# Computing Assessment Year 5

## Year 5 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.

## Y5 Progression Overview (Teacher)

| | Computer Science | | | | Information Technology | | Digital Literacy |
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| 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 may attempt to turn more complex real-life situations into algorithms for a program by deconstructing them into manageable parts. Children can test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. | Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their designs show that they are thinking of how to accomplish the set task in code utilising such structures. They combine sequence, selection and repetition with other coding structures to achieve their algorithm design. | When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables | Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communication contingent on the audience and digital content, e.g. 2Blog, 2Email and Display Boards. | Children search with greater complexity for digital content when using a search engine. They can explain in some detail how credible a webpage is and the information it contains. | Children can make appropriate improvements to digital solutions based on feedback and can comment on the success of the solution. e.g. coding to a design brief using 2Code. They objectively review solutions from others. Children can collaboratively create content and solutions using digital features within software such as collaborative mode. They can use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email. | Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and the mental well-being of themselves and others. |

| Year 5 | | | |
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| **Computer Science: Coding 5.1, Game Creator 5.5** | **WTS** | **EXS** | **GDS** |
| I can make more complex real-life problems into algorithms for a program. (5.1) | | Rest of class | |
| I can test and debug my programs as I work. (5.1, 5.5) | | Rest of class | |
| I can convert (translate) algorithms that contain sequence, selection and repetition into code that works. (5.1) | | Rest of class | |
| I can use sequence, selection, repetition, and some other coding structures in my code. (5.1) | | Rest of class | |
| I can organise my code carefully, for example, by naming variables and using tabs. I know this will help me debug more efficiently. (5.1) | | Rest of class | |
| I can use logical methods to identify the cause of any bug with support to identify the specific line of code. (5.1) | | Rest of class | |
| | | Rest of class | |
| | | Rest of class | |

| Year 5 | | | |
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| **Information Technology: Spreadsheets 5.3, Databases 5.4, 3D modelling 5.6, Concept Maps 5.7** | **WTS** | **EXS** | **GDS** |
| I can make appropriate improvements to the digital work I have created. (Across units) | | Rest of class | |
| I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. (Across units) | | Rest of class | |
| I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code. (Across units) | | Rest of class | |
| I can use collaborative modes such as within 2Connect to work with others and share it. (5.7) | | Rest of class | |
| I can search precisely when using a search engine. For example, I know I can add additional words or remove words to help find better results. (5.2) | | Rest of class | |
| I can explain in detail how accurate, safe and reliable the content is on a webpage. (5.2) | | Rest of class | |
| I know the importance of computer networks and how they help solve problems and enhance communication. (5.2) | | Rest of class | |

| Year 5 | | | |
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| **Digital Literacy: Online Safety 5.2 (and across units)** | **WTS** | **EXS** | **GDS** |
| I recognise the main dangers that can be perpetuated via computer networks. (5.2) | | Rest of class | |
| I can explain what personal information is and know strategies for keeping this safe. (5.2) | | Rest of class | |
| I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards. (5.2 & others) | | Rest of class | |
| I have a clear knowledge of online safety rules taught at school. (5.2 & across units) | | Rest of class | |
| I can demonstrate the safe and respectful use of different online technologies and online services. (5.2 & across units) | | Rest of class | |
| I always relate appropriate online behaviour to my right to have personal privacy. (5.2 & across units) | | Rest of class | |
| I know how to not let my mental well-being or others be affected by the use of online technologies and services. (5.2 & across units) | | Rest of class | |