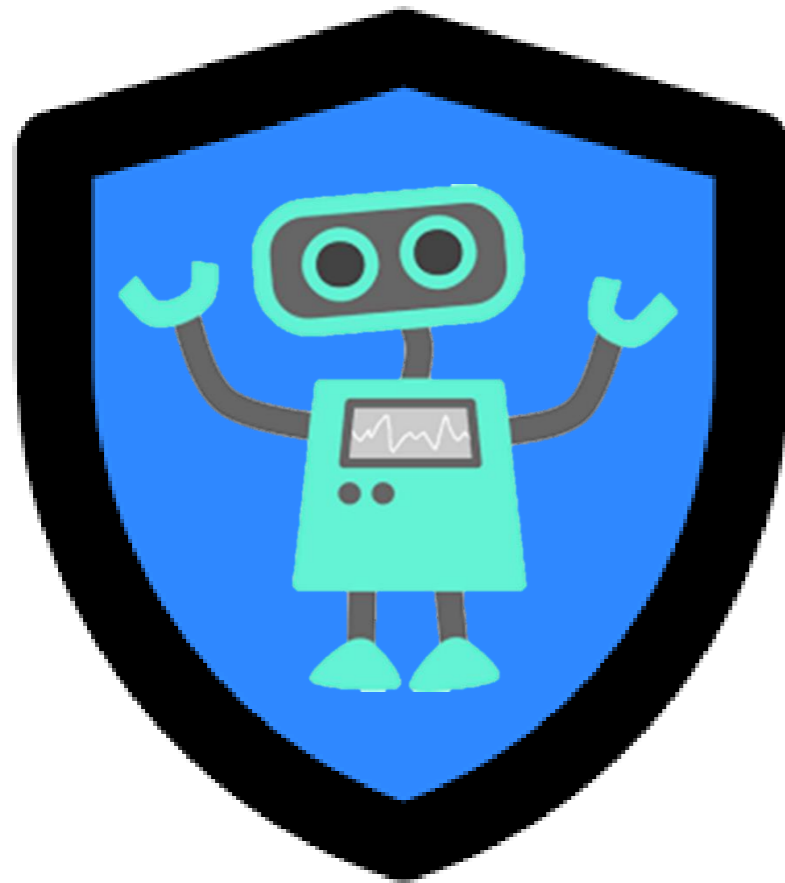# ATL Computer Science

6	You go beyond your teachers' expectations by leading others in the classroom and supporting them to make progress. You take responsibility for your own progress by being both reflective and proactive in seeking opportunities to improve (for yourself and for others).
5	You often go beyond your teachers' expectations by showing a genuine and continual interest in your learning and readily contribute in lessons. You support your peers in their learning when given the opportunity and take a proactive, reflective approach to feedback.
4	Your teachers' expectations are met. You show a self-assured approach to your own learning and you see the value in working collaboratively. You participate in feedback opportunities provided. You listen to, care about and consider others' views.
3	Your teacher's expectations are met, but not always. With encouragement, you complete tasks and you participate regularly. You can be (quietly) disengaged meaning that you wait to be called upon to share your views.
2	You show an inconsistent approach to learning and reflection. You require regular encouragement and feedback to stay focused on a task. Your behaviour has the potential to disrupt the learning of other students.
1	You show a low commitment to learning and reflection. You regularly display a negative approach to learning which can disrupt the learning of others.

What does an ATL of 5 or 6 in Computer Science look like?

Independent learning beyond the classroom
- Further research undertaken
- Use of online tutorials to enhance existing skills/develop new skills I.e., coding in a different programming language other than Python, completing Bronze/Silver certificate on iDEA Award

Regular participation with extra-curricular activities
- Attendance at KS3 Computing/Code Club
- Year 8 Girls CyberFirst Cyber Security Competition

Supporting other students with application skills on practical tasks

Consistent valuable contribution to class discussion

Completed work is followed up with independent reflection and targets for improvement identified

KS3 Computer Science Learning Sequence

KS4
GCSE COMPUTER
SCIENCE

audio editing

digital graphics

artificial intelligence

computer crime

basic Python

9

computer networks

further Python

HTML & CSS

micro: bits

Computational thinking & logic

8

control with flowol

scratch

understanding computers

7

using computers safely, effectively & responsibly

presenting information

induction & baseline

computational thinking & logic

hardware / software

practical programming

data representation

internet safety e-safety

creating digital products