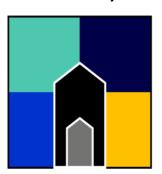
## An Daras Multi Academy Trust





## An Daras Multi Academy Trust Assessing Pupil Progress – Computing (Y6)

Integrated Curriculum Scheme of Learning - 2016	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Computing
Year Group:	Year 6
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

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Reviewed annually Curriculum Scheme of Work **Curriculum Policy**  Assessment Process/Policy DfE Guidance Stage 1 **Pupil Outcomes** Reviewed Termly Planned Units of Work Cross Curricular •Integrated Cross Curricular Assessment Opportunities Stage 2 evidence Marking •AfL - Daily/weekly Rich Evidence •APP - Half termly Standardisation Stage 3 Tasks Analysis •Formative and diagnostic assessment - Ongoing I Track 85% on track ARE •Summative assessment - Half termly/termly Stage 4 Within school Across MAT • Moderation - Half Termly/termly Practical •Standardisation - Half termly/termly exemplars Stage 5 Within school Across MAT • Pupil Voice - Half termly **Practical Exemplar** •Tracking Analysis - Cohort/Significant groups - Half termly Stage 6 Feeds into planned units of work Reviewed annually •Curriculum Scheme of Work Curriculum Policy Assessment Process/Policy Stage 1 DfE Guidance **Pupil Outcomes** 

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ADMAT/ARE Year 6 Computing		We		erm 1 e are adventure ga	mers – We a	Creating a short television		travel writers – nedia and mapping	NE = Not End	Are Related Expectation Key:  NE = Not Enough Evidence		
		Class Teacher:		Making a text-based dventure game				ment a trip	TI = Towards	EM = Emerging TI = Towards Independence EXP = Expected		
			W	e are computational We are network technicians			cians We are	We are publishers-		EXP+ = Expected Plus		
				thinkers – Mastering algorithms for searching,		networks including the network  Assessment:		g a yearbook or a	<b>EXC</b> = Exceed	EXC = Exceeding		
								ne				
		As At		rting and mathem	atics netw			Assessment: Sum1:				
				sessment:	Asse							
				ıt1:	Sp1:							
				ıt2:	Sp2:							
A/Computer Sci	ience			B/Information	B/Information Technology				C/Digital Literacy			
A1. Design, write and debug programs that accomplish specific				B1. Select, use	B1. Select, use and combine a variety of software (including				C1. Use technology safely, respectfully and responsibly.			
goals.				internet service	es) on a range o	of digital devices.						
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.			B2. Design and content that ac		of programs, syste goals.	ems and	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	ΤI	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.					
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	
1	2	3	4	1	2	3	4	1	2	3	4	

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A6. Use logical reasoning to explain how some simple algorithms work.											
EM	TI	EXP	EXC								
1	2	3	4								
A7. Use logical reasoning to detect and correct errors in algorithms and programs.											
EM	TI	EXP	EXC								
1	2	3	4								
A8. Understand	computer netwo	orks including the	e internet.						-	-	
EM	TI	EXP	EXC								
1	2	3	4								
A9. Understand such as the wor		an provide multi	ple services,								
EM	TI	EXP	EXC								
1	2	3	4								

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