Year 8	Year 8	Year 8	Year 8	Year 8	Year 8	Year 8	Year 8
G	F	E/D	C	C/B	B	A	A*
1	2	3	4	5	6	7	8
Old level 1	Old level 1	Old level 2	Old level 3/4	Old level 4	Old level 5	Old level 6	Old level 7
Computer Science	Understands what a program is and is able to express simple linear programs. Demonstrates care and precision to avoid errors. Knows that users can develop their own programs. Recognizes that all software executed on digital devices is programmed.	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 the difference between hardware and software, and their roles. Understands the difference between the internet and www.	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 to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'. Understands that computers store data in binary form.	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 that computers store data (text, images, colour, sound) in binary form. Understands how to construct static web page using HTML.	Has a knowledge of the use of high-level language. Understands how bit patterns represent numbers and images. Knows that computers transfer data in binary. Understands the relationship between binary and file size. Recognises and understands the function of the main parts of basic computer architecture. Understands how to construct static web pages using HTML and CSS.	Has practical experience of a high-level language, including using standard libraries when programming. Uses a range of operators and expressions e.g. Boolean, and applies them in the context of a program. Understands how to construct static web site using HTML and external CSS. Demonstrating the use of dynamic content.
ICT	Recognises that digital content can be represented in many forms and can explain the different ways that they communicate information. Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names.	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.
Digital Literacy	Knows what to do when concerned about content or being contacted. Knows common uses of information technology beyond the classroom	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.
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.	