Computing Progression Assessment at Key Stage 3

Points	Digital Literacy (DL)			Multimedia (MM)	Computer Science (CS)		Using Computers Safely (UCS)	
	Word Processing	Presentation	Data Handling		Hardware/Software	Computational thinking	Esafety	Impacts on Society
1	Students can create a document that uses text and other forms of communication.	Student can create a presentation and add text and images.	Students can use software to enter numerical data into a computer. Students are aware of some of the benefits of entering data digitally.	With assistance, can take photographs or video, save and arrange and sequence items on a timeline.	Can use a range of devices for different tasks. Can discuss the difference between hardware and software. i.e. Input and Output devices. Can discuss how files can be saved. Understand that there is an interent.	Understand the computer programs are a set of instructions. Able to put instructions together to achieve basic outcomes	Be aware that there are dangers associated with living and working online and have an understanding of where to go if you have concerns.	Understand how digital devices can be used in everyday life
2	Students can understand how to open and save work. Students can combine text and images together into a single document.	Students can understand how to open and save work. Students can make a multi-slide presentation.	Students are aware that a computer can present numerical data in a variety of different forms for different situations.	Students can understand how to open and save work. Can import and arrange media in a simple sequence, add text or basic refinements.	Can discuss how files can be saved, shared and accessed on devices. Understand that you have to join a network to connect to the internet.	Able to fix simple mistakes	Able to list some dangers associated with living and working online and act if you have concerns.	
3	Can produce a document, which is beginning to be suitable for a target audience, that they are able to improve with suitable feedback. They can open and save work without assistance.	Students can add customisation, such as navigations, to a presentation. They can choose custom fonts, layouts and colour schemes	Use a variety of software to input and edit data and collect data. Students can open and save data without assistance. Be aware of folder structures and correct naming of files.	Experiments with software features to enhance media: effects, transitions, fades, speed, timings. May make basic improvements to effectiveness of product. Students can open and save data without assistance	Awareness of different devices and their strengths and weaknesses. Aware of some components that make up a computer system. Have an awareness of Operating Systems and Applications Software and how they are different. Shows an awareness of different networks, such as School, home network, wi-fi & mobile data.	Able to achieve simple outcomes/ programs using a sequence of instructions. Have an awareness of what variables are and know how to create them. Understand that computers run instructions in order. Understand that if statements allow for different outcomes based on certain conditions Able to test and fix errors in simple programs	Understand some risks of using the internet. Understand and explain how personal information can be kept private. List places you can go if you are having concerns about online activities. Act in a safe way using the internet e.g use of passwords and usernames	Understand how different devices are needed for different purposes and make appropriate choices when needed.
4	Students can create a document that is multi sided and suitable for the target audience. They can open and save work effectively. Students can lay out data such as a table or a chart.	Presentations contain more effective customisation including animation, navigation, transition. Students are aware of how to add extra features such as sound.	Perform simple searches, display data in a chart or graph in a report. Students understand the concept of functions and formulae and why they are used. They are able to open and save work effectively. Be able to organise a simple folder structure to house files with suitable naming conventions.	With some assistance, storyboards/plans product for targeted audience, applying relevant formatting / effects. Students can give and receive feedback and act accordingly.	Know the difference between a networked device and a mobile device and their strengths and weaknesses. Can name different opeerating systems on devices and some idea of what is included.		Understand and explain a number of risks using the internet and describe ways to limit those risks. Describe where to find out more, and where to go for help regarding e safety	

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5	Students create documents of a high standard that are suitable for a given purpose and audience. Students will be able to use suitable page layouts and formatting for purpose. Students can give and act on feedback needed to improve the documents.	Presentations contain effective navigation to all slides using a tool bar. Multimedia has been added. Students have an awareness of the impact of custom animation. Students can give and act on suitable feedback needed to improve their presentation.	Perform more complex searches using Boolean and relational operators, use calculations using arithmetical formula and cell reference. Students are able to reflect on feedback and make appropriate improvements. Be aware of the need to create backups of important work and files.	With growing confidence, can capture/import media, choosing the most appropriate software application and relevant editing options. Product is evaluated and refined with purpose in mind. Students are aware of requirements for target audience and create and reference all assets.	Aware of some components that make up a computer system. Have an awareness of Operating Systems and Applications Software and how they are different. Shows an awareness of different networks, such as School, home network, wi-fi & mobile data.	Able to design simple algorithms that contain variables, sequence and selection. Including an understanding of logical operators. Able to create and use variables in simple programs with support. Able to identify and debug common errors in simple programs	Describe what cyberbullying is and the impact it has on people who are bullied. Communicate how to be safe, and how to combat cyberbullying to others	Be aware of legislation that protects the public using digital devices. e.g Data Protection Act, Health and Safety Act, Copyright, Design and Patent Act
6	Students are able to effectively evaluate work and generate stylised documents. They can amend issues. Students can present data appropriately (link1)	Students are able to select appropriate fonts and colour schemes, showing more consistency and style. Can effectively evaluate work and amend issues appropriately.	Recognise that poor quality data leads to unreliable results and inaccurate conclusions, Use basic functions e.g. average, max, min, now, today. Be aware of the advantages of modelling data. Students can present data appropriately (link1)	Discerning with content of media. Aware or appropriate exporting settings, file formats and compressions. Layers/overlaps several tracks/clips/effects to achieve creative and original outcomes.	Able to verbally identify major components of an ICT system and device and know its primary function. Knows the main types of software and which is suitable for a particular job. Generally know the strengths of mobile devices and their uses.		Act in a completely safe and responsible way online. Explain the legal consequences of not being responsible online. Be aware of some of the extreme elements that are portrayed online.	Identify and explain how the use of technology can impact on society. Understand how technology is utilised in the wider world.
7	Use multiple applications to create suitable materials of a professional standard using external sources. Students start to form their own document style including font, image, color scheme and layout.	Multimedia has been recorded and used in the presentation without assistance. Students start to form their own presentation style including font, image, colour scheme and layout using Master Slides	Query data on one table using a query language in a flat file database, develop modeling techniques using goal seek, If statements, vlookup, hlookup, countif

Demonstrate a proper organisation and backup procedure. | Expertly selects the best software(s) to achieve success. Elements of a project are prepared and edited in other apps prior to finalising (images in image manipulator, narration in audio editor) | Able to identify different components of a computer system. Can tell the difference between Operating Systems, System Software and Application Software. Able to identify strengths and weaknesses of different devices. | Able to design, write, test and debug simple algorithms/programs that include variables,data structures and sequence, selection and iteration. | Understand the concept of a digital footprint and explain measures to limit potential risks. Explain how text and images released online are considered permanent and can have an impact in the future. | |
| 8 | Flawless documentation has been achieved with the use of feedback from peers. Near professional standard which utilises their chosen style throughout. | A flawless presentation has been achieved with the use of feedback from peers. Near professional standard which utilises their chosen style and tools throughout. | Understanding of the importance of robust data. Know what a relational database is and understand the benefits of storing data in multiple tables, design spreadsheet models to simulate given tasks. | Can expertly plan and justify steps to complete a project, considering technical issues, files, organisation, copyright, softwares. Professional and systematic in approach. | Understand the features of different networks, such as School, home network, wi-fi & mobile data and the advantages and disadvantages of each. | | Be able to guide peers on how to stay safe online and demonstrate professionalism when dealing with all issues online and throughout social media. Digital leader/eSafety Leader | Explain and justify how the use of technology impacts on society from the perspective of social, economical, political, legal, ethical and moral issues. |