

Assessment and Feedback in Computer Science

In Computer Science, we know that assessment and feedback are an integral part of the learning cycle and have a significant impact on raising achievement for all pupils.

Informal assessment

This forms the majority of assessment in Computer Science as it happens in every lesson and pupils will not necessarily realise they are being assessed. Computer Science teachers will use a range of strategies to check on pupils' understanding and recall.

These strategies may include:

- Low-stakes knowledge recall online quizzes at the start of a lesson
- Whole-class or one-to-one questioning
- 'Hinge questions' – These are questions which are asked at a key point during the lesson in class or are directed at individual pupils. Depending on how pupil(s) answer, the teacher may move on to the next stage of the lesson, re-teach part of the lesson to the class, or work with individuals or small groups to help them understand the content.
- 'Lesson Quiz' – These are short tests or quizzes presented at the end of a lesson. Students have immediate feedback by receiving their scores.
- Checking pupil's work – This is conducted in class as pupils are working independently on their worksheets.

Feedback

In Computer Science, we provide feedback in the following ways:

- Re-teaching of content with clear aim to fill gaps
- Verbal feedback
- Self- or peer-assessment, where appropriate to the task
- KS4 Class Mock summary feedback/ Walking-Talking Through exam papers
- KS4 Mock Exam Paper 1 and 2 Front Sheets

There may be *limited* occasions where a teacher will judge that individual written feedback after a quiz or handed in work is the most effective way of providing feedback, but this is **NOT** the norm in Computer Science.

Formal assessment

In Computer Science, we use formal assessment in the following ways:

- In Key Stage 3 (years 7, 8 and 9), pupils complete six end of topic quiz style assessments within an academic year.
- In Key Stage 4 (years 10 and 11), the frequency of formal testing increases, as pupils prepare for their final examinations. Pupils will sit end-of-unit tests and mock exams. In addition, pupils complete past exam questions during lessons, which provide opportunities for pupils to improve their exam technique, as well as giving their teachers an overview of performance over time and across the range of the content covered.
- In Key Stage 5 (years 12 and 13), written topic assessments are taken in class after each significant module, approximately half-termly. These assessments are mostly written papers with teacher feedback provided. In addition students are regularly assessed within the learning cycle through an online assessment package, using questions developed within the department. These assessments also include some aspects of coding. Practical coding assessments are presented in class and used to consolidate and support the theory. There are also summative assessments of internal papers two times a year, whereby students are provided the opportunity to attempt questions across a wide variety of topics. In year 13 the frequency of tests increases

and students are presented with “spiral assessments” to reinforce prior knowledge as well as assessing more recently delivered materials.