

Name:	Class:	Teacher:	Date:
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Context of the Unit	This project aims to give students a chance to develop pupil's awareness of internet safety, how to send e-mails appropriately and how to organise document folders. File conventions and safe searching are also covered. This unit will help Yr7 pupils to organise their work in all subjects and improve the standard of research. E.mail etiquette is also a vital skill in the workplace.
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A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
Able to use shortcut keys confidently <input type="checkbox"/>	Good awareness of different file extensions <input type="checkbox"/>	Can distinguish between different file extensions <input type="checkbox"/>	I can distinguish between some file extensions <input type="checkbox"/>
Able to confidently utilise the 'advanced search facility' on a search engine and of 'folders' <input type="checkbox"/>	Folders are organised effectively <input type="checkbox"/>	Can organised most work into folders <input type="checkbox"/>	Organisation of folders is poor <input type="checkbox"/>
Able to manipulate an image confidently <input type="checkbox"/>	Good awareness of shortcut keys <input type="checkbox"/>	Aware of some shortcut keys <input type="checkbox"/>	Able to send an e.mail but no e.mail signature <input type="checkbox"/>
Can analyse the dangers of using the internet as evidenced by high quality h.w <input type="checkbox"/>	Good awareness of e.mail conventions <input type="checkbox"/>	I am able to define and create safe and strong passwords <input type="checkbox"/>	Limited awareness of the dangers of using the internet <input type="checkbox"/>
Competently uses e.mail and understands the CC & BCC functions <input type="checkbox"/>	Good awareness and explanation of the dangers of using the internet <input type="checkbox"/>	Some awareness of e.mail conventions <input type="checkbox"/>	Password choice is weak <input type="checkbox"/>
	Able to resize an image confidently <input type="checkbox"/>	Can re-size an image but quality needs improving <input type="checkbox"/>	

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Name:	Class:	Teacher:	Date:
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Context of the Unit This project aims to give students a chance to develop their skills as animators. Using PIVOT, PAINT and MOVIE EDITING software, pupils are tasked with creating an animation/movie linked to Internet Safety. The best movies will be entered into the 'Childnet challenge'. Pupils will need to plan their work, aim to deliver a message(s) and do something different!

A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
<input type="checkbox"/> Able to create a detailed and well organised storyboard <input type="checkbox"/> Able to confidently evaluate the efficacy of their animation/movie <input type="checkbox"/> Able to merge PIVOT with movie editing software to create a highly effective movie incorporating additional media such as sound and voiceover, etc <input type="checkbox"/> Finished product is linked to Internet Safety and is suitable to the intended audience	<input type="checkbox"/> A good quality storyboard <input type="checkbox"/> Able to identify the strengths and weaknesses of their animation/movie <input type="checkbox"/> Confident use of PIVOT <input type="checkbox"/> Able to merge PIVOT files with movie editing software & attempted to incorporate additional media <input type="checkbox"/> Finished movie is linked to Internet Safety	<input type="checkbox"/> Storyboard created but lacks detail <input type="checkbox"/> Limited self assessment has taken place <input type="checkbox"/> PIVOT has been used well but there is limited connection to the theme of Internet Safety <input type="checkbox"/> PIVOT files have not been converted appropriately and have not been imported into movie editing software <input type="checkbox"/> Finished movie lacks certain elements, e.g. sound, titles or a recurring them	<input type="checkbox"/> Very limited evidence of planning <input type="checkbox"/> Self assessment has not taken place <input type="checkbox"/> PIVOT animation does not link to the topic of Internet Safety <input type="checkbox"/> PIVOT files have not been uploaded to movie editing software <input type="checkbox"/> Finished movie does not fulfil criteria

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Name:	Class:	Teacher:	Date:
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Context of the Unit
 Excel spreadsheets are commonly used by businesses and in many areas of working life to collect data and act as a database. Pupils will learn how to create formulas, set out a spreadsheet and select appropriate charts to display data. Pupils will need to check for accuracy, think logically and be creative. As pupils progress into KS4 they will be expected to utilise these skills in many subjects.

A	B	C	Working towards
Work is completed accurately, detailed and well presented	Work is often accurate, detailed and presented	Work is completed to a satisfactory standard with some detail	Work is sometimes completed below the expected standard
Able to create formulas independently and appropriately <input type="checkbox"/>	Good awareness of how to create formulas, occasional errors <input type="checkbox"/>	Can create formulas but some errors present <input type="checkbox"/>	Formulas are not used confidently <input type="checkbox"/>
Able to confidently utilise the 'help' function and work independently <input type="checkbox"/>	Works independently most of the time <input type="checkbox"/>	Dependent on support to complete most tasks and rarely uses the 'help' function <input type="checkbox"/>	Calculations are sometimes carried out using a calculator as opposed to using formulas <input type="checkbox"/>
Able to select, create and label appropriate charts <input type="checkbox"/>	Creates and labels charts but they may not be appropriate for the task <input type="checkbox"/>	Charts are created but lack key information such as data labels, title, additional cells included, etc <input type="checkbox"/>	Charts lack detail and look inappropriate for the task <input type="checkbox"/>
Able to use time saving functions <input type="checkbox"/>	Makes use of time saving functions <input type="checkbox"/>	Formulas are repeated rather than copied effectively <input type="checkbox"/>	AVERAGE/MAX/MIN formulas are not used <input type="checkbox"/>
Able to use the AVERAGE/MAX/MIN functions confidently <input type="checkbox"/>	Able to use the AVERAGE/MAX/MIN functions <input type="checkbox"/>	Some use of the AVERAGE/MAX/MIN functions <input type="checkbox"/>	Work is not double checked <input type="checkbox"/>
Double checks all work to ensure fit for purpose <input type="checkbox"/>	Double checks formulas <input type="checkbox"/>	Limited double checking of work <input type="checkbox"/>	<input type="checkbox"/>

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Name:	Class:	Teacher:	Date:
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Context of the Unit	TBC
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A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Name:	Class:	Teacher:	Date:
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Context of the Unit In this unit you will learn how to construct a computer game based on programming characters that interact with a world that the pupil creates. Software is becoming a critical layer of all our lives; it is the language of our world. Computational thinking teaches you how to tackle large problems by breaking them down into a sequence of smaller, more manageable problems. It allows you to tackle complex problems in efficient ways. In this project, testing and reviewing will be critical to success.

A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
Able to develop independently a highly effective game <input type="checkbox"/>	Able to develop independently a very effective game <input type="checkbox"/>	Able to develop independently an effective game <input type="checkbox"/>	Able to develop a game <input type="checkbox"/>
Detailed evidence of forward planning – clear purpose to the game <input type="checkbox"/>	Evidence of forward planning – clear purpose to the game <input type="checkbox"/>	Lack of forward planning – purpose of the game is confusing <input type="checkbox"/>	No evidence of forward planning <input type="checkbox"/>
Advanced features included e.g. multiple levels, timers, instructions, multi-player <input type="checkbox"/>	Some advanced features included e.g. multiple levels, timers, instructions, multi-player <input type="checkbox"/>	Programming is restricted to one character <input type="checkbox"/>	Limited programming has taken place <input type="checkbox"/>
Detailed testing has taken place <input type="checkbox"/>	Some testing has taken place <input type="checkbox"/>	Limited testing has taken place <input type="checkbox"/>	No testing has taken place <input type="checkbox"/>
Self reflects <input type="checkbox"/>	Self reflects <input type="checkbox"/>	Lack of self reflection <input type="checkbox"/>	Self reflection has not taken place <input type="checkbox"/>
Reflects on peer assessment <input type="checkbox"/>	Limited reflection on peer assessment <input type="checkbox"/>	No peer assessment <input type="checkbox"/>	No peer assessment <input type="checkbox"/>

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Context of the Unit This project aims to give students a chance to develop pupil’s awareness of how WEBSITES are created using Hyper Text Mark up Language or HTML. Websites are one of the most important portals for both customers and businesses and in this unit pupils will be able to create one. Website designers are well paid and this unit could spark interest in software design.

A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
Able to edit HTML confidently in order to change the content of a web page <input type="checkbox"/>	Able to edit HTML with help in order to change the content of a web page <input type="checkbox"/>	Able to edit HTML in order to change the content of a web page <input type="checkbox"/>	Able to edit HTML in order to change the content of a web page with a great deal of assistance <input type="checkbox"/>
Able to confidently edit CSS to alter the appearance of a web page <input type="checkbox"/>	Able to edit CSS with help to alter the appearance of a web page <input type="checkbox"/>	Able to edit CSS to alter the appearance of a web page <input type="checkbox"/>	Able to edit CSS to alter the appearance of a web page with a great deal of assistance <input type="checkbox"/>
Added DIV tags in order to separate areas of a web page <input type="checkbox"/>	Added DIV tags in order to separate areas of a web page <input type="checkbox"/>	Incorporated LINKS but not tested <input type="checkbox"/>	Finds editing in notepad and converting to HTML very challenging <input type="checkbox"/>
Added a FOOTER to a web page <input type="checkbox"/>	Developed a FORM <input type="checkbox"/>	<input type="checkbox"/>	
Incorporated LINKS <input type="checkbox"/>	<input type="checkbox"/>		
Developed a FORM <input type="checkbox"/>	<input type="checkbox"/>		

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Context of the Unit This project aims to give students a chance to develop pupil’s awareness of the regulations that affect computer use. It also draws pupil’s attention towards some of the dangers of using the internet and helps them to stay protected. We now depend on computers for many aspects of our working and personal life and so this unit adds value to our understanding and appreciation of computers and cyber security.

A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
<input type="checkbox"/> Excellent knowledge of the Computer Misuse Act & e.mail etiquette	<input type="checkbox"/> Good knowledge of the Computer Misuse Act & e.mail etiquette	<input type="checkbox"/> Some knowledge of the Computer Misuse Act & e.mail etiquette	<input type="checkbox"/> Limited knowledge of the Computer Misuse Act & e.mail etiquette
<input type="checkbox"/> Confidently understands what MALWARE is and how to mitigate its effects	<input type="checkbox"/> Understands what MALWARE is and how to mitigate its effects	<input type="checkbox"/> Some understanding of MALWARE and how to mitigate its effects	<input type="checkbox"/> Limited understanding of what MALWARE is and how to mitigate its effects
<input type="checkbox"/> Excellent knowledge of the Data protection Act	<input type="checkbox"/> Good knowledge of the Data protection Act	<input type="checkbox"/> Some knowledge of the Data protection Act	<input type="checkbox"/> Limited knowledge of the Data protection Act
<input type="checkbox"/> Confidently understands what VIRUSES are and how to mitigate the effects	<input type="checkbox"/> Confidently understands what VIRUSES are and how to mitigate the effects	<input type="checkbox"/> Some understanding of VIRUSES how to mitigate the effects	<input type="checkbox"/> Limited understanding of VIRUSES and how to mitigate the effects
<input type="checkbox"/> Excellent knowledge of H&S regulations in relation to computers	<input type="checkbox"/> Good knowledge of H&S regulations in relation to computers	<input type="checkbox"/> Some knowledge of H&S regulations in relation to computers <input type="checkbox"/> Achieves 29-32 in assessment	<input type="checkbox"/> Limited knowledge of H&S regulations in relation to computers
Achieves 37-40 in assessment	Achieves 33-36 in assessment		Achieves <29 in assessment

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Name:	Class:	Teacher:	Date:
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Context of the Unit
 Excel spreadsheets are commonly used by businesses and in many areas of working life to collect data and act as a database. Pupils will learn how to create formulas, set out a spreadsheet and select appropriate charts to display data. Pupils will need to check for accuracy, think logically and be creative. As pupils progress into KS4 they will be expected to utilise these skills in many subjects.

A	B	C	Working towards
Work is completed accurately, detailed and well presented	Work is often accurate, detailed and presented	Work is completed to a satisfactory standard with some detail	Work is sometimes completed below the expected standard
Confidently create formulas independently and appropriately <input type="checkbox"/>	Creates formulas independently and appropriately <input type="checkbox"/>	Create formulas but with assistance <input type="checkbox"/>	Create formulas but with assistance <input type="checkbox"/>
Confidently critiques computer models (adv./disadv) <input type="checkbox"/>	Critiques computer models (adv./disadv) <input type="checkbox"/>	Limited critique of computer models (adv./disadv) <input type="checkbox"/>	No critique of computer models (adv./disadv) <input type="checkbox"/>
Confidently uses IF & COUNTIF <input type="checkbox"/>	Uses IF & COUNTIF functions <input type="checkbox"/>	Needs support to create IF & COUNTIF functions <input type="checkbox"/>	Unable to create IF & COUNTIF functions even with support <input type="checkbox"/>
Confidently create a spreadsheet to MODEL and solve problems <input type="checkbox"/>	Creates a spreadsheet to MODEL and solve problems <input type="checkbox"/>	Needs support to create a spreadsheet to MODEL and solve problems <input type="checkbox"/>	Needs support to create a spreadsheet to MODEL and solve problems <input type="checkbox"/>
Confidently uses VALIDATION <input type="checkbox"/>	Uses VALIDATION <input type="checkbox"/>	Needs support to use VALIDATION <input type="checkbox"/>	No VALIDATION <input type="checkbox"/>
Confidently uses a MACRO <input type="checkbox"/>	Creates a MACRO <input type="checkbox"/>	Needs support to create a MACRO <input type="checkbox"/>	No MACROs <input type="checkbox"/>

Teacher feedback & target	
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Grade awarded

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Credit Stamp (if target grade achieved)
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Name:	Class:	Teacher:	Date:
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Context of the Unit
 Google sketch up is all about design. It allows pupils to build models in 3D that can be manipulated in order to solve a particular business need. Used by architects, sketch up is a design tool that can be taught intuitively. This could be a potential career path for some pupils but for many others it will help them to develop their planning skills and create a project that needs to be fit for purpose.

A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
Detailed planning prior to commencing project takes place <input type="checkbox"/>	Good level of planning prior to commencing project takes place <input type="checkbox"/>	Lack of distinct planning prior to commencing project takes place <input type="checkbox"/>	No planning prior to commencing project takes place <input type="checkbox"/>
Independent work <input type="checkbox"/>	Mostly independent work <input type="checkbox"/>	Some independent work <input type="checkbox"/>	Limited independent work <input type="checkbox"/>
Incorporation of environmentally friendly and/or ethical elements to the design <input type="checkbox"/>	Incorporation of environmentally friendly and/or ethical elements to the design <input type="checkbox"/>	No incorporation of environmentally friendly and/or ethical elements to the design <input type="checkbox"/>	No incorporation of environmentally friendly and/or ethical elements to the design <input type="checkbox"/>
Excellent use of advanced features such as: scenes, texture, curved and offset surfaces <input type="checkbox"/>	Good use of advanced features such as: scenes, texture, curved and offset surfaces <input type="checkbox"/>	Advanced features such as: scenes, texture, curved and offset surfaces seldom utilised <input type="checkbox"/> Some sense of proportion/scale <input type="checkbox"/>	No advanced features such as: scenes, texture, curved and offset surfaces <input type="checkbox"/> No sense of proportion/scale <input type="checkbox"/>
Excellent sense of proportion/scale <input type="checkbox"/>	Good sense of proportion/scale <input type="checkbox"/>	<input type="checkbox"/>	

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Year 8 – STOP MOTION ANIMATION

Project Mark Sheet

BEE

Name:	Class:	Teacher:	Date:
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Context of the Unit This project aims to give students a chance to develop their skills as animators. Using STOP MOTION PRO, and MOVIE EDITING software, pupils are tasked with creating an animation/movie linked to a PRODUCT. Pupils will need to plan their work, work as a team, adopt different roles and responsibilities and do something different!

A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
Able to create a detailed and well organised storyboard <input type="checkbox"/>	A good quality storyboard <input type="checkbox"/>	Storyboard created but lacks detail <input type="checkbox"/>	Very limited evidence of planning <input type="checkbox"/>
Able to confidently evaluate the efficacy of their animation/movie <input type="checkbox"/>	Able to identify the strengths and weaknesses of their animation/movie <input type="checkbox"/>	Limited self assessment has taken place <input type="checkbox"/>	Self assessment has not taken place <input type="checkbox"/>
Able to merge STOP MOTION PRO files with movie editing software to create a highly effective movie incorporating additional media such as sound and voiceover, etc <input type="checkbox"/>	Confident use of STOP MOTION <input type="checkbox"/>	STOP MOTION has been used well but there is limited connection to the theme of a PRODUCT advert <input type="checkbox"/>	STOP MOTION animation does not link to the topic of a PRODUCT advert <input type="checkbox"/>
Finished product is linked to a PRODUCT and is suitable to the intended audience <input type="checkbox"/>	Able to merge PIVOT files with movie editing software & attempted to incorporate additional media <input type="checkbox"/>	Stop motion files have not been converted appropriately and have not been imported into movie editing software <input type="checkbox"/>	STOP MOTION files have not been uploaded to movie editing software <input type="checkbox"/>
	Finished movie is linked to a PRODUCT advert <input type="checkbox"/>	Finished movie lacks certain elements, e.g. sound, titles or a recurring them <input type="checkbox"/>	Finished movie does not fulfil criteria <input type="checkbox"/>

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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Name:	Class:	Teacher:	Date:
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Context of the Unit In this unit you will learn how to construct a computer game based on programming characters that interact with a world that the pupil creates. Software is becoming a critical layer of all our lives; it is the language of our world. Computational thinking teaches you how to tackle large problems by breaking them down into a sequence of smaller, more manageable problems. It allows you to tackle complex problems in efficient ways. In this project, testing and reviewing will be critical to success.

A Work is completed accurately, detailed and well presented	B Work is often accurate, detailed and presented	C Work is completed to a satisfactory standard with some detail	Working towards Work is sometimes completed below the expected standard
<input type="checkbox"/> Able to develop independently a highly effective game	<input type="checkbox"/> Able to develop independently a very effective game	<input type="checkbox"/> Able to develop independently an effective game	<input type="checkbox"/> Able to develop a game
<input type="checkbox"/> Detailed evidence of forward planning – clear purpose to the game	<input type="checkbox"/> Evidence of forward planning – clear purpose to the game	<input type="checkbox"/> Lack of forward planning – purpose of the game is confusing	<input type="checkbox"/> No evidence of forward planning
<input type="checkbox"/> Advanced features included e.g. multiple levels, timers, instructions, multi-player	<input type="checkbox"/> Some advanced features included e.g. multiple levels, timers, instructions, multi-player	<input type="checkbox"/> Programming is restricted to one character	<input type="checkbox"/> Limited programming has taken place
<input type="checkbox"/> Detailed testing has taken place	<input type="checkbox"/> Some testing has taken place	<input type="checkbox"/> Limited testing has taken place	<input type="checkbox"/> No testing has taken place
<input type="checkbox"/> Self reflects	<input type="checkbox"/> Self reflects	<input type="checkbox"/> Lack of self reflection	<input type="checkbox"/> Self reflection has not taken place
<input type="checkbox"/> Reflects on peer assessment	<input type="checkbox"/> Limited reflection on peer assessment	<input type="checkbox"/> No peer assessment	<input type="checkbox"/> No peer assessment

Teacher feedback & target		Grade awarded		Credit Stamp (if target grade achieved)
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