An Daras Multi Academy Trust
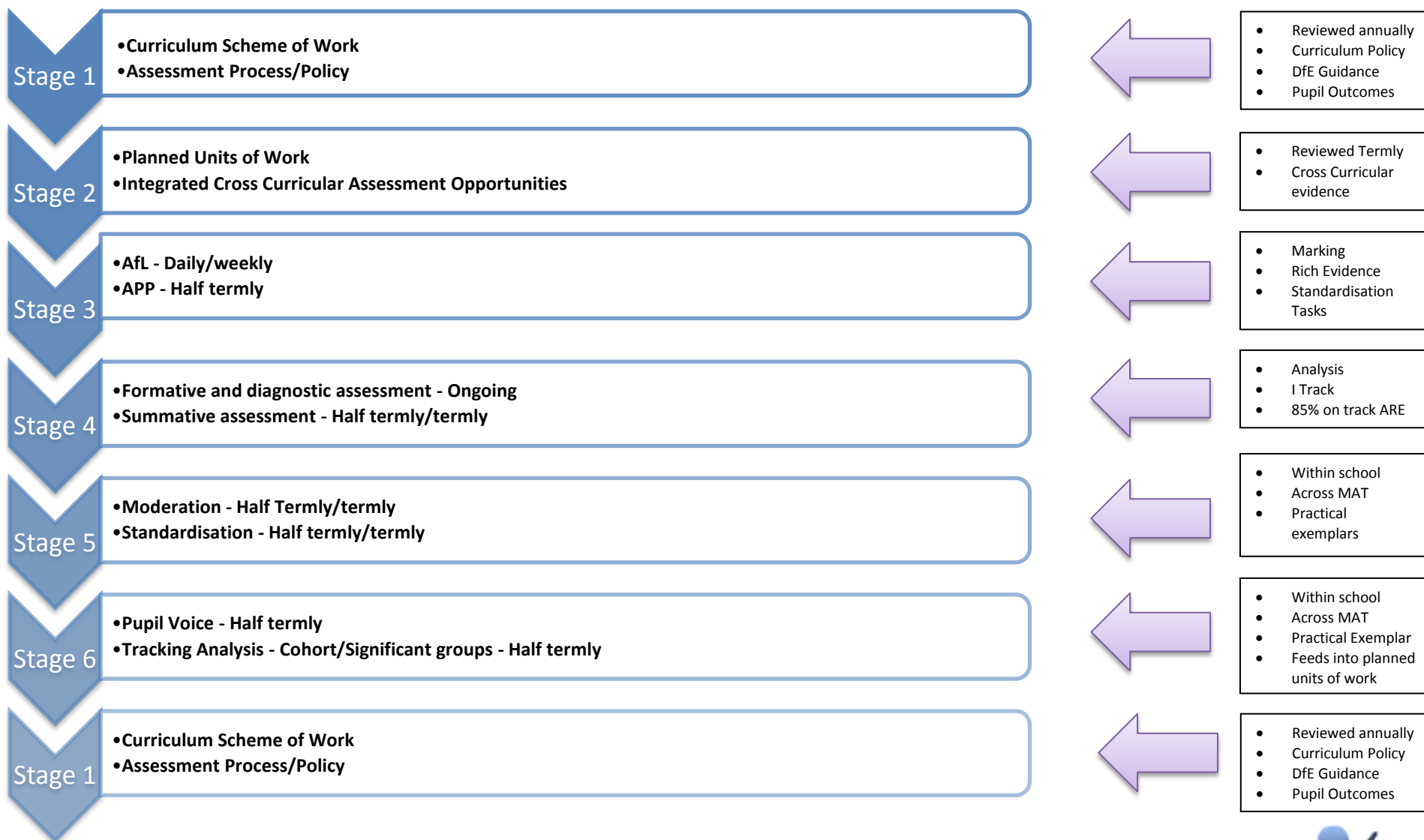## Assessing Pupil Progress – Computing (Y5)

Integrated Curriculum Scheme of Learning - 2016	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Computing**
Year Group:	**Year 5**
Agreed and Approved:	**Sept 2016**
Leader Review Date:	**Sept 2017**
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Computing Scheme of Learning 15 Non-Negotiable 14 Progression Frameworks for Computing Computing Policy 15

| Stage 1 | •**Curriculum Scheme of Work**
•**Assessment Process/Policy** | ⬅ | • Reviewed annually
• Curriculum Policy
• DfE Guidance
• Pupil Outcomes |

| Stage 2 | •**Planned Units of Work**
•**Integrated Cross Curricular Assessment Opportunities** | ⬅ | • Reviewed Termly
• Cross Curricular evidence |

| Stage 3 | •**AfL - Daily/weekly**
•**APP - Half termly** | ⬅ | • Marking
• Rich Evidence
• Standardisation Tasks |

| Stage 4 | •**Formative and diagnostic assessment - Ongoing**
•**Summative assessment - Half termly/termly** | ⬅ | • Analysis
• I Track
• 85% on track ARE |

| Stage 5 | •**Moderation - Half Termly/termly**
•**Standardisation - Half termly/termly** | ⬅ | • Within school
• Across MAT
• Practical exemplars |

| Stage 6 | •**Pupil Voice - Half termly**
•**Tracking Analysis - Cohort/Significant groups - Half termly** | ⬅ | • Within school
• Across MAT
• Practical Exemplar
• Feeds into planned units of work |

| Stage 1 | •**Curriculum Scheme of Work**
•**Assessment Process/Policy** | ⬅ | • Reviewed annually
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ADMAT/ARE Year 5 Computing	Pupil Name: Class Teacher:	Term 1 We are Game Developers – **Developing an interactive game** We are Cryptographers – **Cracking codes** Assessment: **Aut 1:** **Aut 2:**	Term 2 We are Artists – **Fusing geometry and art** We are Web Designers – **Creating a website about cyber safety** Assessment: **Sp 1:** **Sp 2:**	Term 3 We are Bloggers - **Sharing experiences and opinions** We are Architects – **Creating a virtual space** Assessment: **Sum 1:** **Sum 2:**	Are Related Expectation Key: **NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Computer Science				B/Information Technology				C/Digital Literacy			
A1. Design, write and debug programs that accomplish specific goals.				B1. Select, use and combine a variety of software (including internet services).				C1. Use technology safely, respectfully and responsibly.			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4
A2. Controlling or simulating physical systems. SOC unit: Typically covered as part of the design and technology curriculum. See also *Switched on ICT Control* units.				B2. Design and create a range of programs, systems and content that accomplish given goals.				C2. Recognise acceptable/unacceptable behaviour.			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4
A3. Solve problems by decomposing them into smaller parts				B3. Collecting, analysing, evaluating and presenting data and information.				C3. Know a range of ways to report concerns and inappropriate behaviour.			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4
A4. Use sequence, selection and repetition in programs; work with variables.				B4. Use search technologies effectively.				C4. Be discerning in evaluating digital content.			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4
A5. Work with various forms of input and output.				B5. Appreciate how search results are selected and ranked.				C5. Understand the opportunities networks offer for communication and collaboration. SOC unit: 5.4, 5.5			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4
A6. Use logical reasoning to explain how some simple algorithms work.											

EM 1	TI 2	EXP 3	EXC 4								
A7. Use logical reasoning to detect and correct errors in algorithms and programs.											
EM 1	TI 2	EXP 3	EXC 4								
A8. Understand computer networks including the internet.											
EM 1	TI 2	EXP 3	EXC 4								
A9. Understand how networks can provide multiple services, such as the world wide web.											
EM 1	TI 2	EXP 3	EXC 4								