

# Assessment

## Formative assessment

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities.

These assessments are vital to ensure that teachers are adapting their teaching to suit the needs of the pupils that they are working with, and you are encouraged to change parts of the lesson, such as how much time you spend on a specific activity, in response to these assessments.

The learning objective and success criteria are introduced in the slides at the beginning of every lesson. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. This gives pupils

a reminder of the content that has been covered, as well as a chance to reflect. It is also a chance for teachers to see how confident the class is feeling so that they can make changes to subsequent lessons accordingly.

## Summative assessment

Pedagogically, when we assess, we want to ensure that we are assessing a pupil's understanding of computing concepts and skills, as opposed to their reading and writing skills. Therefore, we encourage observational assessment while pupils are still developing their literacy skills. We believe that this is the most reliable way to capture an accurate picture of learning.

### Observing learning

To capture summative assessment data of KS1 pupils, we recommend using the success criteria in each lesson and capturing some of the following while the lesson is taking place:

- The work that pupils complete (marking)
- Notes on conversations or discussions that you have or hear during an activity
- Photographs of the work that pupils produce during an activity
- The pupils' self-assessments at the end of the lesson

This data is to support teachers' assessments of the pupils' understanding of the concepts and skills that were taught in the lesson. To help you make these assessments, you could also use one, or a combination of, the following strategies:

- Focussing on different pupils each lesson
- Creating checklists of what you expect to see
- Focussing on specific pupils

## End of the unit

A pupil working at age-related expectations should be able to meet the success criteria for each lesson by the end of the unit. However, it should also be noted that some pupils may take longer to grasp certain skills and concepts and therefore may achieve a success criterion from a lesson at a later date.

At the end of a unit, you may wish to use the observations that you have made across each of the lessons to determine an overall snapshot of a pupil's understanding of the content from that unit.

## Adapting for your setting

As there are no nationally agreed levels of assessment, the assessment materials provided are designed to be used and adapted by schools in a way that best suits their needs. The summative assessment materials will inform teacher judgements around what a pupil has understood in each computing unit, and could feed into a school's assessment process, to align with their approach to assessment in other foundation subjects.

