

# Cambridgeshire Progression in Computing Capability

Class / Year Group:

Teacher(s):

Academic Year:

Term:

Highlight the year group(s) you are assessing in the columns below and then complete the final 3 columns to show those pupils who have not yet achieved expected levels or have achieved over the expected levels. In the middle column, add the range of learning experiences pupils have had over the year.

End of Year Assessment Record:									
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Children who have not have met end of year expectations	Children who have met end of year expectations (or a description of their experiences)	Children who have exceeded end of year expectations
Understanding Technology	<i>Pupils recognise and can give examples of common uses of <b>information technology</b> they encounter in their daily routine.</i>	Pupils recognise common uses of <b>information technology</b> beyond school, including those which they don't frequently encounter in their daily routine.  Pupils understand that computers are not intelligent but can appear to be when following <b>algorithms</b> . They can share examples of this.	Pupils understand that <b>computers</b> (in various forms) generally accept <b>inputs</b> and produce <b>outputs</b> and can give examples of this.  Pupils develop a basic understanding of how computers can be linked to form a <b>local network</b> such as those found in schools.  Pupils are aware of some of the services offered by the <b>Internet</b> and can describe when they are, and are not, using <b>online technologies</b>	Pupils understand the role of <b>web browsers</b> when viewing <b>web pages</b> and can explain how individual web pages can be found (e.g. by <i>clicking on a favourite link, search result or by typing in a URL</i> ).  They recognise that there is a difference between the <b>Internet</b> and the <b>World Wide Web</b> .  Pupils recognise and describe some of the services offered by the <b>Internet</b> , especially those used for communication and collaboration.	Pupils understand and can explain how <b>computer networks</b> work, and know that the <b>Internet</b> is a collection of computers connected together.  Pupils know that there is a difference between the <b>Internet</b> and the <b>World Wide Web</b> and understand that the web is just one of the services offered by the Internet (as well as, e.g. <b>email</b> and <b>VoIP services</b> such as Skype)	Pupils begin to understand how <b>data</b> travels across <b>networks in packets</b> and how these can be broken up and reconstructed.  They appreciate how <b>search results</b> are ranked, including an understanding of the role of 'relevance' and 'importance' in finding and presenting results.			
Programming	Pupils create, <b>debug</b> and implement instruction (simple <b>algorithms</b> ) as <b>programs</b> on a range of digital devices.  Pupils understand that <b>digital devices</b> follow precise and unambiguous instructions.  Pupils understand that digital devices <b>simulate</b> real situations.	Pupils understand that <b>algorithms</b> are implemented as <b>programs on digital devices</b> .  Pupils create and <b>debug programs</b> to achieve specific goals.  Pupils use the <b>principles of logical reasoning</b> to plan and predict the behaviour of simple <b>programs</b> .  Pupils solve real and imaginary problems on and off screen.	Pupils create <b>programs</b> to accomplish specific goals: <ul style="list-style-type: none"><li>- using an increasing range of <b>digital devices</b> and <b>applications</b>.</li><li>- exploring and understanding the impact of changing instructions.</li><li>- using <b>sequence</b> and <b>repetition</b></li><li>- <b>decomposing</b> problems both on and off screen</li><li>- using the <b>principles of logical reasoning</b> in order to resolve problems.</li></ul>	Pupils create and debug <b>programs</b> . They can: <ul style="list-style-type: none"><li>- use <b>sequence</b> and <b>repetition</b>.</li><li>- refine <b>algorithms</b> to improve efficiency</li><li>- control or simulate <b>physical systems</b></li></ul> Pupils begin to explore and notice the similarities and differences between <b>programming languages</b> and use this knowledge to help them create and <b>debug programs</b> efficiently.	Pupils create, <b>deconstruct</b> and refine <b>programs</b> to accomplish specific goals. They can: <ul style="list-style-type: none"><li>- improve efficiency</li><li>- use <b>selection</b> within programs</li><li>- use a range of simple <b>inputs</b> and <b>outputs</b> to control or simulate <b>physical systems</b>.</li></ul> Pupils use <b>logical reasoning</b> to explain how some <b>algorithms</b> work and to detect and correct errors in <b>programs</b> . They independently employ strategies to solve problems.	Pupils deconstruct, improve and create <b>programs</b> including: <ul style="list-style-type: none"><li>- using selection and working with variables.</li><li>- using the principles of logical reasoning</li><li>- challenging themselves by making simple programs increasingly complex and employ a variety of strategies to solve problems.</li></ul> Pupils can explain why they have structured algorithms as they have and describe the effect this has on a program			
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Digital Literacy	<p>Pupils increasingly use a range of technology to enquire with purpose, accessing and creating <b>digital content</b> such as still and moving images, video, audio and text.</p> <p>With appropriate levels of support, pupils collect <b>data</b> (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate.</p> <p>They can present and communicate their learning to others in a variety of ways.</p> <p>With support, pupils are beginning to access and retrieve <b>online content</b>, making appropriate choices to achieve specific goals.</p>		<p>Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of <b>digital content</b> they access and create, using an increasing range of <b>digital resources</b> and <b>devices</b></p> <p>Pupils identify, collect and manipulate different types of <b>data</b> (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as <b>information</b>, showing a greater awareness of purpose and audience.</p> <p>Pupils become more discerning in their choice of <b>search technology</b> to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully.</p>		<p>Pupils are confident, capable and creative users of technology, selecting and making effective use of <b>digital resources</b> and <b>devices</b> for purpose and effect. They create <b>programs, systems</b> and <b>digital content</b>, thinking carefully about aesthetics, functionality and impact on the user.</p> <p>They identify, collect and analyse different types of <b>data</b> (e.g. Numerical, words, images, video etc.) which they manipulate and re-present as <b>information</b> for a variety of audiences and purposes.</p> <p>Pupils are discerning in <b>evaluating digital content</b>. They use <b>search technologies</b> effectively to respond to enquiries and support their learning.</p>				
E-safety	<p>Pupils understand that information about themselves may be personal and they can choose who to share it with.</p> <p>With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world.</p> <p>They communicate safely and respectfully using a range of <b>digital devices</b>, making links to their behaviour in the physical world.</p> <p>Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.</p>		<p>Pupils, review their online activity, including maintaining amending online profiles, <b>communication channels and publishing spaces</b> to ensure they do not inadvertently reveal personal details.</p> <p>Pupils show respect for content created by others by acknowledging sources, commenting respectfully and responsibly on other people's work and respecting privacy. They are discriminating about what they share and whether any permission is needed to do so.</p> <p>Pupils can identify a range of potential online risks including inappropriate contact or content and can identify ways of seeking support and reporting concerns. They exercise caution when receiving <b>attachments</b> and following <b>web links</b> contained in messages.</p>		<p>Pupils continue to maintain, review and amend <b>online identities</b>, considering the potential impact of these on their <b>digital footprint</b>. They communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed.</p> <p>They engage in an increasing range of <b>online communities</b> safely, respectfully and responsibly both with friends and the wider online community. With adult support, they actively consider and use safety and <b>security settings</b> on a range of <b>digital devices</b>.</p> <p>When using <b>online resources</b> and <b>search technologies</b>, pupils are increasingly discerning about what <b>information</b> they gather, checking the validity of <b>data</b> and showing due respect to privacy and <b>copyright</b>.</p> <p>Pupils can recognise a range of potential online risks, including inappropriate contact or content and can identify ways of seeking support and reporting concerns.</p>				
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