Computing Moderation

How confident are we in moderating Computing?



What do we need to inform our judgement?

- Learning objectives.
- Teacher assessment.
- Pupils' self assessment.
- Clear understanding of progression.



	London CLC Computing Progression	Droft	Please credit London CLC and Crown Lane Primary School if you use or adapt this computing progression grid, Please use it for your school only, Thanks.		
EYFS	Computing aspect	Wilestone	Resources	Examples	Cross Curricul Links
Computer Science					
Computer science	Computational Thinking				
		To folios simple instructions.		children to give instructions to another child to move around a room. The Train Game	Maths: Number steps and directional language.
			Things (Helicoptor Activity, Falling Wall, Path Puzzle, Block-a-doodle-do, tunnel Houble, hen hunt) LOIL. Apps: Bury Bundel 1, Duck, Duck, Moose More Trucks, Block a Doedle, Be-Bot, Scratch Jrv.	Instructions for how to prepare for an everyday perpane for an everyday cachool activity (e.g., "vice do we get neight for lunch?" How to make a sendwich, decorate a cake, How to take a photo on a digital camera! (Pad, How to record a video on a digital camera! (Pad, How to record a video on a digital camera! (Pad, How to record you! vice using a Esel-speak microphore.)	
		To start programming short sequences of instructions.	Train your robot The Train Game, See- Sot.	Algorithms in reception	
			Scretch Jhr		
		To develop an awareness of input and output i.e. that computers and devices reacond to different commands.	Dex Tech		
			machine, teaster, Inside /	Record Orbitam recitaining, bowlets are Billed pring mail toys, electronic toys and recording devices	
	Internet, networks and the web	To begin to understand that computers are linked to each other i.e.		Stope another classroom	
		To begin to understand that computers are linked to each other i.e. through a network.		Skybe another classroom (even next door) to tell a story, teach phonical awareness, explain how to make lego car, make a sandwich, decorate a cake	Literacy, math



Other resources:

We are detectives notebook file

Key vocabulary: Database, Data card, field of information.

Learning objectives/skills (We are learning to): We are learning to create data for a database.

Success criteria (What I am looking for):

I can create data for a database.

I can identify a data card.

I can identify a data field.

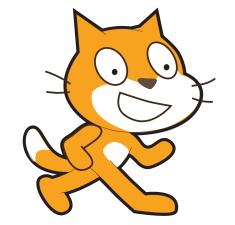


Moderation tasks

Where to start?

What tasks? All? An aspect?









What do you think it should look like?



Task Moderating at KS 1 & 2

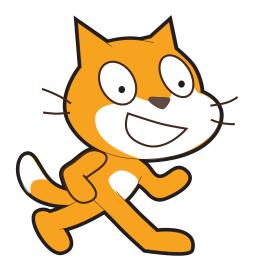
Is it the same in both KS?
What do we need to see / read / hear?



What did do you think?

- Discussion
- Approaches
- Conclusions





How can we best support our colleagues?

What do you need?

```
when clicked

forever

switch to costume bat av

wait 0.2 secs

switch to costume bat bv

wait 0.2 secs

when clicked

forever

set y to 115

set x to -177

repeat until (x position > 240)

change x by 15

wait 0.15 secs
```







First draft moderation survey