

KEY ASSESSMENT CRITERIA FOR COMPUTING

Being a computer user...

A Year 1 computer user	A Year 2 computer user	A Year 3 computer user	A Year 4 computer user	A Year 5 computer user	A Year 6 computer user
<p>Algorithms and programming</p> <ul style="list-style-type: none"> Create a series of instructions Plan a journey for a programmable toy. <p>Information technology</p> <ul style="list-style-type: none"> Create digital content Store digital content Retrieve digital content Use a web site Use a camera. Record sound and play back. <p>Digital literacy</p> <ul style="list-style-type: none"> Use technology safely. Keep personal information private. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> Use a range of instructions. Test and amend a set of instructions. Find errors and amend (debug) Write a simple program and test it. Predict the outcome of a simple program (logical reasoning) Understand algorithms are used on digital devices. Understand that programs require precise instructions. <p>Information Technology</p> <ul style="list-style-type: none"> Organise digital content. Retrieve and manipulate digital content. Navigate the web to complete simple searches. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> Design a sequence of instructions, including directional instructions. Write simple programs that accomplish specific goals. Work with various forms of input. Work with various forms of output. <p>Information Technology</p> <ul style="list-style-type: none"> Use a range of software for similar purposes. Collect information. Design and create content. Present information. Search for information on the web in different ways. Manipulate and improve digital 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> Experiment with variables to control models. Give an on-screen robot specific instructions that takes them from A to B. Make an accurate prediction and explain why they believe something will happen. De-bug a program. <p>Information Technology</p> <ul style="list-style-type: none"> Select and use software to accomplish given goals. Collect and present data. Produce and upload a pod cast. <p>Digital Literacy</p> <ul style="list-style-type: none"> Recognise acceptable and 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> Combine sequences of instructions and procedures to turn devices on and off. Use technology to control an external device. Design algorithms that use repetition and 2-way selection. <p>Information Technology</p> <ul style="list-style-type: none"> Analyse information. Evaluate information. Understand how search results are selected and ranked. Edit film <p>Digital Literacy</p> <ul style="list-style-type: none"> Understand choices have to be made using technology and that everything is true/and or safe. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> Design a solution by breaking a problem up. Recognise that different solutions can exist for the same problems. Use logical reasoning to detect errors in algorithms. Use selection in programs. Work with variables. Explain how an algorithm works. Explore 'what if' questions by planning different scenarios for controlled devices. <p>Information Technology</p> <ul style="list-style-type: none"> Select, use and combine software on a range of digital devices. Use a range of

	<p>Digital Literacy</p> <ul style="list-style-type: none"> • Use technology respectfully. • Know to where to go for help if concerned. • Know how technology is used in school and outside school. 	<p>images.</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> • Use technology respectfully. • Know different ways to get help if concerned. • Understand what computer networks do and how they provide multiple services. • Discern where it is best to use technology and where it adds little or no value. 	<p>unacceptable behaviour using technology.</p>		<p>technology for a specific project.</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> • Discuss the risks of online use technology. • Identify how to minimise risks.
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A SAFE COMPUTER USER IN YEAR 1 AND YEAR 2

<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand the different methods of communication (e.g. email, online forums etc). • Know you should only open emails from a reliable source. • Know the difference between email communication systems such as blogs and wikis. • Know that websites sometimes include pop-ups that take me away from the main site. • Know that bookmarking is a way to find safe sites again quickly. • Evaluate websites and know that everything on the internet is not true. • Know that it is not always possible to copy some text and pictures 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Follow the school's safer internet rules. • Use the search engines agreed by the school. • Know what to do if I find anything inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school systems etc). • Use the internet for learning and communicating with others, making choices when navigating through sites. • Send and retrieve email as a class. • Recognise advertising on websites and learn to ignore it. • Use a password to access the secure network.
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from the internet.

- Know that personal information should not be shared on-line.
- Know to tell a trusted adult immediately if anyone tries to meet me via the internet.

A SAFE COMPUTER USER IN YEAR 3 AND YEAR 4

Knowledge and understanding

- Understand the need for rules to keep me safe when exchanging learning and ideas online.
- Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- Understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- Use strategies to verify information e.g. cross referencing.
- Understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- Understand that copyright exists on most digital images, video and recorded music
- Understand the need to keep personal information and passwords private.
- Understand if personal information is made available online it may be seen and used by others.
- Know how to respond if asked for personal information or feel unsafe by the content of a message.
- Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- Know how to report an incident of cyber bullying.
- Know the difference between online communication tools used in

Skills

- Follow the school's safer internet rules.
- Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- Identify when emails should not be opened and when an attachment may not be safe.
- Explain and demonstrate how to use emails safely.
- Use different search engines.

school and those used at home.

- Understand the need to develop an alias for some public online use.
- Understand that the outcome of internet searches at home may be different than at school.

A SAFE COMPUTER USER IN YEAR 5 AND YEAR 6

Knowledge and understanding

- Discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- Understand the potential risk of providing personal information online.
- Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- Understand that some websites and/or pop-ups have commercial interest that may affect the way information is presented.
- Recognise the potential risk of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- Understand that some material on the internet is copyrighted and may not be copied or downloaded.
- Understand that messages may be malicious and know how to deal with this.
- Understand that online environments have security settings, which can be altered, to protect the user.
- Understand the benefits of developing a 'nickname' for online use.
- Understand that some malicious adults may use various techniques to make contact and elicit personal information.

Skills

- Follow the school's safer internet rules.
- Make safe choices about the use of technology.
- Use technology in ways which minimise risk e.g. responsible use of online discussions, etc.
- Create strong passwords and manage them so that they remain strong.
- Independently, and with the regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- Competently use the internet as a search tool.
- Reference information sources.
- Use appropriate strategies for finding, critically evaluating, validating and verifying information e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other ICT resources.
- Use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

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| <ul style="list-style-type: none">• Know that it is unsafe to arrange to meet unknown people online.• Know to report any suspicions.• Understand I should not publish other people's pictures of tag them on the internet without permission.• Know that content online is extremely difficult to remove.• Know what to do if I discover something malicious or inappropriate. | |
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