Assessment in Computer Science – KS3

Summative Assessment

At Key Stage 3 we use a number of summative assessments which are set at the end of each topic. They are used to assess what the pupils have learnt throughout the topic. As a department we have found these to be very useful as pupils perform well with the worksheets that are given as different classes are given different levels of support. The end of topic tests are completed independently and give a true reflection of their understanding of the topic. The worksheets that are on Google classroom that are used every lesson give an insight to pupils learning and understanding but the end of topic tests are the most reflective of pupils understanding of the topic. The end of topic test are completed half termly or termly depending on the length of the topic.

At KS3 homework's are also set weekly using Socrative. These can be set up differently each week which can allow pupils to progress and apply their knowledge outside of the classroom. The homework can be set up so that it is only done once or they can reattempt the tasks. Homework tasks can also be set up as 100% pass rate which will emphasise their knowledge. Each week the homework is related to the lesson. Homework's can also be edited and modified for each class as the teacher sees fit.

The purpose of the assessments (worksheets, end of topic tests and homework's) are used to assess pupils understanding of what has been taught in lesson which then informs the teacher of future planning. The end of topic tests are used to assess pupils understanding of the topic as a whole and homework's are used to assess pupils understanding away from the classroom on a specific part of the topic e.g. computer components.

Work is fed back on and marked in various ways. The worksheets are peer marked with teacher input and checked by the teacher. These are then commented on and actioned. Homework's are automatically marked (set up by the PT with correct answers) which allows instant feedback to the pupil and are discussed as starters of plenary's within the lesson. The end of topic tests are also automatically marked (set up by the PT) and the classroom teacher leaves comments regarding the whole unit on Google Classroom which allows pupils comment back.

Work is standardised as the PT and Assistant PT have created the resources themselves. All work set on Socrative (homework and end of topic tests) have been checked and verified by the other teacher to ensure that correct answers have been set to the questions. For the worksheets on Google classroom answer booklets have been provided to all teachers to ensure that correct answers are marked. The questions are based on GCSE exam papers and mark schemes. Book reviews are also conducted to check answers given. By setting up the curriculum like this we have found that there is more consistency within the department as each member of the department has a platform to give out meaningful homework tasks. Google classrooms allows others to be invited to the classroom which has meant that "book" monitoring can take place at any point to check the above. Worksheets are also teacher checked to check pupils marking of each other's work.

Formative Assessment

At KS3 assessment is constantly taking place. This happens through the workbooks/worksheets that are used on Google classroom. This is then fed back on and marked regularly. It is then tracked using the KS3 tracker that is available to the department on Google Documents. This includes all marks from all worksheets as well as end of topic tests. Regular questioning of pupils also takes place in all lessons.

As each worksheet and topic test is recorded which allows the classroom teacher, as well as the PT and assistant PT, if the topic needs to be recovered or developed in the future which will allow for further development of the pupils and the curriculum. By questioning pupils and looking at marks it is clear as to whether the lesson can move on or if the section needs to be adapted. This means that lessons are adapted and planned differently to allow pupils to make progress. These practices are shared during Curriculum Area meeting as a whole department as well as emailing as not all members of the department are specialists and not available at each CA meeting.

To vary lessons, questioning, quizzes and discussions regularly take place. There are features built into Socrative which allows the teacher to vary their lessons on the same subject content. This could include exit tickets, teacher passed quizzes so that questions can be discussed as well as having different platforms to ask similar things such as Quizizz where pupils interact with each other and push to get to the top of the leader board. Google classroom also has features which are also used in lessons.

Feedback/Acting on Feedback

At KS3 written feedback is given regularly by the teacher through Google classroom. Teachers make comment on individual worksheets as well as giving an overall topic comment once completed. This takes into account pupils end of topic tests. Actions are given for pupils to respond to. Verbal feedback is given to pupils every lesson either individually or as a group depending on the task.

Work is marked either by the teacher or self and/or peer marked. This is done with all worksheets and are monitored by the teacher.

Pupils improve their work in a variety of ways. They will respond to comments left on their work by their teacher- complete actions or 100% pass rate tests and retests are set so that work can be improved.

Monitoring Progress

Within the department we currently monitor the progress of pupils by having a department tracker which all teachers have access to. This allows the teacher to input all marks from all worksheets completed. A pupil tracker has also been produced for each class at KS3 which pupils can access to see where they are in comparison to the rest of the class. This is read only and pupils cannot change this. The mark sheet allows the teacher and PT to understand where the pupil is in the year (approximately), where they are in relation to their class and how they compare to those in groups around them. This allows teachers to see the

strengths and weaknesses of the group/year and areas where the CA needs to improve. SIMS is also monitored and checked prior to assessment periods to ensure consistency within the department.

SISRA, SIMS, and discussions are used during Curriculum Area meetings and assessment periods to check the progress of pupils.

Intervention
At KS3 intervention is put in by the teacher if extra support is needed or missing homework's.

Home Learning

Socrative homework is generally set every week pupils (some week's tasks aren't appropriate and the teacher replaces Socrative with another appropriate homework) Pupils know that on a weekly basis this is the homework that needs to be completed. Each quiz is different and each teacher can tailor the questions for their group but the overall subject content is the same. All homework's set are based on their learning within the lesson.

Rewards

Within the department a lot of green writing is given as a reward but the department also send home positive texts messages home.

Assessment in Computer Science – KS4

Summative Assessment

At Key Stage 4 we use a number of summative assessments within Computer Science which are used to assess pupils learning. As a department, we use exam questions that have been bought in from companies that are associated with the exam board. The questions are used within lessons, end of topic tests, end of year tests and mocks as well as homework's. Summative assessments are set within lesson time once a section has been covered, at the end of each topic (termly/half termly), at the end of the year (year 10) or January of year 11 (mocks), homework questions weekly. These assessments are done for preparation for pupils sitting their exams. The questions on that specific section of the topic are used to check understanding, to assess pupils understanding of the topic as a whole, to gain an understanding of the grade they are working at and are prepared for their exam/s.

Classwork is marked by the teacher and comments are left where pupils comment back and/or make corrections to the exam style questions. Work is also peer and self-marked within lessons which is then discussed.

Mark is standardised as all questions are marked against the mark schemes which have been pre-set. Work is moderated to ensure consistency within the department through "book" monitoring and standardisation meetings of controlled assessments.

Formative Assessment

At KS4 as a department, we use online questions that pupils complete to the best of their ability. To vary lessons, questioning, quizzes and discussions regularly take place. We use different platforms to ask similar things such as Quizizz where pupils interact with each other and push to get to the top of the leader board as well as more formal questioning using Educake. Google classroom also has features which are also used in lessons. Discussions and questioning also takes place when different resources are used as well as inviting others (technicians) for CS to explain concepts differently. This informs the teachers planning of a topic as marks form questions determine if a topic needs to be recovered as subject knowledge has stepped up from KS3. It is also clear that during questioning that if they are being answered incorrectly means the teacher knows if the topic needs to be recovered. It also informs the teacher that the lesson may need to be adapted with different resources for example. These practices are shared during Curriculum Area meetings.

Feedback/Acting on Feedback

At KS4 pupils work is feedback on and acted on within their online workbooks on Google classroom where exam style questions are answered. This is either self, peer or teacher marked and comments and actions are given. End of unit tests are also fed back on so a pupil knows how to make progress. Verbal feedback is also given every lesson. The majority of pupil work is teacher marked however, homework tasks can be peer, self-marked, teacher marked or automatically marked e.g. Educake.

Pupils improve their work by responding to comments left on their work by their teacher and completing actions.

Monitoring Progress

At KS4, work is currently monitored by using trackers that have been developed by the department. Trackers are used to track end of topic tests. After each mock, analysis is done on each group to make sure that every pupil is making expected progress. As teachers, we also base it on our professional judgement. SISRA, SIMS and progress scores are used to aid discussions at CA meetings as well as analysing results. These are also used during assessment periods and CA reviews.

Intervention

At KS4 intervention is put in place when pupils aren't making the expected progress. This includes pupils re-sitting their mock exam when they are significantly under their target grade. Extra sessions are also put on to allow pupils to gain the knowledge they may have missed. Pupils are also required to resit end of topic tests. All of which parents are contacted. For the controlled assessments, if pupils aren't performing as expected, parents, Learning Managers and the PT line manager is informed. Catch up and revision sessions are also put on for all pupils.

Home Learning

At KS4 we have tried to go as paperless as possible for homework tasks. In Computer Science, all worksheets have been digitally uploaded to Google Classroom and pupils can complete tasks on there with little to no issues. Those that do not have access to Google classroom and the online platforms for homework are still catered for with a paper copies. These are set weekly and are peer/teacher marked.

Rewards
Within the department a lot of green writing is given as a reward but the department also send home positive texts messages home.