explain how a simple algorithm works.	Use sequence, selection and repetition in programs.	Analyse and tackle problems by decomposing into smaller parts.	Use software or search engines effectively	Identify and select appropriate information using straightforward lines of enquiry. Use different approaches to search and retrieve digital information, including the browser address bar and shortcuts	Become discerning (having/showing good judgement) in evaluating digital content.	Identify how to select information to put into a data table. Recognise which information is suitable for their topic.	Design a questionnaire to collect information.
Year 4	Detect and correct errors in algorithms and programs (debug).	Test programs using models and simulations. Design and write programs that accomplish specific goals, working with variables for input and output.	Use logical reasoning to detect problems, make changes and find out what happens as a result.	Create programs to control physical systems (robotics/motors/sensors). Discuss opportunities for online communication and collaboration.	Use and combine a variety of software and internet services on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Evaluate the quality and success of their solutions. Check the plausibility and usefulness of information they find.	Describe how to sort and organise information to use in a database.	Create a branching database from information which they have collected and sorted.
Year 5	With support, begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions.	Use flowcharts and other diagrams to follow how a process or model works.	Use logical reasoning to solve problems and model situations and processes. Predict what will happen when variables and rules within a model are changed.	Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion areas are used for communication and collaboration.	Prepare and present information in a range of forms, using ICT safely and responsibly.	Recognise the need for accuracy when searching for and selecting information. Use different sources to double check information found.	Describe how to check for and spot inaccurate data. Know which formulas to use to change a spreadsheet model.	Create data collection forms and enter data accurately. Make graphs from the calculations on their own spreadsheet.
Year 6	Produce algorithms independently using logical and appropriate structures to organise and record data.	Create flowcharts and other diagrams to explain how a process or model works.	Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules within a model.	Design and create/use a range of programs to accomplish given goals.	Evaluate and improve presentations in the light of discussion, marking and audience response.	Take account of accuracy and potential bias when searching for and selecting information.	Explain that changing the numerical data affects a calculation.	Create data collection forms and enter data from these accurately. Make graphs from the calculations on their spreadsheet. Sort and filter information.

Computing Assessment Grid

Opportunities to cover Internet Safety:

- Class Assemblies (specifically focused on Internet Safety)
- Internet safety assemblies
- PSHE
- Internet Safety Curriculum Day
- Computing planning
- Maths, English, Topic (where appropriate)

Internet Safety		
For all Year Groups, you must consistently discuss scenarios involving online risk and who to tell if something concerns them online.		
Year 1	Identify different devices that can go online and separate those that do not.	
Year 2	Identify obviously false information in a variety of contexts. Identify personal information that should be kept private.	Communicate safely, respecting and considering other people's feelings online.
Year 3	Recognise social networking sites and social networking features built into other things, such as online games and handheld games consoles. Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting.	Recognise online behaviours that would be unfair. Show respect for individuals and intellectual property (e.g. copyright).
Year 4		Identify potential risks when presented with scenarios, including social networking profiles. Use ICT responsibly, securely and safely.
Year 5	Judge what sort of privacy settings might be relevant for reducing different risks. Judge when to answer a question online and when not to.	Be a good online citizen and friend. Articulate what constitutes good behaviour online. Find and cite the web address for any information or resource found online.
Year 6	Find, report and flag buttons in commonly used sites and name sources of help (e.g. Childline and Cybermentors).Find a Click-CEOP button and explain to parents what it is for.	State the source of information found online. Act as a role model for younger children.