Seamer and Irton CP School
Assessment of Computing

KS1 and KS2

Formative assessment

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities.

These assessments are vital to ensure that teachers are adapting their teaching to suit the needs of the pupils that they are working with, and teaching staff are encouraged to change parts of the lesson, such as how much time pupils spend on a specific activity, in response to these assessments.

The learning objectives and success criteria are introduced at the beginning of every lesson. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objectives using thumbs up, thumbs down, or thumbs sideways. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect. It is also a chance for teachers to see how confident the class is feeling so that they can make changes to subsequent lessons accordingly.

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KS1

Summative assessment

Pedagogically, as a school when we assess, we want to ensure that we are assessing a pupil's understanding of computing concepts and skills, as opposed to their reading and writing skills. Therefore, we encourage observational assessment while pupils are still developing their literacy skills. We believe that this is the most reliable way to capture an accurate picture of learning.

Observing learning

To capture summative assessment data of KS1 pupils, we recommend teachers use the success criteria in each lesson. There is no expectation to provide written or recorded evidence, however, teachers may use some of the following strategies to capture the following while the lesson is taking place.

■ The work that pupils complete (marking)

■ Notes on conversations or discussions that teachers have or hear during an activity

■ Photographs of the work that pupils produce during an activity

■ The pupils' self-assessments at the end of the lesson This data is to support teachers' assessments of the pupils' understanding of the concepts and skills that were taught in the lesson. To help you with these assessments, may use one, or a combination of, the following strategies:

■ Focussing on different pupils each lesson

■ Creating checklists of what you expect to see

■ Focussing on specific pupils.

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KS2
Summative assessment

Every unit includes a summative assessment framework in the form of either a multiple choice quiz (MCQ) or a rubric. All units are designed to cover both skills and concepts from across the computing national curriculum. Units that focus more on conceptual development include a MCQ. Units that focus more on skills development end with a project and include a rubric. However, within the 'Programming' units, the assessment framework (MCQ or rubric) has been selected on a best fit basis.

Multiple choice quiz (MCQ)

Each of the MCQ questions has been carefully chosen to represent the learning that should have been achieved within the unit. In writing the MCQs, a diagnostic assessment approach has been used to ensure that the assessment of the unit is useful to determine both how well pupils have understood the content, and what pupils have misunderstood, if they have not achieved as expected.
Each MCQ includes an answer sheet that highlights the misconceptions that pupils may have if they have chosen a wrong answer. This ensures teachers know which areas to return to in later units.

Rubric

The rubric is a tool to help teachers assess project-based work. Each rubric covers the application of skills that have been taught directly across the unit, and highlights to teachers whether the pupil is approaching (emerging), achieving (expected), or exceeding the expectations for Assessment. It allows teachers to assess projects that pupils have created, focussing on the appropriate application of computing skills and concepts.

At Seamer and Irton, we want to ensure that we are assessing pupils' understanding of computing concepts and skills, as opposed to their reading and writing skills. This has been carefully considered both in how the MCQs have been written (considerations such as the language used, the cultural experiences referenced, etc) and in the skills expected to be demonstrated in the rubric

End of the unit

A pupil working at age-related expectations should be able to meet the success criteria for each lesson by the end of the unit. However, it should also be noted that some pupils may take longer to grasp certain skills and concepts and therefore may achieve a success criterion from a lesson at a later date.

At the end of a unit, teachers use their observations from across each of the lessons to determine an overall snapshot of a pupils' understanding of the content from that unit and this is entered onto ScholarPack in order to enable staff to track individual progress.