



Computer Science Assessment and Feedback policy

Seaford Head School

The key principles of assessment and feedback at SHS:

The purpose of feedback is for students to secure the best possible understanding of the knowledge and skills of each subject's curriculum. According to the Education Endowment Foundation (EEF), feedback is an area which can have very high impact with minimal cost, based on extensive research. The EEF have estimated that effective feedback will give an additional 6 months of progress for students.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>



Principles of effective feedback:

- Feedback is about the task, or learning process (metacognition)
- It should be specific, accurate, clear and manageable
- It needs to be provided to students at appropriate times within the curriculum
- It can be in a variety of forms; whole class, individual, verbal, written, peer, self...
- Students should act on feedback through a response and to be seen in future work where required and should do so within an effective timescale on receiving the feedback
- Teachers should act on feedback through adapting future lessons to support learning

Feedback styles:

Effective marking may include feedback codes along with traditional written feedback.

Strategies:

- All student responses are in green pen
- Peer and self-assessment is undertaken with specific criteria/scaffolding and is evident within exercise books/One Note pages
- Whole class feedback provides modelling and scaffolding to support learning – potential of using visualisers etc
- Verbal feedback requires evidence of student/teacher acknowledgement of support provided
- Feedback in the form of AI via digital platforms such as SPARX, Bedrock and Seneca

Feedback is a vital part of the teaching and learning process and will happen when determined by the subject curriculum. It will be used to identify gaps or misconceptions in knowledge or skills. Feedback will be used to inform teacher planning so that an opportunity is provided for students to close the gaps in knowledge or skills. Formative assessment

We agree with the EIF that:

“Teachers and leaders use assessment well, for example to help learners embed knowledge and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. “

Year 7 and Year 8 will have 1 calendared exam during the academic year with Year 8 having a second calendared assessment for Maths, English and Science. Year 9 - 13 will have 2 calendared exams during the academic year. These will be blended in nature, moderated by staff and used to provide a snapshot of students understanding of the curriculum at that time. After these assessments, students will have the opportunity to complete a Dedicated Improvement Task (DIT), which will facilitate them regarding how they could have improved their response.

Summative assessment will take place at the end of Key Stage 4 and 5 against nationally recognised benchmarks e.g. GCSE or A-Level grades.

Reports

The school operates reporting points after each year group exam period.

Key responsibilities:

SLT will:

- Quality assure the year group exams and effectiveness of feedback in lessons via line management with HOD's and learning walks

Heads of Department will:

- Ensure that departmental assessment and feedback maps the expectations within feedback policy
- Ensure that teachers give feedback in line with the departmental feedback policy
- Ensure that yellow paper is used for feedback opportunities such as assessment DIT
- Use evidence from learning walks and work scrutiny

Teachers will:

- Give feedback in line with the key principles of the SHS Feedback policy and enable students to undertake self and peer feedback

Students will:

- Be receptive and respond in a positive manner to feedback and undertake self/peer assessment and feedback where appropriate

Monitoring of the assessment cycle

Monitoring and sampling of the assessment cycle is in place to quality assure the process at all levels. Most importantly, this will support a continual process of reflection and self-improvement in all colleague's professional practice. This will contribute to the evaluation of the policy at the end of the academic year.

Monitoring will take place by:

1. Line management meetings between SLT and Heads of Department
2. Learning walks carried out by SLT and Heads of Department during the academic year
3. Work scrutiny during learning walks, subject reviews and a termly work scrutiny programme
4. Department meetings in which time will be devoted to preparing effective assessment and carrying out moderation after year group exams.

Department assessment plan for 2025-2026

See below

Year Group	Term 1 Feedback	Term 2 Feedback	Term 3 Feedback	Term 4 Feedback	Term 5 Feedback	Term 6 Feedback
7 DL	Networking / The Basics (O365) 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	Computer Systems / PowerPoint (O365) 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	Spreadsheets (O365) 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	Algorithms 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	Exams Week (L) Scratch Coding 1. Assessment Week • Networking • Computer Systems • Spreadsheets • Algorithms 2. Forms feedback 3. DIT recorded	Binary • Networking & E-Safety • Spreadsheets • Scratch coding • Algorithms 1. Forms feedback 2. DIT recorded
8 DL	Computer Crime & Cyber Security / Refresher O365 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	Python Programming 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	Exams Week (L) How Computers Work • Networks • Binary • Computer Crime & Cyber Security • Computer Systems • Python 1. Forms feedback 2. DIT recorded	Micro-bit Coding 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	Computer Science Hero / O365 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded	App Design 1. MS Forms Knowledge Check 2. Forms feedback 3. DIT recorded
9 CS	1. Knowledge Check (MS Forms) • Topic 6 - Programming 2. Group Feedback	1. Knowledge Check (MS Forms) • Topic 2 - Data 2. Group Feedback	1. Knowledge Check (MS Forms) • Topic 3 - Data 2. Group Feedback	1. Teacher Review (PPQ) • Topic 4 – Networks (L) 2. Group Feedback	Exams Week (L) • Topic 6 – Programming • Topic 1 – Computational Thinking • Topic 2 - Data • Topics 1-4 1. Feedback 2. DIT recorded	1. Final Knowledge Check (MS Forms) • Topics 1-5 2. Group Feedback
9A CS	1. Knowledge Check (MS Forms) • Topic 6 - Programming 2. Group Feedback	1. Knowledge Check (MS Forms) • Topic 2 - Data 2. Group Feedback 3. Teacher Review (L)	1. Knowledge Check (MS Forms) • Topic 3 - Data 2. Group Feedback	1. Teacher Review (PPQ) (L) • Topic 4 - Networks	Exams Week (L) • Topic 6 – Programming	1. Final Knowledge Check (MS Forms) • Topics 1-5 2. Group Feedback

				2. Group Feedback	<ul style="list-style-type: none"> • Topic 1 – Computational Thinking • Topic 2 - Data • Topics 1-4 <ol style="list-style-type: none"> 1. Feedback 2. DIT recorded 	
10 CS	Exams Week Topic 6 – Programming <ol style="list-style-type: none"> 1. Feedback 2. DIT recorded 	1. Knowledge Check (MS Forms) <ul style="list-style-type: none"> • Topic 2 - Data <ol style="list-style-type: none"> 2. Self/Peer Review 	1. Group Feedback <ul style="list-style-type: none"> • Topic 3 - Computers <ol style="list-style-type: none"> 2. Teacher Review (PPQ) 	1. Knowledge Check (MS Forms) <ul style="list-style-type: none"> • Topic 4 - Networks <ol style="list-style-type: none"> 2. Self/Peer Review 	<ol style="list-style-type: none"> 1. Final Knowledge Check (MS Forms) 2. Group Feedback 	Exams Week (L) <ul style="list-style-type: none"> • Topic 1 – Computational Thinking • Topic 2 – Data • Topic 3 – Computers • Topic 4 – Issues and Impacts <ol style="list-style-type: none"> 1. Feedback 2. DIT recorded
10A CS	<ol style="list-style-type: none"> 1. Knowledge Check (MS Forms) <ul style="list-style-type: none"> • Topic 6 - Programming 2. Self/Peer Review 	Exams Weeks Mocks Paper 2	1. Group Feedback <ul style="list-style-type: none"> • Topic 3 - Computers <ol style="list-style-type: none"> 2. Teacher Review (PPQ) (L) 	Exams Weeks Mocks Paper 1 (L)	<ol style="list-style-type: none"> 1. Teacher Review (PPQ) <ul style="list-style-type: none"> • Topic 4 - Networks 2. Group Feedback 3. Teacher Review 	Exams Completed
11 CS	<ol style="list-style-type: none"> 1. Knowledge Check (MS Forms) <ul style="list-style-type: none"> • Topic 6 - Programming 2. Self/Peer Review 	Exams Weeks Mocks Paper 2	1. Knowledge Check (MS Forms) <ul style="list-style-type: none"> • Topic 3 - Computers <ol style="list-style-type: none"> 2. Teacher Review (PPQ) 	Exams Weeks Mocks Paper 1 (L)	<ol style="list-style-type: none"> 1. Knowledge Check (MS Forms) <ul style="list-style-type: none"> • Topic 4 - Networks 2. PPQs 3. Self/Peer Review 	Exams Completed
12 CS	Baseline Testing <ul style="list-style-type: none"> • Paper 1 Testing Assessment • Paper 2 Testing Assessment 	<ol style="list-style-type: none"> 1. Topic Assessments <ul style="list-style-type: none"> • Programming (P1) • Computer Systems (P2) 2. Feedback Form 3. Self DIT (PPQ) 	<ol style="list-style-type: none"> 1. Topic Assessments <ul style="list-style-type: none"> • Data Structures (P1) 2. Feedback Form 3. Self DIT (PPQ) 	<ol style="list-style-type: none"> 1. Topic Assessments <ul style="list-style-type: none"> • Organisation & Architecture (P2) 2. Feedback Form 3. Self DIT (PPQ) 	<ol style="list-style-type: none"> 1. Topic Assessments <ul style="list-style-type: none"> • Consequences of uses of Computing (P2) 2. Feedback Form 3. Self DIT (PPQ) 	Exams Weeks <ul style="list-style-type: none"> • Paper 1 Mock • Paper 2 Mock

13 CS	1. Topic Assessments <ul style="list-style-type: none"> Data Structures (P1) Algorithms (P1) Communication & Networking (P2) Feedback Form	Exams Week (L) <ul style="list-style-type: none"> Paper 1 Mock Paper 2 Mock 	1. Topic Assessments <ul style="list-style-type: none"> Theory of Comp (P1) Big Data (P2) 2. Feedback Form	Exams Week (L) <ul style="list-style-type: none"> Paper 1 Mock Paper 2 Mock 	1. PPQ's all topics 2. Topic Assessments Feedback Form	Exams Completed

Frequency:

Key Stage 3: at least once a term with opportunities for the development of self/peer assessment/feedback

Key Stage 4: twice a term but one should be peer / self-assessment or a group feedback sheet that individuals can benefit from

Key Stage 5: ongoing regular in class assessments throughout the year (at least once a term)

How is formative assessment carried out in lessons to monitor student understanding of the curriculum and check for misconceptions? E.G. Do Now activities, Knowledge Check tests, use of mini whiteboards, exit tickets etc

- **Knowledge Check quiz on MS Forms** – These allow students to track their progress, teachers can also see progress for each student and identify gaps.
- **Group feedback** – based on the results of the Knowledge Check MS Forms a group feedback form will be used to identify good areas, areas to work on and general improvement DIT questions
- **Office Forms Quiz & Feedback (KS3)** - Knowledge Check quiz on topic, areas covered, key terminology etc. Provides instant feedback and specific tailored feedback questions and DIT can be recorded in Feedback sheet on OneNote.
- **Self/Peer Review** – this will be on past paper questions; students will attempt small 2–4-marks questions and self/peer mark whilst looking at the mark schemes
- **Topic Assessments** – KS5 will continue with topic assessments, all of which are from past papers
- **Feedback Form (KS5)** - KS5 students will have a feedback form after each assessment which RAG each part of the assessment, it also provides a place for them to attempt DIT. This could also take the form of a group feedback form.
- **PPQ DIT (KS3)** – Past Paper Questions recorded on OneNote and DIT recorded in green pen.
- **Exit ticket** - Socrative application for plenary (ask short answer questions, responses are saved and reviewed if there are any misconceptions)
- **Explain to a peer** – students explaining a topic to a peer.

- **Do Now Activities** – Some brief formative assessment might take place in some Do Now activities.