

# Assessment and Feedback Protocols: Department Computing

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.		
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.		
	<b>Teachers will...</b>	<b>Students will...</b>
For daily retrieval starter tasks...	<p>Provide a short challenge, this could be a question, an image or a puzzle, which students can try to work out as they are settling into lesson and logging on to the computer. This will be based on current or previous learning.</p> <p>The teacher will check for understanding and clear any misconceptions up.</p>	<p>Consider the answer/thoughts on the activity which will be shared with the teacher / class.</p> <p>Consider their answer and try to explain why they came to their particular conclusion.</p> <p>Be prepared to share their thoughts.</p>
For routine VIP tests...	<p>These will take place regularly in lessons, at least once a fortnight for KS3 lessons. They will take place approximately every 4 lessons for KS4 lessons.</p> <p>The VIP tests will be a blend of keyword answers, longer responses, and sometimes skills. This will cover a mixture of new, current and prior learning.</p> <p>Teacher will provide jumbled up answers and sometimes first letter to support to students who need this.</p> <p>The teacher will provide the answers and if needed an explanation of the answers.</p>	<p>Complete the VIP tests to the best of their ability, using the support provided if needed.</p> <p>Students will check their responses and mark out of 10.</p> <p>Ask for clarification about any of the answers and will be invited to challenge any of the answers.</p>
During the lesson...	<p>The teacher will provide prompt verbal feedback about the work and question any ideas they have to enable the students to speak with competence about their work. Feedback allows students to improve work at that time.</p> <p>The teacher will provide opportunities for students to talk about learning using scaffolding to enhance their use of technical language.</p>	<p>Students will reflect on their work by checking it:</p> <ul style="list-style-type: none"> <li>• With a peer to check answers</li> <li>• Checking against teacher answers on the board</li> <li>• Sometimes applying a mark scheme and assessing work against it</li> </ul> <p>Students will use the knowledge organiser to 'look up' and gaps in knowledge.</p>

	<p>The teacher will circulate the room offering support, and recommendations where needed. There will be a knowledge organiser available for quick reference.</p> <p>The teacher will often use low stakes online quizzes to retrieve terminology and key concepts.</p>	
<p>For key pieces of work...</p>	<p>Teacher will provide summary activities which encapsulate the skills and knowledge, usually near the end of a topic.</p> <p>The teacher will circulate the rooms and look for general 'weak' areas of learning and try to address the need at a whole class level.</p> <p>The teacher will encourage the student to use the knowledge organiser to retrieve skills and knowledge.</p>	<p>Students will take on board feedback and improve work or gaps in understanding.</p> <p>They will check their answers against the mark scheme.</p> <p>They have the opportunity to question any of the concepts they misunderstand.</p>
<p>For formal assessments...</p>	<p>Formal assessments to be marked by the teacher against a standard mark scheme. At KS3 this is devised by the subject leader but KS4 questions will be taken from past papers and official mark schemes used.</p> <p>Assessments will use a cumulative approach to assess prior learning alongside current learning.</p> <p>The teacher will indicate the strengths and areas of development. It will indicate a % and where appropriate a grade.</p> <p>The teacher will provide resources to help for up levelling activities for the areas of development.</p>	<p>Students will read through their assessed work and can check the marking and question anything they feel was missed/ assessed incorrectly.</p> <p>In most cases, they will complete actions for progress, in their areas of weakness. They should use knowledge organiser, any teaching resources or peer support to help improve the areas with actions.</p> <p>They should keep assessments in a folder and keep track of performance throughout the year.</p>