



ASSESSMENT IN COMPUTING

Key Stage 3:

At Key Stage 3, most topics are between six and eight lessons long. Pupils are assessed both on their substantive knowledge and their ability to apply this knowledge in identified tasks and coding projects.

Formative assessment is part of every lesson. Teachers routinely assess that pupils are learning, understanding and remembering the components of the curriculum through recall quizzes, whiteboard activities, and targeted questioning.

For **units of work** with a practical component, work is **assessed against agreed criteria** contained in a **rubric document**. This rubric is shared with the students prior to starting the practical work, so that expectations are clear and the rubric can indicate and guide progress from one lesson to the next. This documentation usually includes a space for **written teacher and student feedback** to indicate what has been done well and what improvements are needed. Pupils are expected to improve work as a result of feedback.

For more theoretical units of work, an **end of unit quiz** is used for summative assessment, composed of multiple-choice questions, along with short-form and longer-form questions. For some units, **both a quiz and rubric assessment** methods are used.

The same rubrics and end of unit quizzes are used across the department, and practical work is **moderated** to ensure consistency and standardisation. Data points from homework and end of unit assessment are tracked by grade in Teams, as well as using a RAG marking system which will inform teachers in deciding if pupils are meeting **curriculum expectations** when completing reviews.

- **not meeting** - No evidence of relevant knowledge.
- **working towards** - Relevant knowledge is partially demonstrated, but in need of further development in order to achieve the expected standard.
- **working at** - Relevant knowledge and understanding are clearly demonstrated and applied to the task.
- working at greater depth (**excelling**) - Knowledge and understanding demonstrated at a particularly high and insightful level.

Key Stage 4:

Students on the Pearson Edexcel GCSE Computer Science qualification complete **regular end of unit tests** throughout the two years, along with some **mid-unit testing** during longer units of work. Scores are analysed against **curriculum expectations**, and underperforming students are provided with **targeted support** at lunch/after school in small groups. When possible, end of unit **tests are spaced**, i.e. completed several weeks after the completion of the unit to aid long term knowledge retention.

Formal assessment takes place through written and practical elements. This provides students with a rounded experience in comparison with a traditional paper-based exam that relies on students reading and writing pseudocode.

Paper 1: Principles of Computer Science (75 marks) Written examination: 1 hour 30 minutes - 50% of the qualification.

Assessment overview: This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.

Paper 2: Application of Computational Thinking (75 marks) Practical onscreen examination: 2 hours - 50% of the qualification.

Assessment overview: This paper is practical in nature and requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using Python IDLE. They are provided with: coding files, a hard copy of the question paper, and a Programming Language Subset (PLS) – as an insert in the question paper and an electronic version. Students then answer the six compulsory questions onscreen using Python 3.

For the OCR Cambridge Nationals Creative iMedia course, **continuous assessment** takes place as students progress through the coursework units. Their progress is tracked in a 'traffic light system' spreadsheet. Students who fall behind are identified and after school intervention is enacted so they can catch up.

Formal assessment for iMedia incorporates a three unit approach. The qualification consists of a total of 120 guided learning hours (GLH) and is marked out of a total of 190 raw marks. Students take 3 units, including a mandatory exam-assessed unit (*R093 Creative iMedia in the media industry*), based on 48 GLH, along with two non-examined assessment (NEA) units, assessed by OCR-set assignments, totalling 72 GLH. Of these two units, one is mandatory (*R094: Visual identity and digital graphics*) and the other is selected from a list of optional units.

There are two assessment series available each year in January and June for all units. Qualification certification is also available each January and June.

Throughout Key Stage 4 at Broughton High School, exam-style questions are regularly utilised to prepare students for the final exams.