

Information Technologies

Summative Assessment

We use a number of summative assessments within Information Technologies 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 as well as exam packages provided by the exam board (exam builder). The questions are used within lessons, end of topic tests, mocks as well as homework's. Also pupils have to complete 20 hours on controlled assessments which contribute to 50% of their overall grade.

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 December of year 11 (mocks), homework questions weekly and controlled assessments are done in January of year 11 ready for submission in May of that year.

These assessments are done for preparation for pupils sitting their exam in the January of year 11. 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. The 20 hour controlled assessment is done as it is a requirement of the course but also embeds the learning from other aspects of the course.

Work 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. Controlled assessments are teacher marked and standardised within the department which is then sent to exam board.

Marks are standardised as all questions are marked against the mark schemes which have been pre-set. For the controlled assessments the teacher marks it against the mark scheme that the exam board provide. This is then standardised with other teacher/s within OLCHS and sometimes outside of OLCHS.

Work is moderated to ensure consistency within the department through "book" (Google classroom) monitoring and standardisation meetings of controlled assessments.

Formative Assessment

As a department we try 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. Google classroom also has features which are also used in lessons. Discussions and questioning also takes place when different resources are used. This informs the teachers planning of a topic as marks from questions determine if a topic needs to be recovered as subject knowledge is different to 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

Pupils work is feedback on and acted on where exam questions are answered. These papers are completed and printed. The teacher provides feedback and pupils will complete the actions that have been set.

Work within lesson can also be self or peer 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 given every lesson. The feedback also varies depending if the lesson is a controlled assessment lesson where specific feedback cannot be given. The majority of pupil work is teacher marked.

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

Monitoring Progress

Work is currently monitored by using trackers that have been developed by the department. These include a time tracker to ensure that each pupil has 20 hours for their controlled assessment (R013) which they are entitled to. Trackers are also 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. They are also used during assessment periods and CA reviews.

Intervention

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 IT a subscription has been made to e-revision which allows pupils to answer questions relating to the topic they are studying. These tasks are generally set weekly, however, there are also elements of other tasks set such as revision tasks or to create revision materials. Pupils are encouraged to do this in a way that works for them. This could be paper based or use online tools such as Quizlet. These are set weekly and are monitored by the teacher and referred to in lesson if and when there are misconceptions on a topic or question.

Rewards

Green writing is given for excellent work, behaviour and progress as well as positive text messages home.