

Assessment and Feedback Protocols: Department – Vocational and Computing

<p>Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.</p>		
<p>Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.</p>		
For...	Vocational (DIT, HSC, Ent, CD, Med, Trav) Assessment and feedback will look like...	KS3 ICT and Computing Assessment and feedback will look like...
Daily Retrieval Starters	<p>The teacher will display an interesting puzzle, image, or question to provoke thoughts related to learning. This is intended to "hook" students into the lesson while they are logging on and opening work.</p> <p>The teacher will gauge some opinions from the class or answers to questions. Answers for this will be verbal or written. Cold calling to be used where possible.</p>	
Routine VIP testing	<p>During skills / knowledge acquisition</p> <ul style="list-style-type: none"> • Lessons begin with a VIP test, this will recap past, current and new knowledge • These will be a mixture of keywords, pictures, skills to check knowledge • The teacher will explain answers, and if needed additional explanations to be given if misconceptions or lack of understanding is evident. <p>During PSA completion</p> <ul style="list-style-type: none"> • Limited use of VIP testing to be undertaken, this is likely to be verbal • This will be related to the PSA to enhance skills and knowledge 	<ul style="list-style-type: none"> • Lessons begin with a VIP test, this will recap past, current and new knowledge • These will be a mixture of keywords, pictures, skills to check knowledge • The teacher will explain answers, and if needed additional explanations to be given if misconceptions or lack of understanding is evident.

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<p>Work produced during a lesson</p>	<ul style="list-style-type: none"> The teacher will use modelling to demonstrate how to complete a task, to improve metacognition. The teacher will provide prompt verbal feedback about the work and question any misconceptions. The feedback allows students to improve work at that time. The teacher will provide opportunities for students to talk about learning using oracy scaffolding to enhance their use of technical language. The teacher will circulate the room offering support, interventions and recommendations where needed. The teacher will give individual / class feedback depending on understanding. There will be a knowledge organiser / help sheet / scaffold for students to use to work independently. The teacher will use a range of effective questioning techniques using cold calling. Low stakes quizzes to retrieve terminology and key concepts will be used sometimes. 	
<p>Key Pieces of work</p>	<p>During skills / knowledge acquisition</p> <ul style="list-style-type: none"> Students will complete these and get feedback on areas of strength and areas to develop. The teacher will explain / re-teach common areas for development Students will reflect on their learning and complete actions based on their development areas, using the knowledge organiser or other help materials. These should be completed at least once per month. <p>During PSA completion</p> <ul style="list-style-type: none"> Students will be completing a formal assessment at this time and will not complete additional key pieces. 	<ul style="list-style-type: none"> Students will complete these and get feedback on areas of strength and areas to develop. The teacher will explain / re-teach common areas for development Students will reflect on their learning and complete actions based on their development areas, using the knowledge organiser or other help materials. KS3 ICT will include key pieces once per half term. Computer Science to include at least one per month.

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<p>Formal assessments</p>	<p>During skills / knowledge acquisition</p> <ul style="list-style-type: none"> • Assessments related to PSAs will use a cumulative approach to assess prior learning alongside current learning. The teacher will indicate the strengths and areas of development. Students will have the opportunity to develop any weak areas. • Assessments related to external component will consist of questions taken from past papers and official mark schemes will be used. These will use a cumulative approach to assess prior learning alongside current learning. The teacher will indicate the strengths and areas of development. It will indicate a % a likely grade, and an overall grade related to all components. • Providing further teaching or other resource, students will have the chance to complete areas for development. <p>During PSA completion</p> <ul style="list-style-type: none"> • Feedback during the PSA must be limited and must observe the guidance from the exam board. This is likely to be a checklist or indication of missing work. This will be updated every 3 weeks. • Upon completion of component , teachers will use an exam board official feedback sheet indicating the criteria met and how they could have achieved any higher criteria. This will occur once per year. • Students are not allowed to act on this advice. 	<ul style="list-style-type: none"> • Assessments will use a cumulative approach to assess prior learning alongside current learning. The teacher will indicate the strengths and areas of development. It will indicate a % and where appropriate a grade. • Formal assessments to be marked by the teacher against a standard mark scheme. • Exam questions will relate to Medium term plan and KS4 questions will be taken from past papers and official mark schemes used. • Students will be assessed and ranked as working towards, at expected or above expected. • The teacher will provide resources to help for up levelling activities for the areas of development. • KS3 assessments take place once per half term and Computing will have at least once per month.