



**Belper School and Sixth Form Centre**

**Computing Faculty Marking and Assessment Procedures**

**September 2015**

## **These procedures are to be read in conjunction with the whole school Policy on Assessment**

This policy applies to homework and classwork assignments completed with the Computing Faculty.

### **Aim**

- To provide clear instructions to teachers and stakeholders on procedures for assessment in the computing faculty.
- To ensure that faculty procedures are in line with the school Assessment Policy
- To ensure that students have an entitlement to a fair constructive learning experience with acknowledgement and feedback on their work.

### **Verbal Feedback**

Verbal Feedback is given regularly to students across all key stages. Verbal Feedback is often considered the most impactful feedback that a student can get in the classroom. Verbal feedback is difficult to formally reference and there is no requirement for this to be recorded or evidenced in a student's work.

### **Written Feedback**

Effective written feedback e.g. deep level marking of student work at all key stages will happen **once per half term**. This effective written feedback will be of the main piece that is recorded on the assessment plan for the relevant half term and year group. These are available and listed on the school's website and also via [www.belpercomputing.com](http://www.belpercomputing.com).

Year 10 and Year 11 folders/books will be marked once every 2 weeks. This will be in the form of acknowledgment marking; highlighting the fact work has been attempted or correcting errors. Comments will be minimal in depth. Notes/research does not need to be marked, but students should identify the nature of the work in the margin at the top of the page. This clearly show whether work should be marked or not. Students will also be expected to include titles of the work completed and the day's date (both of which should be underlined).

Key Stage 3 books/folders will be marked once every 3 weeks again using acknowledgement marking.

In Year 10 and Year 11 we will be completing Controlled Assessment work throughout the year. The rules of the examination boards prescribe the level of feedback and assessment that can be given. Where appropriate and allowed, work will be marked, but for the most cases feedback will be given in verbal format and students will be expected to act upon it. At the end of the Controlled Assessment period, all student work will be marked and the

student given feedback on what they did well and the mark they attained. Unfortunately the rules of Controlled Assessment projects prohibit a further opportunity for improvement so the opportunity for “Next Steps” is not permitted.

When students are not completing Controlled Assessment work in Year 10 and 11, normal faculty assessment policy will apply.

In Sixth Form, we will be primarily completing coursework and controlled components. Written feedback can only be given at the end of the unit, and this is limited, especially with regard to the BTEC course where regulations dictate that teachers are not allowed to guide students on what can be done. Verbal feedback is often given in class and students are expected to act upon it in their work.

From September 2015, we will be introducing an A-Level Computer Science group in Year 12. For this course, a piece of work will be deep level marked once per half term, with feedback given to the student on strengths and weaknesses with “Next steps” improvement comments provided.

### **Recording Feedback and Marking**

Written feedback will primarily be found in the student’s folder and on the work that has been attempted (if space allows). Feedback will be given on strengths and weaknesses of the work and the student will be given “Next Steps”. The word “Next Steps” or shortened version NS will be written on the work. These “Next Steps” will be a set of feedback instructions on what the student needs to do in order to improve. The student will be expected to act upon this feedback in order to improve their performance in the future, be it improving their grade or level. In Key Stage 3 attainment will be assessed and recorded in National Curriculum Levels. Key Stage 4 GCSE grades (A\*- G) will be used, Key Stage 5 will use BTEC grading descriptors (Pass, Merit and Distinction).

When written feedback is given on homework or class based tasks, teachers should make reference to literacy or numeracy errors in the work. The error should be underlined and a code **(L)** for Literacy or **(N)** for Numeracy recorded in the margin and then the student should correct these errors or ask guidance from the classroom teacher.

In accordance with the school assessment policy, when the teacher recognises that there has been exceptional effort /performance a Merit should be awarded using the school’s reward system. The code **(M)** should be recorded on the work to note a Merit has been awarded.

### **Use of Google Classroom for Assessment**

Some teachers use facilities such as Google Classroom to set classwork/extended projects and homework. The features of Google Classroom allow students to complete classwork at home via the computer and submit it to Google Drive. The work is then electronically collected by Google and passed onto the classroom teacher for marking. Acknowledgement marking will take the form of a short general comment (e.g. work submitted has been completed), whilst deep level marking will consist of individual comments and a grade for the deep level piece of work. When the student logs back into Google Classroom they will

receive a notification that their work has been marked and will be able to view the feedback that they have been given. This is accessible at home and at school.