

Park End Primary School

Computing

End Point Assessments

End Point Assessments for Computing

Subject	Computing The Kapow Primary Computing scheme follows a spiral curriculum , meaning: • Cyclical – pupils revisit important skills and knowledge regularly. • Increasing depth – pupils develop these skills further each time they revisit them. • Prior knowledge – pupils build on what they have already learned rather than starting from scratch.
Coverage	EYFS to Year 6
Key aims	This document signifies the key learning children will be assessed against and need to progress.



Computing End Point Assessments Overview

The end point assessments are organised by year group and strand. They support curriculum sequencing, teacher planning, assessment and subject leadership review

By the end of EYFS, children will:

Hardware

- Learning how to operate a camera to take photographs of meaningful creations or moments.
- Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.
- Recognising and identifying familiar letters and numbers on a keyboard.
- Developing basic mouse skills such as moving and clicking.

Digital literacy

- Recognising that a range of technology is used for different purposes.
- Learning to log in and log out.

Knowledge

- To be able to understand what a computer keyboard is and recognising some letters and numbers.
- To know that a mouse can be used to click, drag and create simple drawings.
- To know that to use a computer you need to log in to it and then log out at the end of your session.
- To know that different types of technology can be found at home and in school.
- To know that you can take simple photographs with a camera or iPad.
- To know that you must hold the camera still and ensure the subject is in the shot to take a photo.

EYFS - Development matters

- **Literacy:** Spell words by identifying the sounds and then writing the sound with letter/s.
- **Mathematics:** Link the number symbol (numeral) with its cardinal number value.

Characteristics of Effective Learning

- Playing and exploring
- Active learning

Year 1 Computing End Point Assessments

	Computing Science	Information Technology	Digital Literacy	National Curriculum Link
Skills	To recognise and understand how devices such as a mouse, trackpad, touchscreen and keyboard are used to input instructions. To understand that digital devices use inputs to carry out actions. To understand that data can be stored and retrieved on a device.	To create and name a file with guidance. To save and retrieve work with guidance. To browse and interact with pre-selected websites, software or videos. To describe where technology is used at home, e.g. playing games or watching videos.	To use a mouse, trackpad and/or touchscreen to interact with digital devices. To use a keyboard to interact with a device. To use a password to log in and log out. To recognise a login screen. To browse and interact safely	Computing systems and networks - Recognise common uses of information technology beyond school. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Knowledge	To know that online means being connected to other devices or the internet. To know that some digital devices are online.	To know the names of common digital devices (e.g. computer, tablet, camera). To know the names of the parts of a device (e.g. screen, keyboard, mouse). To know that computer files need a name so they can be found again. To know that their work can be saved on a digital device.		

End Point Assessment

By the end of Year 1, pupils confidently use digital devices to create simple digital content, follow basic algorithms, collect and present simple data and use technology safely and respectfully.

The Kapow Primary Computing scheme follows a **spiral curriculum**, meaning:

- Cyclical** – pupils revisit important skills and knowledge regularly.
- Increasing depth** – pupils develop these skills further each time they revisit them.
- Prior knowledge** – pupils build on what they have already learned rather than starting from scratch.

Year 2 Computing End Point Assessments

	Computing Science	Information Technology	Digital Literacy	National Curriculum Link
Skills	To recognise that different devices have different parts. To use inputs to create outputs. To begin to recognise a search tool.	To use a mouse, trackpad and/or touchscreen for a specific purpose. To use a keyboard. To follow links on websites to get to other parts of a page. To name and saving files so they can be found easily. To recognise simple icons associated with saving their work. To identify common uses of IT in the wider world (e.g. shops, self-service screens, traffic lights).	To describe why passwords are important. To begin to use a username and password independently to log in	Computing systems and networks Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Knowledge	To understand that devices receive inputs and produce outputs. To understand that websites contain links and recognise visual clues that indicate links.	To understand that IT is used throughout everyday life. To understand that files can be organised into folders. To recognise that icons have meanings and functions across digital devices.	To understand the importance of strong passwords. To understand that passwords help to keep accounts and shared devices secure.	Computing systems and networks Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

End Point Assessment

By the end of Year 2, pupils can use digital technology to create, communicate and solve simple problems. They can write and fix simple programs, organise data, create digital content, and behave safely and respectfully online.

The Kapow Primary Computing scheme follows a **spiral curriculum**, which means:

- **Cyclical** – pupils revisit important skills and knowledge regularly.
- **Increasing depth** – pupils build on these skills and learn more each time.
- **Prior knowledge** – pupils use what they have already learned to develop new skills.

Year 3/4 Computing End Point Assessments

	Computing Science	Information Technology	Digital Literacy	National Curriculum Link
Skills	To recognise that a network is two or more wireless or wired connected devices. To identify examples of networks, e.g. school network, home Wi-Fi and the internet. To identify network components, e.g. router, switch and server. To recognise that having multiple logins and passwords adds more security.	To select and use appropriate devices for a specific purpose. To recognise the shape and name of connectors and their ports. To connect or pair a wireless peripheral, such as headphones or a micro: bit. To save and retrieve files from different places on a network. To create and name a folder, then saving files into it. Use a cloud-based tool to save, retrieve and share a file, e.g. Google Drive or OneDrive.	To use search engines effectively to find information and navigate links. To communicate digitally with others. To create strong passwords. To independently log in and out. To describe how computer accounts are personalised to a user. To identify places on the network that they can access.	Computing systems and networks Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
Knowledge	To know that a computer is made from different components that do different jobs. To know that a network is a group of two or more connected computers. To know that networks are made up of components such as servers, routers and switches. To know that some networks are local and some are global. To know what happens when they access a website. To know the history and evolution of the internet.	To know that a peripheral is something that can be connected to a device. To know that ports are where peripherals can be attached. To know that some peripherals connect wirelessly. To know that networks allow devices to share information and resources (e.g. printers and files). To know that text, images and videos on the internet are all forms of data. To know that the World Wide Web consists of web pages and websites.	To know that some areas on a network or device are restricted. To know that permission means they can access part of a network. To know that different logins have different purposes. To know that the school network is a private system that can only be accessed at school.	Computing systems and networks Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

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	To know that a server stores information and services.	To know that there are different places to save their work. To know the difference between local, network and cloud storage. To know that the internet enables collaboration and communication.		
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End Point Assessment

By the end of Year 3/4, pupils can create and fix programs, use networks to communicate, create digital content, organise data, and stay safe and responsible online.

The Kapow Primary Computing scheme follows a **spiral curriculum**, which means:

- **Cyclical** – pupils revisit important skills and knowledge regularly.
- **Increasing depth** – pupils develop these skills further each time they revisit them.
- **Prior knowledge** – pupils build on what they have already learned rather than starting again.

Year 5/6 Computing End Point Assessments

	Computing Science	Information Technology	Digital Literacy	National Curriculum Link
Skills	To begin to describe a file's journey through a network. To describe how a website works. To explain how data packets are broken down, sent and reassembled.	To use multiple devices or peripherals to achieve a goal. To troubleshoot hardware using logical steps. To explain how search engines work and present information. To reduce file size for efficient storage. To describe the purpose of a storage device. To choose appropriate file types to store information efficiently.	To evaluate search results to determine how useful they are. To recognise how much data they are storing. To recognise that you can add extra layers of security to your login. To describe how devices connected to the internet are at risk from hackers.	Computing systems and networks Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
Knowledge	To know that packets of data travel across the internet using a system of IP addresses. To know that each packet contains pieces of data and the instructions on how to assemble them in the right order. To know that files or requests sent across a network pass through different devices. To know that websites are hosted on servers. To know the history and evolution of computer systems.	To know that hardware problems can be solved by checking connections and settings. To know that using a cloud or a network to store data is more reliable than storing data locally.	To know that search engine results are ranked and influenced by factors like keywords, advertisements and popularity. To know that downloading is copying data from one storage place to another, like from the cloud to a local device. To know that networks need security to prevent cyber-attacks. To know that hackers gain access to networks or devices unlawfully.	Computing systems and networks Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

End Point Assessment

By the end of Year 5/6, pupils can confidently create digital projects, write and improve programs, use data effectively, and behave safely and responsibly online.

The Kapow Primary Computing scheme follows a **spiral curriculum**, meaning:

- **Cyclical** – pupils revisit important skills and knowledge regularly.
- **Increasing depth** – pupils develop these skills further each time they revisit them.
- **Prior knowledge** – pupils build on what they have already learned rather than starting from scratch.