



## **COMPUTING and BUSINESS – Assessment and Feedback Policy**

### **General guidelines for all assessment and feedback**

#### **Why?**

Feedback should ensure that students' work is valued and the effort that they are making is given consideration. We offer students verbal and written feedback to help them understand their current achievement and to inform them how to make progress.

The process also should identify any misconceptions so that students are better placed to increase attainment and make progress as a result. This process should be seen as a supportive process which accelerates progress and confidence. The process is to be shared with the faculty, students and parents as a support mechanism.

#### **How?**

*Meaningful:* Any feedback that a student receives should be acted upon as soon after it has been received as is possible. This will maximise the impact that it will have. Feedback should be both formative and summative at different points, so that students can act upon it before moving on.

*Manageable:* Feedback should be given to selected pieces of work so as to be manageable for both the teacher and the student. The timeframe given to this should account for the other demands being put upon students.

All feedback given should inform teachers' planning, so that gaps in understanding have been identified and the learners' needs are shaping the content of subsequent teaching and learning. The principle learning objectives for any given unit of work as per the scheme of work/learning.

#### **Stages:**

- 1. Students learn new knowledge/skills**
- 2. Assessment to identify understanding (formative and summative)**
- 3. Gaps addressed through re-teaching, intervention strategies and feedback**
- 4. Time for improvement and consolidation**

#### **Types of Feedback**

***Detailed feedback (or 'Deep' marking)*** will be by students for specific pieces of work identified by each department for each course and built onto Schemes of Learning.

It is not expected that all work produced by students receives this sort of feedback. Targets for improvement should clearly indicate what students need to do to make rapid progress following assessment and feedback. Comments should be specific and focus on a small number of things that will aid progress.

The assessment of students' understanding and abilities that are gained when giving this sort of feedback (stage 2) should inform the planning of teaching and learning in its next stages. Where necessary, content might be re-taught (stage 3) when assessment has identified widespread misconceptions in learning or gaps in knowledge.

**Self- or Peer-assessment** can offer students opportunities to gain a greater understanding of the success criteria by which they are assessed and can be a useful learning tool. However, such feedback can only *complement*, and not *replace*, feedback from the teacher. All such feedback should be subsequently verified by the teacher. Usually, this feedback is given in red pen.

**Verbal feedback** is a valuable form of feedback that allows colleagues to provide students with instantaneous feedback on their attainment, as well any misconceptions or errors. In certain subjects this might be the most frequent method of feedback, reflecting the nature of the work undertaken by students in that subject. There is no requirement for either staff or students to record this type of feedback. However, there might be situations where reminding students of what has been said in verbal feedback is useful.

### **KS3, GCSE and A level**

- Assessments are presented in a form similar to what students could expect to see in their final examinations (GCSE/ A Level) or End of Year exams (KS3)
- Feedback is provided to the students and will always focus on providing information on what they have done well and what they need to do to improve their answers. They are given specific targets that relate to the syllabus specification.
- The majority of the written assessments are examination style questions. Marks are awarded to the students in line with examination marking schemes.
- Staff also keep individual tracking sheets to record grades on assessments, either using exercise books or using MS Excel.
- All assessments to be kept in storage (folder/ online/ exercise books)
- Model answer provided by teacher (for deep marked pieces)

### **NEA**

- The policy for marking controlled assessments is taken from the AQA/EDEXCEL/ OCR examination boards.
- The document highlights which parts of the controlled assessment have been completed.
- A tracking document is set up on the subject site to track student progress.
- Students receive formal feedback in a variety of methods. This can be verbal, recorded electronically on the class site or written onto the student work.
- Appropriate methods for feedback are chosen dependent on the nature of the assessment task.