

Computing End of Key Stage Expectations.

<u>End of Key Stage One</u>	<u>Actions In place to support</u>	<u>Children working at Greater Depth</u>
<p><u>Algorithms and Programming</u></p> <p>I can create a series of instructions I can plan a journey for a programmable toy. <i>Beebots, programmable</i></p> <p>I can use simple event blocks. I can find simple errors and amend with support. <i>Hour of Code Course B. May want to revisit Course A initially due to lockdown</i></p>	<p>Within lessons</p> <ul style="list-style-type: none"> • Mixed ability partnering • Help button hour of code • Step button to help with debugging/breaking down into smaller steps • Spiral nature of curriculum revisits key non negotiables. • Misconceptions actively revisited by staff each lesson • For pupils well below (special provision – course tailored to their level. • Digital leaders can support in other year group lessons where required. 	<p>Within lessons:</p> <ul style="list-style-type: none"> • Open-ended tasks to embed skills • Opportunities to work as digital leaders within each classroom setting. • Opportunity to model key concepts for class.
<p><u>Information Technology</u></p> <p>I can log onto a computer independently. I can create digital content using a range of features (e.g. font size, embolden) I can save digital content I can retrieve digital content I can use a website <i>Micorsoft Office</i></p>	<p>Within lessons:</p> <ul style="list-style-type: none"> • Mixed ability partnering • Focus on basic skills during first unit of software. 	<p>Within lessons:</p> <ul style="list-style-type: none"> • Choice of how to present work
<p><u>Digital Literacy</u></p> <p>I use technology respectfully. I know where to go for help if I am concerned. I understand the risks of playing online and You tube and know not to give out personal information online. <i>Pupil AUP, E-safety starters, Safer Internet Day, Digital Leaders, NSPCC share aware videos.</i></p>	<p>Within lessons:</p> <ul style="list-style-type: none"> • Whole class discussions offer opportunity for support and feedback. • Key areas of concern woven into safety warm ups and parent workshops, newsletters. • For children working well below – prioritize key areas of risk and tailor accordingly. <p>Outside of lessons</p> <ul style="list-style-type: none"> • CPOMS to report concerns. Addressed by safeguarding team and digital leader. 	<p>Outside of lessons.</p> <ul style="list-style-type: none"> • Opportunity to work as a Year 2 digital leader.

<u>Year 6 Assessment Grid</u>	<u>Actions In place to support</u>	<u>Children working at Greater Depth</u>
<u>Algorithms and Programming</u> I am confident using: Event blocks Loops Conditionals Variables. I can de-bug my alogrithim. <i>Hour of Code Course 4/5</i> I can design my own block programming knowledge to program a micro computer. <i>Microbit</i>	Within lessons <ul style="list-style-type: none"> • Mixed ability partnering • Help button hour of code • Step button to help with debugging/breaking down into smaller steps • Spiral nature of curriculum revisits key non negotiables. • Misconceptions actively revisited by staff each lesson • For pupils well below (special provision – course tailored to their level. Digital leaders can support in other year group lessons where required.	Within lessons: <ul style="list-style-type: none"> • Open-ended tasks to embed skills – e.g ‘create own Star Wars game’/Scratch during Summer term. • Opportunities to work as digital leaders within each classroom setting. • Opportunity to model key concepts for class.
<u>Information Technology</u> I can change font, underline, embolden. I can import pictures. I can create and save content. I can use a wide range of design features. I can change design so that layout is considered and appeals to the audience (‘standout’). I understand that the content needs to be engaging and wording condensed for effect when designing a poster/Power Point. I can present my work clearly. <i>Microsoft Word/Power Point.</i>	Within lessons: <ul style="list-style-type: none"> • Mixed ability partnering • Focus on basic skills during first unit of software. 	Within lessons: <ul style="list-style-type: none"> • Choice of how to present work • For pupils working well above: Focus on presentation of work/design choices/public speaking skills.
<u>Digital Literacy</u> I use technology respectfully. I know where to go for help if I am concerned. I understand key risks associated with online communication, gaming and social media. I have a good understanding of how to change	Within lessons: <ul style="list-style-type: none"> • Whole class discussions offer opportunity for support and feedback. • Key areas of concern woven into safety warm ups and parent workshops, 	Outside of lessons. <ul style="list-style-type: none"> • Opportunity to work as digital leader KS2 team to support other children in school through parent workshops, launch of Change one Thing Competition, Half-termly assemblies etc.

<p>settings for security e.g. turning off location on Snapchat.</p> <p>I remember my password, keep it safe and know it must be difficult to guess and remember it.</p> <p><i>Pupil AUP, E-safety starters, Safer Internet Day, Digital Leaders, NSPCC share aware videos.</i></p>	<p>newsletters.</p> <ul style="list-style-type: none">• For children working well below – prioritize key areas of risk and tailor accordingly. <p>Outside of lessons</p> <ul style="list-style-type: none">• CPOMS to report concerns. Addressed by safeguarding team and digital leader.	
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