

Computing Assessment Year 6



Year 6 Assessment Overview

Children will be understanding of the capabilities of the World Wide web (CS) while searching online (IT).

- They will be developing their understanding of appropriate behaviour online (DL) skills while learning about searching the Internet (IT).

At all times children will be learning about using technology safely and respectfully (DL).

- In most units for all strands, children will be developing their general information technology skills (IT).
- This overlap, repetition and reinforcement helps to give children a deeper understanding of the knowledge and skills across all strands and of their integrated nature in the real-world.

Y6 Progression Overview (Teacher)

	Computer Science				Information Technology		Digital Literacy
Statement	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 concern about content and contact.
Outcome	Children can turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then logically decomposing them using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.	Children translate algorithms that include sequence, selection and repetition into code and their designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, and inputs from the user of the program such as button clicks and the value of functions.	Children can interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.	Children understand and can explain in some depth the difference between the Internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.	Children readily apply filters when searching for digital content. They can explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and can rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They can use criteria to evaluate the quality of digital solutions and can identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

Year 6			
Computer Science:	WTS	EXS	GDS
I can turn a complex programming task into an algorithm. (6.1)		Rest of class	
I can identify the important aspects of a programming task (abstraction). (6.1)		Rest of class	
I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. (6.1)		Rest of class	
I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. (6.1)		Rest of class	
I can identify a specific line of code that is causing a problem in my program and attempt a fix. (6.1)		Rest of class	
I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. (6.1)		Rest of class	
I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object (6.1, 6.8)		Rest of class	
I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole. (6.1)		Rest of class	
I can explain the difference between the internet and the World Wide Web. (6.6)			
I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible. (6.6)			

Year 6			
Information Technology: Online Safety 6.2	WTS	EXS	GDS
I can use filters when searching for digital content. (6.2)		Rest of class	
I can explain in detail how accurate and reliable a webpage and its content is. (knowledge from 6.2)		Rest of class	
I can compare a range of digital content sources and rate them in terms of content quality and accuracy. (all units)		Rest of class	
I can consider the intended audience carefully when I design and make digital content. (all units)		Rest of class	
I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements. (all units)		Rest of class	
		Rest of class	

Year 6			
Digital Literacy: Online Safety 6.2, Blogging 6.4	WTS	EXS	GDS
I can demonstrate safe and respectful use of a range of different technologies and online services. (6.2, 6.4)		Rest of class	
I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. (6.2)		Rest of class	
I can use critical thinking to help me stay safe online. (6.2)		Rest of class	
I know the value of protecting my privacy and others online. (6.2, 6.4)		Rest of class	
I can design and create my own online blogs ensuring that my content is appropriate. (6.4)		Rest of class	
		Rest of class	