**Computing Summative Assessment**

**Tracking Pupil/Class Progress**

Please read the statements below and record each child’s name in the box underneath the ‘best fit’ for their achievement for this unit of work.

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| **Year 6** | Class Name: |  |  |
| **Working Towards**  Some children will not have made as much progress and will: | **Working At**  Most children will: | **Working Beyond**  Some children will have progressed further and will: |
| **Autumn 1**  Word Processing | Use delete/insert and replace text (use thesaurus). Can insert and format a table, including borders. Can justify and align text where appropriate. Can make corrections and editions through a range of tools. | Can use a wide range of shortcut keys including ‘transform’ and ‘show all’ to correct errors. Can format line spacing, page breaks, header/footer. Chooses appropriate techniques to create an effective and well-polished presentation considering intended audience, using various display features to communicate to an audience: e.g. fact/definition boxes, annotated illustration, leaflet layout.  Can use print preview. | I can organise, refine and present information for a specific audience.  Explores different word-processing software confidently |
| Children’s names |  |  |  |
| **Autumn 2**  Crossy Roads | Know how to keep my data private and secure by logging in and out of programs. Save work independently.  Design, write and debug simple programs. | Design, write and debug complex programs using logical reasoning to detect errors in algorithms. Can decompose problems into smaller parts to resolve issues.  Use sequence, selection and repetition in programs. Can use a range of media to create a digital storyboard and to plan and produce a project. | Can create a consistent design for my presentation combining a range of media and present it to others. |
| Children’s names |  |  |  |
| **Spring 1**  Multi-Media | Use PowerPoint to organise, refine and present information for a specific audience. Create a range of hyperlinks to produce a non-linear presentation. | Using Powerpoint, can organise, refine and present information for a specific audience. Create a range of hyperlinks to produce a non-linear presentation.  Uses a wide range of techniques in taking and manipulating photographs to suit a particular purpose.  Can film, create, edit and refine to ensure quality including importing and editing sound. Can refine, evaluate and improve my final piece. Can present to an audience. | I can organise, refine and present information for a specific audience, choosing the most appropriate designs and applying it consistently throughout the project.  Explores different multi-media software confidently. |
| Children’s names |  |  |  |
| **Spring 2**  Coding Playground | Understand the impact technology can have on my health, wellbeing and lifestyle. Understand how computer networks work, including the internet. Can create a consistent design for my presentation, and present to others. | Can create a digital storyboard to plan a project or investigation. Can improve the quality and presentation of my work using editing and formatting techniques. Can write a program using a text based programming language. Can collaborate to create digital content. Can use logical reasoning to detect and correct errors in algorithms and programs. Can plan, create, test, debug and modify a program to improve it. | Design, plan & create a complex programs. |
| Children’s names |  |  |  |
| **Summer 1**  Data | Enter text and numbers into a spreadsheet. Identify and refer to cells by row and column and begin to enter formulae with the SUM function. | Enter formulae into cells; edit data and discuss the effect on results; use further functions including AVERAGE, MIN and MAX. Interpret and construct pie charts and line graphs and use these to solve problems. Design their own spreadsheet for a specific purpose. | Understand the advantages of spreadsheets over comparative manual methods. Explore further functions. Select data and create graphs with appropriate formatting. Individual spreadsheet designs will fulfil a specific purpose and be presented appropriately. |
| Children’s names |  |  |  |
| **Summer 2**  VR Worlds | Identify similarities between know and unfamiliar technology. Create code in unfamiliar software with support, using tutorials where needed. | Can confidently identify the potential of unfamiliar technology to increase my creativity. Can create a complex game using code and go beyond tutorials. Can save a document/file in various formats. | Confidently apply the skills learned in previous coding sessions to plan, write and debug algorithms in unfamiliar software. |
| Children’s names |  |  |  |