Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9
G	F	E/D	C	C/B	B	A	A*
1 Old level 1	2 Old level 1	3 Old level 2	4 Old level 3/4	5 Old level 4	6 Old level 5	7 Old level 6	8 Old level 7
Computer Science: Can create a simple program in an environment that does not rely on text. Executes, checks and changes programs. Understands that programs are implemented on digital devices as programs.	Designs simple programs using loops, and selection i.e. if statements. Uses logical reasoning to predict outcomes. Detects errors i.e. debugging, in programs. Uses arithmetic operators within programs. Uses logical reasoning to predict the behavior of programs. Detects and corrects simple errors.	Designs solutions that use repetition and two-way selection i.e. if and else. Uses logical reasoning to predict outputs, showing an awareness of conditions. Creates programs that implement given goals. Knows that computers collect data from various input devices. Understands that computers are used in control systems to interact with the outside world.	Designs solutions using variables. Designs solutions by decomposing a problem into smaller solvable parts. Understands why and when computers are used. Detects and corrects errors in programs. Understands how computers use a range of input and output to manipulate devices in control systems.	Recognises that different solutions exist for the same problem. Understands the difference between, and appropriately uses if and else statements. Understands repetition of a process such as a loop. Understands the use of databases, data types and tables. Demonstrates the design of algorithms to perform control system tasks.	Has a knowledge of the use of high-level language. Understands how bit patterns represent numbers and images. Understands the use of database tables, data types, validation and forms. Demonstrates the design of effective algorithms to perform control system tasks using multiple input and output signals.	Has practical experience of a high-level language, including using standard libraries. Uses a range of operators and expressions e.g. Boolean, and applies them in the context of a program. Demonstrates the use of queries and reports to interrogate databases. Demonstrates the design of effective algorithms to perform control system tasks using multiple conditions resulting in output signals.	Recognises that different algorithms exist for the same problem. Represents planned solutions using a structured notation. Knows what a relational database is, and understands the benefits of storing data in multiple tables. Demonstrates the design of effective algorithms using variables to record data and perform control system tasks using multiple conditions resulting in output signals.
ICT: Recognises different types of data: text, number. Recognises that a range of digital devices can be considered a computer. Recognises and can use a range of input and output devices. Navigates the web and can carry out simple web searches to collect digital content.	Uses technology with increasing independence to purposefully organise digital content. Uses a variety of software to manipulate and present digital content: data and information. Shares their experiences of technology in school and beyond the classroom. Talks about their work and makes improvements to solutions based on feedback.	Understands the difference between data and information. Uses filters or can perform single criteria searches for information. Collects, organises and presents data and information in digital content. Creates digital content to achieve a given goal. Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.	Performs more complex searches for information e.g. using NOT and OR operators. Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results. Uses a range of software in combination to achieve a specific goal.	Recognises the audience when designing and creating digital content. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions. Selects a range of suitable software in combination to achieve a specific goal.	Evaluates the appropriateness of digital devices, internet services and application software to achieve given goals. Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution.	Justifies the choice of and independently combines and uses software. Evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital products for a known audience. Designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution.	Undertakes creative projects that collect, analyse, and evaluate data to meet the needs of a known user group. Effectively designs and creates digital artefacts for a wider or remote audience. Considers the properties of media when importing them into digital products. Documents user feedback, the improvements identified and the refinements made to the solution.
Digital Literacy: Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	Recognises what is acceptable and unacceptable behaviour when using technologies and online services. Shows an awareness for the quality of digital content collected.	Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. Shows a good understanding of the quality of digital content collected.	Makes judgements about digital content when evaluating and repurposing it for a given audience.	Selects, combines and uses internet services. Understands the potential of information technology for collaboration when computers are networked.	Recognises ethical issues surrounding the application of information technology beyond school.	Uses technologies and online services securely, and knows how to identify and report inappropriate conduct. Identifies and explains how the use of technology can impact on society.	Recognises that persistence of data on the internet requires careful protection of online identity and privacy. Explains and justifies how the use of technology impacts on society, from the perspective of social, economic, ethical and moral issues. An understanding of laws relating to technology.
Literacy: The quality of written work is limited; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.	The quality of written work is basic and its meaning is often unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.	The quality of written work is generally sound and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains minor errors of spelling, punctuation and grammar.		The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.		The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.	