



Harrow Way
Community School
Learning for life, success for all



Assessment

ICT & COMPUTING

COMPUTING Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the Computing department

Formative assessment	
Which methods of formative assessment have you chosen to use in your subject area?	Mark their knowledge of the topic at the beginning using Red Amber Green against the topic criteria. Do Nows Q&A both written and verbal Peer assessment End of unit assessment / Project work Homework Tassomi and Seneca Electronic Marking
How does KS3 differ from KS4?	KS4 Do Now use a range of questions (5Aday) Use self marking Q&A with Seneca and Tassomai RAG across the whole criteria rather than unit.
Why do you think these methods are best suited to your subject and how do you know they are successful?	Instant feedback to students and teachers Tailored verbal questioning Written QandA allows for development of exam questioning techniques. Project work ready for coursework in IT

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/	We complete end of year assessments in KS3 and KS4. We are testing for their Substantive knowledge and practical skills in programming.

Substantive knowledge/ Practical skills/ Processes?	
Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?	<p>KS3 - Students start each unit by assessing themselves and RAG their current knowledge. We complete worksheets, retrieval tasks, homework and practical tasks during the unit delivery followed by an end of unit assessment for each unit.</p> <p>KS4 - Students start each unit by assessing themselves and RAG their current knowledge. We complete worksheets, retrieval tasks, homework and practical tasks during the unit delivery followed by an end of unit assessment for each unit. Then an end of Paper1 and end of Paper2 assessment followed by Mock exams.</p>
What do you do with the information that you collect from these assessments?	<p>I use the information from the assessments to inform future lessons and homework. We record most outcomes for KS4 on a spreadsheet and again for year 9. These inform the Do now tasks that we set in the future and also the different units we set on Tassomai. For KS3 it also informs the new retrieval tasks for future lessons and how the lessons and delivery can be changed so students' engagement, participation and understanding can improve.</p>