BROUGHTON
HIGH SCHOOL
Achieving Together

Assessment in Computing

Key Stage 3

At Key Stage 3, although topics may include practical work and the ability to solve real world problems, summative assessments will assess knowledge and the application of taught theory. At the end of each topic, pupils will answer questions on the knowledge they have learnt across a number of weeks and will be given a % score which is also recorded on a tracker.

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

In addition to the end-of-topic assessments, pupils also show their substantive knowledge in a key piece of work (KPoW). This piece of work consolidates previously taught knowledge and theory, allowing the teacher to address any class areas of weakness or general misconceptions, before continuing with the topic.

Pupils are given opportunities to reflect on their knowledge gaps after each assessment point and KPoW, so that they can take control of their own learning and identify areas of focus for revision.

Grade reviews are completed at key parts of the academic year and communicated to show whether pupils are:

Not Meeting Expectations – 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 (Exceeding) – Knowledge and understanding demonstrated at a particularly high and insightful level.

Recognising Progress for Pupils Not Yet Meeting Curriculum Expectations

For pupils who are not yet meeting age-related curriculum expectations, teachers identify and communicate the small steps of progress being made within the Computing curriculum. Progress is viewed as a continuous process in which pupils revisit, develop and strengthen knowledge and skills over time rather than moving through a series of fixed linear stages.

Assessment information is used to identify clear and achievable next steps linked to the key strands of the Computing curriculum:

- Digital Literacy and Online Safety

- Computer Systems and Networks
- Programming and Computational Thinking
- Data and Digital Media

Key Stage 4

At Key Stage 4, GCSE Computer Science students are taught in a linear way to ensure their theory knowledge in all of the topics across papers 1 and 2. Each taught topic area is followed by a formal assessment, made up of past paper style questions. This allows pupils to gain exposure to exam style content as well as test their own knowledge and understanding.

In addition, pupils will learn how to code in Python in a practical way using the IDLE platform. These skills will be assessed as part of the written paper 2 assessment.

Pupils have access to an online revision platform called SmartRevise, which is tailored to the exam board specification. It offers a wide range of exam-style questions that are automatically selected to match individual learning needs, promoting personalised and differentiated revision. Pupils benefit from self, peer, and AI marking, with simple reports tracking progress. SmartRevise is used for regular recall tasks during lessons where appropriate but pupils can also use it independently when revising outside of the classroom, by filtering the topics they know have a greater need.

Paper 1: Computer Systems (80 marks)

Written examination: 1 hour 30 minutes – 50% of the qualification

This paper consists of multiple choice questions, short response questions and extended response questions and covers the theory of how computer systems operate and the impacts of computing.

Paper 2: Computational Thinking, Algorithms and Programming (80 marks)

Written examination: 1 hour 30 minutes – 50% of the qualification

This paper is in two sections:

In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with (Python).