Steeple Claydon School Assessment Criteria – (Computing)

Substantive and Disciplinary Knowledge	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Coding	To sequence a set of instructions	Give simple instructions to every day devices/simulations to make things happen.	Recognise and use algorithms when writing and testing simple programs using a sequence of clear instructions.	Use sequence and selection in programs. Use reasoning to explain how a simple algorithm works.	Design and write programs that accomplish specific goals, working with variables for input and output.	Produce algorithms with support. Use logical and appropriate structures to create precise and accurate sequences of instructions.	Produce algorithms independently. Use sequence, selection and repetition in programs
Problem solving/de-bugging	To suggest improvements or different ways of doing things	Solve a problem using ICT	Use logical reasoning to predict the behaviour of, and de-bug, simple programs.	Detect and correct errors in simple algorithms and programs.	Detect and correct errors in algorithms and programs. Make changes and find out what happens as a result.	Use logical reasoning to solve problems. Predict what will happen when variables and rules are changed.	Problem solve by understanding and explaining the impact of changing variables and rules within a model.
E-Safety		Know which devices can go online and which cannot. Know who to tell if something concerns them online.	Use technology safely and respectfully, keeping personal information private. Know what to do if they have a concern over online content.	Identify ways to keep safe using ICT. Recognise online behaviours that would be unfair.	Identify potential risks when presented with scenarios. Know who to tell if anything worries them online.	Articulate what constitutes good online behaviour, judge what level of privacy settings are appropriate and when to answer a question online and when not to.	Use technology safely and responsibly: recognise unacceptable behaviour; identify ways to report concerns about content and contact.
Understanding networks		Log in to the school network. Open and save their work.	Understand and use digital folders to organise work.	Understand how information can be stored in different ways –	Recognise social networking sites and features built into other	Explain how email and online discussion areas can be used for	Understand computer networks including the

				hard drive, cloud, storage devices etc.	things e.g. online games. Make judgements in order to stay safe when communicating with others online.	communication and collaboration.	internet. Describe the services offered by e.g. email, www, video conferencing etc.
Collecting, analysing, presenting data	To know what a photograph is and how to take a photo using a digital device	Show awareness of information in different formats. Put data into a simple program e.g. pictogram or simple table.	Create, organise, store, manipulate and retrieve digital content. E.g. Word documents, simple tables, branching diagrams.	Select information/data which is suitable for a task and present it using more common forms e.g. Word, tables, PowerPoint	Create databases and sort information within them. Collect, evaluate and present information using a range of software.	Prepare and present information in a range of forms. Create forms for collecting and presenting data and check accuracy of data entered.	Select, use and combine a variety of different software and devices to analyse, evaluate and present information/data including spreadsheets.
Digital literacy	To name some forms of digital technology	Discuss and share how and when they use ICT in everyday life.	Recognise common uses of ICT beyond school.	Use software/search engines to find information and begin to be discerning in evaluating it.	Check the plausibility and usefulness of information they find.	Recognise the need for accuracy when searching for, and selecting, information. Use more than one source to check.	Use search technology effectively and be discerning in evaluating digital content.
Subject specific vocabulary		Code action Program Control Information internet Error Run	Algorithm Debug Input/output Internet Web site sequence Search	Network Worldwide web Data Apps Software execute	Simulation URL Variable Command Loop	HTML Digital content Pixel properties	Hub JavaScript Parameter