

Progression Pathways Assessment Framework **(With Digital Badges)**

The purpose of the Progression Pathways Assessment Framework is to support teachers to assess pupil 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.

Each column heading can be assigned a different Digital Badge. The column headings (badges) are aligned to the strands in the Computing at Schools curriculum, which may be updated in future, and if it is, it will provide more guidance for teachers to accurately interpret the national curriculum.

The progression through each strand (Digital Badge) of computing is broken down into 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 (Digital Badges) 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 overlaps with the KS4 qualification specifications.

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

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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 pupils are working between two colours (rows) for a particular badge e.g. Orange and Blue, then it is suggested that a two-tone badge is available so that you can record and reward sub levels of progress and attainment.

There are currently no Digital Badge designs for the column headers. The authors of the Progression Pathways believe that the teachers and pupils who would be using the Digital Badge system would be much better placed to design and create them. It is hoped that the process of designing and creating the Digital Badges will engender a greater ownership of the rewards system by your pupils, in your school.

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@computingschool.org.uk