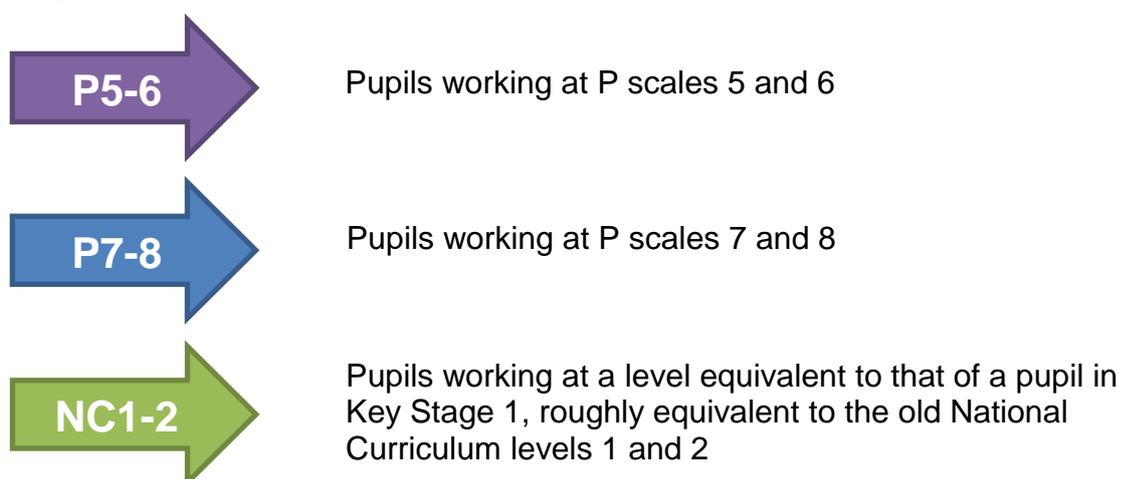


## SEND Computing Progression Overview

At the end of each unit you will find an assessment box, with statements relating to the content of the unit. These are split into what *most* pupils will be able to do, and what *some* will be able to do, to provide an opportunity for assessment. The following documents show a more general overview of progression in the 5 strands:

- **WHAT IS A COMPUTER?**
- **COMMUNICATION: MULTIMEDIA**
- **COMMUNICATION: DATA**
- **PROGRAMMING & ALGORITHMS**
- **SAFE, RESPONSIBLE USE OF TECHNOLOGY** (These are the elements of Online Safety that relate to the Computing curriculum, and by no means reflect everything that pupils should be taught about Online Safety.)

It is envisaged that teachers will use the documents to help inform them of what Computing looks like across the range of abilities, and assist them in assessing progress. The three bands are as follows:



The statements reference two documents, with additional elements relating directly to the content of the Scheme of Work:

- The [Revised P Scales for Computing](#) by Elliott, Galloway, Medhurst & Paveley – an attempt by educators across the country to create a set of P Scales statements that better reflect the Computing programs of study.

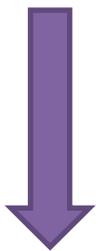
- The [Computing Progression Pathways](#) document by Mark Dorling & Matthew Walker © 2014, showing progress for pupils working at KS1 and above.



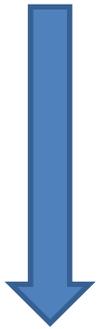
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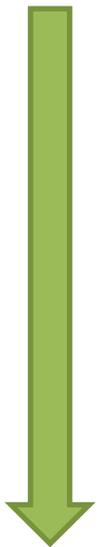
## 1. WHAT IS A COMPUTER?



- Explore technology
- Recognise different digital devices, e.g. computer, laptop, tablet.
- Understand that different devices are used for different purposes, e.g. camera to take photo.
- Choose appropriate technology from a limited selection to fulfil a familiar task.
- Access content using an appropriate access device



- Understand that you can access the same content on different devices.
- Name a range of digital devices
- Name the basic parts of a computer, e.g. mouse, screen, keyboard
- Identify key parts of a keyboard, e.g. spacebar, numbers and letters
- Use an appropriate access device to target and select options on screen
- Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard

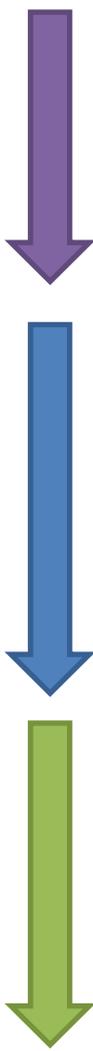


- Use a keyboard or other access device to add text to a document
- Understand that you can share digital content
- Understand that work saved on one computer can be opened on a different computer within school
- Recognise that a range of devices contain computers, e.g. washing machine, car, laptop
- Understand that computers have no intelligence and we have to program them to do things
- Understand that the Internet is made up of computers from all around the world connected together
- Recognise and use a range of input devices, e.g. mouse, keyboard, microphone
- Recognise and use a range of output devices, e.g. printer, speakers, monitor
- Understand that we use different hardware and software to fulfil different tasks



## 2. COMMUNICATION: MULTIMEDIA

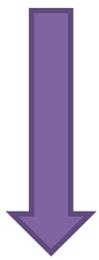
### Pupils:

- 
- Use technology to explore and access digital content
  - Operate a digital device with support to fulfil a task
  - Demonstrate a preference for a piece of content from a selection
  - Select basic options in a familiar application
  - Create simple digital content
  - Independently operate a digital device to fulfil a familiar task
  - Choose media from a selection for a given purpose
  - Select media to convey information
  - Use a range of technologies
  - Present information using appropriate software with support
  - Demonstrate an understanding that information and media can be stored on a digital device
  - Choose a digital device from a selection to complete a specific task
  - Select basic options to change the appearance of digital content
  - Understand that you can edit and change digital content
  - Understand that you can store information on a computer
  - Make judgements about suitability of media to present information on a topic
  - Combine text and images to present information with support
  - Apply simple edits to digital content in order to improve it
  - Know where to save and open work
  - Plan out digital content
  - Present ideas and information by combining media independently
  - Edit digital content to improve it
  - Talk about what makes digital content good or bad

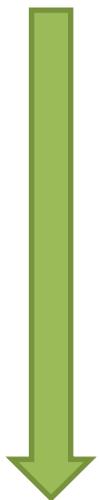
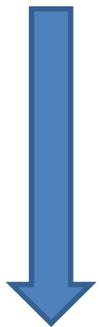


### 3. COMMUNICATION: DATA

#### Pupils:



- Access content in a range of formats, e.g. image, video, audio
- Choose between media in different formats
- Identify objects of a single category
- Count 1 or more in a digital resource
- Sort familiar objects into 2 given categories
- Understand you can control video and audio, e.g. play, stop, restart
- Select media to convey information
- Count 1-5 in a digital resource
- Collect simple data (e.g. likes/dislikes) on a topic
- Answer basic questions about information displayed in images, e.g. more or less
- Can distinguish between text, image, video and audio content
- Present simple data using images
- Sort familiar objects into 3 or more categories
- Can identify an object by asking yes/no questions
- Recognise charts and tables, and understand why we use them
- Use specific software to create simple charts
- Collect data on a topic (eye colour, pets etc.)
- Present data in a pictogram independently
- Explain information shown in a simple chart, pictogram or infographic
- Find out similar information in different formats
- Explain how different formats communicate information and their benefits
- Identify an object using a branching database
- Create a branching database using a bank of images (digitally or on paper)
- Evaluate a given branching database
- Independently plan out and create a branching database



## 4. PROGRAMMING & ALGORITHMS

### Pupils:

- 
- Explore technology
  - Make something happen using technology
  - Expect an outcome
  - Repeat an action to trigger a specific outcome
  - Control technology for a purpose
  - Recognise the success or failure of an action
  - Follow instructions to control a device
  - Give simple instructions to control devices
  - Understand that we control computers
  - Identify steps of a known task
  - Try alternative approaches to achieve a goal
  - Understand that we control computers by giving them instructions
  - List steps of a known task in order
  - Create a short sequence of instructions to control a device
  - Recognise patterns in groups of objects
  - Understand what an algorithm is
  - Create a simple algorithm
  - Create a simple program e.g. to control a floor robot
  - Debug an error in a simple program e.g. for a floor robot
  - Predict the outcome of a simple program
  - Understand that the order of instructions is important
  - Understand that instructions need to be clear and unambiguous
  - Evaluate the success of a program
  - Identify and correct errors in a given program
  - Understand that we can decompose a problem into smaller steps to make it simpler.



## 5. SAFE & RESPONSIBLE USE OF TECHNOLOGY

### Pupils:

- 
- Access digital content online, e.g. images, video, music
  - Choose content to watch or listen to on a familiar web page
  - Can find information on a familiar website
  - Are aware that some online content is inappropriate
  - Are aware that information can be public or private
  - Search for images and other digital content using a very basic search
  - Recognise inappropriate content and know to tell an appropriate adult
  - Recognise what information should be kept private
  - Are aware what makes a good friend
  - Remember a simple password and know not to tell anyone
  - Understand that you can share digital content online
  - Know who to tell if concerned about content or contact online
  - Use a search engine to search for content using keyword searches
  - Save and reuse digital content found online
  - Understand that digital content belongs to the person who first created it
  - Understand why we use passwords
  - Understand what makes a good online friend
  - Can identify rules to add to an acceptable use policy for the class
  - Can give an example of a good password

