Progression Pathways Assessment Framework
(Without Digital Badges)

The purpose of the Progression Pathways Assessment Framework is to support teachers in assessing their pupils' progress in computing.

The progression statements in the Assessment Framework have been created based on the 2014 National Curriculum for Computing points of study. It has also been aligned to the CAS primary guidance document.

The column headings are aligned to the different strands of computing found in the Computing at Schools curriculum, which may be updated in the future, and if it is, it will provide guidance for teachers to help them accurately interpret the National Curriculum.

The progression through each strand of computing is broken down in to rows. The rows are colour coded (like karate belts) to help the teacher to assess whether students are showing competence at different levels and recognise achievement or attainment.

Schools can choose to assign arbitrary values (levels) to the coloured rows if they would like to use them with existing reporting systems.

The focus of this assessment framework is progression through and across strands of computing. If you plan to use this assessment framework with your existing assessment/reporting system then you can agree the benchmark 'level' for the pupils entering a particular key stage and assign the arbitrary benchmark value (level) to the appropriate progression statements for each strand.

If your school uses a system to set targets for Computing based on performance in other subjects then the flexibility of the Progression Pathways grid allows you to adjust the values (levels) you choose to assign to the coloured rows.

It is suggested that:

- Primary teachers focus on the badge statements from the Pink to Purple row.
- Secondary teachers focus on the badge statements from the Purple to Black row.
- The white row overlap with the KS4 qualification specifications.

You may decide that pupils entering a particular year group or key stage

have prior learning to suggest that they are on the yellow and orange rows for the various strands shown in the grid. If this is the case then you would start your teaching at the appropriate level and assign the arbitrary assessment/reporting values accordingly.

If you would like to provide feedback to this work, the authors would welcome your thoughts and specific suggestions for improvement. Please email them to: mark.dorling@computingatschool.org.uk