

SEN Computing Assessment Framework P4-P8 [Draft]

This framework has been written by a working party of teachers and education professionals working in special needs schools. It was created following a discussion on the SENIT mailing list and a meeting at BETT, in response to teachers asking for some kind of guidance in assessing the new Computing Curriculum. There is much work still to be done, but we are asking teachers to add comments to this document, and concrete examples of what each statement might look like in the classroom (examples [here](#)). For more background to the document, please see the *Assessment* page at <http://sencomputing.wikispaces.com/>

This framework contains overarching P Scales for Computing statements (rewritten to reflect the new Computing content in the NC), then individual, more detailed statements for the Digital Literacy, IT and Computer Science strands. There will also be links to practical examples for each statement – we have made a start [here](#).

P4 Pupils intentionally make selections to achieve an outcome. They know that certain actions produce predictable results and that technology can be used to control objects, events and their environment.		
Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none">• Accesses online content.• Makes an intentional choice between a limited selection of digital resources.	<ul style="list-style-type: none">• Making something happen intentionally on a digital device.	<ul style="list-style-type: none">• Understands that an action produces a predictable result.• Knows that they can use technology to control things around them.• Follows a single instruction to operate a digital device.

P5 Pupils use technology and make selections to express simple ideas and access content. They make connections between input devices and information on screen.

Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> Identifies and accesses online content. Makes an intentional choice between a selection of digital resources. 	<ul style="list-style-type: none"> Selects basic options within an application. Uses technology to express simple ideas. 	<ul style="list-style-type: none"> Follows a single instruction to operate a range of digital devices. Responds to on-screen cues to make something happen.

P6 Pupils identify and operate digital devices with increasing independence. They show they understand that information can be stored digitally. They can give and respond to simple instructions to control digital devices.

Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> Begins to understand that some digital content is inappropriate. Identifies the appropriate technology to fulfil a task. Understands that the same content can be accessed on different devices. 	<ul style="list-style-type: none"> Can use a keyboard or appropriate input device to select letters or symbols. Independently operates a digital device to fulfil a simple task. Creates simple digital artefacts. Selects media to convey information. Demonstrates understanding that information can be stored on a digital device. 	<ul style="list-style-type: none"> Follows simple instructions to control a digital device or application. Gives a simple instruction to control a digital device.

P7 Pupils find and present information in digital formats. They begin to choose appropriate equipment and software for a given activity. Pupils can control a digital device to do a specific task. They have an emerging awareness of eSafety.

Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> • Understands that they can create digital content. • Understands what is private information. • Chooses the appropriate technology to fulfil a given task • Understands that some content online is inappropriate. 	<ul style="list-style-type: none"> • Presents information by combining media, with support. • Recognises a range of digital devices in and out of school and what they can be used for. • Can find information on familiar websites. 	<ul style="list-style-type: none"> • Understands that we control computers by giving them instructions. • Can control a digital device to fulfil a specific task.

P8 Pupils search for information online. They understand that information on the internet isn't always appropriate and know to report inappropriate content. Pupils use digital technology to present their ideas. They can create and input a short sequence of instructions to control a device.

Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> • Can find information on the internet using a basic search. • Recognises inappropriate content and knows they should tell an appropriate adult. • Understands that they can share digital content online. • Knows simple examples for when and 	<ul style="list-style-type: none"> • Presents information/ideas by combining media independently. • Recognises different forms of information. • Uses a range of digital devices for different purposes. 	<ul style="list-style-type: none"> • Can list the steps of a known task. • Creates a set of instructions, a list, for others to follow. • Can create a simple program to control a digital device.

why people use digital technology. <ul style="list-style-type: none"> • Understands that digital content can be edited. 		
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Examples of how this might look in the classroom:

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P4 Examples		
Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> • <i>Watches videos on a preloaded page.</i> • <i>Listens to music on a streaming site.</i> • 	<ul style="list-style-type: none"> • <i>make a mark on a screen</i> • <i>play a sound</i> • <i>start a video or slideshow</i> • <i>communicate a simple choice or meaning</i> • <i>take a photo</i> • <i>turn on a fan</i> 	<ul style="list-style-type: none"> • <i>Repeatedly presses a switch to reproduce a sound</i> • <i>Presses <GO> on a robot to start a sequence of movements</i> • <i>Knows how to turn on the lights or play some music;</i> • <i>Controls something in the sensory room</i>

P5 Examples		
Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> • <i>Simple choice of video, song, game, image.</i> • 	<ul style="list-style-type: none"> • <i>Chooses colours in an art program.</i> • 	<ul style="list-style-type: none"> • <i>Follows an instruction to turn on the lights.</i>

P6 Examples		
Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> Identifies appropriate device to : play music or videos, take a photograph, create artwork, play a game with a peer. 	<ul style="list-style-type: none"> Takes photos, plays music or video, creates artwork, play a game. Asks to view a photograph they have taken, 	<ul style="list-style-type: none"> Follows instructions to move a BeeBot to an end point, Can put 2 or 3 images of an everyday activity into the correct order.

P7 Examples		
Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

P8 Examples		
Digital Literacy	Information Technology	Computer Science
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Lists the steps for getting ready to go to break.