<u>**Marking and feedback policy: Computing KS3, KS4 and KS5**</u>

For students in Computing to reach their potential throughout the 3 key stages, it is essential students know what good performance looks like and providing feedback that moves learners forward and allows them to become self-regulated learners. Empowering students to take ownership of their learning and build upon what has been taught, to ensure it has been learnt, will require students to strive for excellence. Students will need to know what this looks like through quality feedback given to them on which they can act and ensure content learnt stays in the long-term memory. This will be done in a number of ways which are outlined below. The EEF states "Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons".

Marking in Computing will be completed mainly through electronic submission in Microsoft Teams via private channels and assignments or through the use of student books. Marking will take place after every topic test and every piece of work which is asked to be submitted via the Assignments channel. Students who prefer to use folders will also be marked on the same pieces of work just handwritten not electronic. Individual feedback will be on a basis of the type of activities which benefit more such as; practical lessons on software skills. Private channels will have their folders of work so any piece of work can be accessed at home or in school.

Feedback strategies you will see in Computing will follow Trinity High Schools Assessment theory embedded in the Year of teaching and learning, which builds on influences from Rosenshines' principles, effective feedback based on Dylan Williams and guidance reports from the EEF.

Please see below how Computing will incorporate these:

> ➢ Lesson by lesson the Computing Department will use retrieval practice in some part of the lesson which will be self -assessed or peer assessed with instant feedback.
> ➢ 1-2 Weekly review will contain consolidation tasks students have done in their own time outside of the lesson and be given back as either written or verbal feedback.
> ➢ Half termly review consists of summative assessment tasks which assesses how much the student has learnt in the most recent Computing topic we have studied or studied previously; this will be given as green slip feedback or whole class feedback with a 5R focus.

Computing feedback strategies explained:

> ➢ Verbal Feedback - Giving students verbal feedback often sparks conversations which lead in-to discussion. This also allows students to self-regulate where their areas of development are but also to relate computing to real-word scenarios, enriching their knowledge on the subject/topic.
> ➢ Written individual feedback for class work/consolidation and summative assessments attached to assignments in TEAMs using the Trinity Green Slip incorporating 5R's. The 5R focus is a tool used to change the students' capacity to produce better work, not just to improve their work, depending on the content and skill being used will depend on the % focus. In Computing, we want to move from guided to independent practice and self-regulation. This should lead us to students who become effective learners can link their work to the mastery statements or success criteria for that piece of work and create their own self-correcting feedback narrative which is a continuous cycle. Each of the 5 R focus will be used in Computing and personalises the focus dependant on the topic being fed back.
> ➢ Whole Class Feedback template, the main source of feedback for assessments, if feedback doesn't change the student, then it does not hold much use so after the lesson and the next time we produce similar work, In Computing we look to being attentive to what we covered in the lesson, especially surrounding the 'what excellence looks like'. We want to see how many in the class are now working if not at, then at least closer to, the aspects of excellence we explored in the lesson through the whole class feedback template. This will also feed into future and subsequent lessons, so we return to these ideas, with further opportunities for modelling and practice. I'll also make a note of the feedback for

the next piece of work and look for any patterns of misconception with specific students for which it might be best and easiest to intervene. Whole class feedback becomes part of an iterative cycle: feeding into and out of the lessons we are teaching in Computing, and the work the students are doing. It is diagnostic and forward looking, for both me and my students. To meet individual needs the whole class feedback will ensure R focus documented will have 2 options and verbal feedback whilst this is being implemented. A strength to using Whole Class Feedback is highlighting to all student's what excellence looks like and ensuring all students are proved with high quality feedback to aim for the highest grades, verbal feedback can then be given as students are competing tasks to ensure the feedback is adapted to each need.

For vocational courses, in Year 10 and Year 11 the summative assessments will be in line with marking policy given to us from BTEC Level 1/2 DIT (KS4) and OCR Technicals Level 3 (KS5). Please see below each exam boards' strict marking and feedback guidelines.

BTEC Level 1/2 DIT (KS4)

How does the internal assessment work?

Retaining the BTEC approach

Internal assessment

We've retained the well-established BTEC approach, adapted to fit the specific needs of this qualification. Authorised Assignment Briefs (AAB) are provided and these can be used or modified, if modified the Assignment Brief (AB) must be Internally Verfied (IV). Then the AB is given to the students with hand-in date and the assessment is internally and externally verified.

Can my students resubmit?

There will be one opportunity to resubmit improved evidence, once approved with your Lead Internal Verifier.

- ✓ One re-submission
- ✓ One retake (with a new Assignment Brief)

? Why do we use verification?

We have chosen to verify rather than moderate our assignments; this means you can receive feedback on individual students and understand and track their performance at every stage - avoiding any last minute surprises.

How does the grading work?

Students achieve a grade for each component, which are allocated points. At the end of the course, we calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.

Apply External 40%

Explore Internal 30%

Develop Internal 30%

Internally assessed		Externally assessed	Final qualification grade
Explore - 30% (+) Develop - 30% (+)		Apply - 40% (=)	
PASSED ⊘ PASSED ⊘		PASSED ⊘	

Example

29 Points	38 Points	38 Points	103 Points
Grade Level 2 - Merit	Grade Level 2 - Distinction	Grade Level 2 - Merit	Final Grade Level 2 - Merit

OCR Technicals Level 3 IT (KS5)

Feedback to learners

You can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Feedback mustn't provide specific advice and guidance that would be construed as coaching as it would compromise the learner's ability to independently perform the task(s) they are doing and constitutes malpractice.

You can annotate your feedback on the learners' original work submitted for assessment or you can record it in your own separate document (whichever method you use it must be available to our moderator).

OCR Level 3 Cambridge Technical Introductory Diploma in IT, Foundation Diploma in IT, Diploma in IT and Extended Diploma in IT

Your feedback should:

- be supportive, encouraging and positive

- inform the learner of what you've noticed, not what you think (for example if you have observed the learner completing a task you can describe what happened, what was produced and what was demonstrated).

Your feedback can:

- identify that the learner hasn't met the command verb. For example, 'This is only a description, not an evaluation'

- identify what area of work could be improved but not detail how to improve it. You can remind learners about what they were taught but not how to apply it to improve the work.

Your feedback must not:

- be so detailed that it provides a step-by-step guide on what to do

- coach the learner on how to achieve or complete the task

- provide detail on where to find information/evidence.

In other words, your feedback mustn't tell the learner what they need to do to improve their work. The learner needs to think how to apply their learning and your feedback. You mustn't do the work for them.