
Assessing computing

Assessment, accountability &
the learning process



Discussion:

What is the purpose of assessment?

For the child?

For the teacher?

For the subject
leader/whole teaching staff/SLT?



Balancing assessment and accountability



Formative assessment

[Video](#)



 **Bad Headteacher** @Badheadteacher · Nov 16

All this time; Ofsted were preparing their new inspectors..



[View more photos and videos](#)

June 2015.



Ofsted

Formative

- Find out what pupils already know, understand and can do
 - Check pupils' understanding systematically and effectively in lessons
 - Identify pupils who are falling behind in their learning or who need additional support
 - Support children's understanding of their next steps
-

Summative

- Show what's been covered by class each year
- info to pass on to next teacher
 - Show progress across a year group and between year groups
 - Show pupils' achievement of Key Stage Programmes of Study
 - Report age related expectations to parents
-

Ofsted does not expect to see any particular system of assessment in place

A digital illustration of a bearded man with a laurel wreath, holding a glowing orb of light against a blue background with faint sketches.

Dispelling Ofsted myths

Clarifications: Ofsted DOES NOT...

- expect to see a particular frequency or quantity of work in pupils' books or folders
- expect to see any specific frequency, type or volume of marking and feedback
- expect to see any written record of oral feedback provided to pupils by teachers

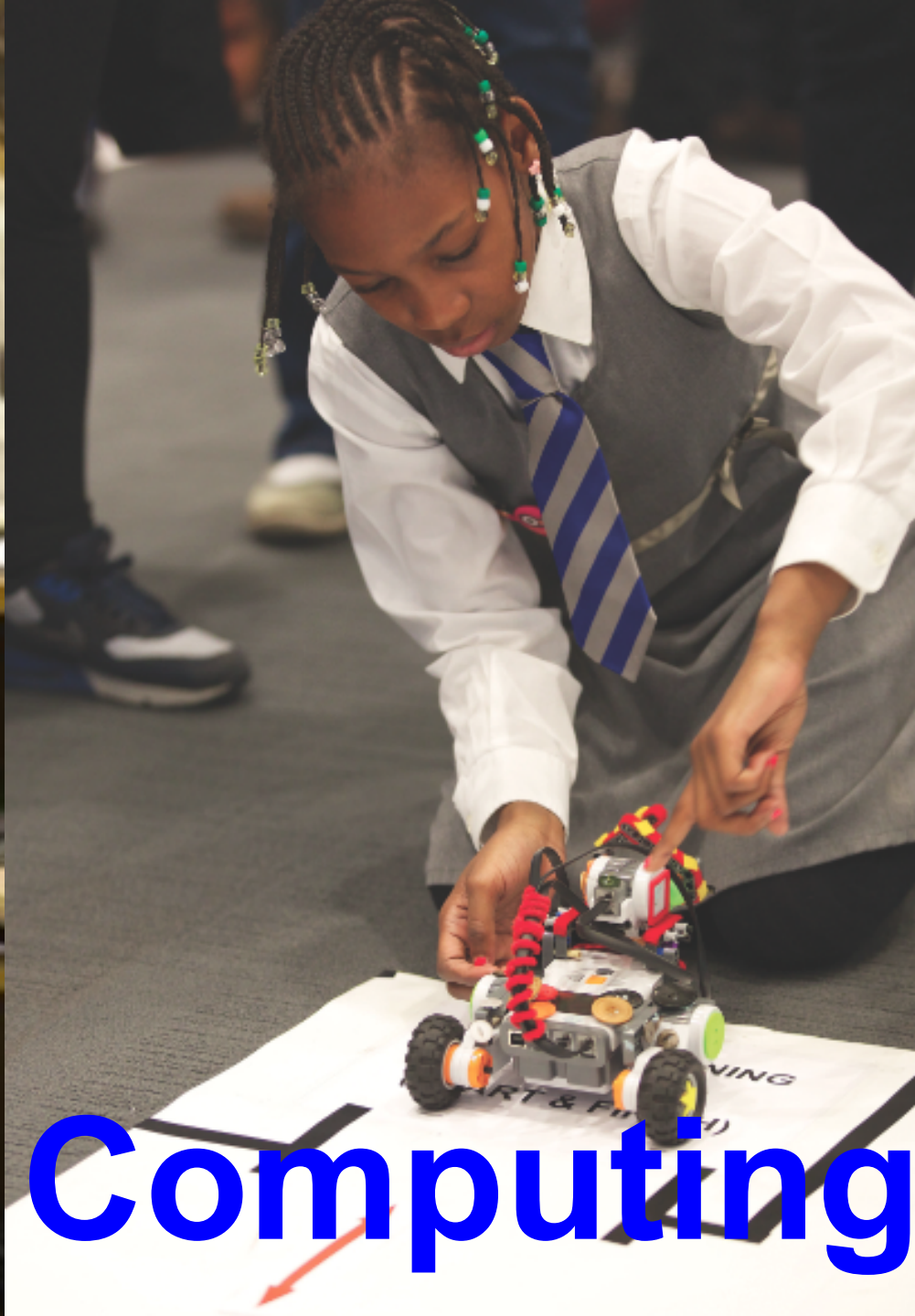
Discussion: What is your school's current context ?

- School's overall approach to assessment post levels
- Assessment of computing





Ofsted +



Computing



TWEETS
2,161

FOLLOWING
135

FOLLOWERS
1,996

David Brown

@DavidBrownHMI

Her Majesty's Inspector / Ofsted National Lead for Computing and e-safety; majority of my work is inspecting and supporting schools in the NE. Opinions my own!

📍 English Lake District

 **Tweet to David Brown**

Tweets

Tweets & replies



David Brown @DavidBrownHMI · 15h
.[@vikkiville](#) [@Ofstednews](#) I am n
understand why online evidence



David Brown retweeted



Nick Wergan @SGS_Head · Nov 24
[@DavidBrownHMI](#) thanks for ver
SBSA Conference. Crucial work



1



Achievement in computing is inadequate when:

- pupils lack understanding of one or more strands of the computing curriculum impedes their progress
 - pupils rarely demonstrate **creativity or originality** in their use of computing but just follow instructions
 - pupils lack interest and **enthusiasm** for the subject and cannot describe the relevance of computing in a **technological age**
-

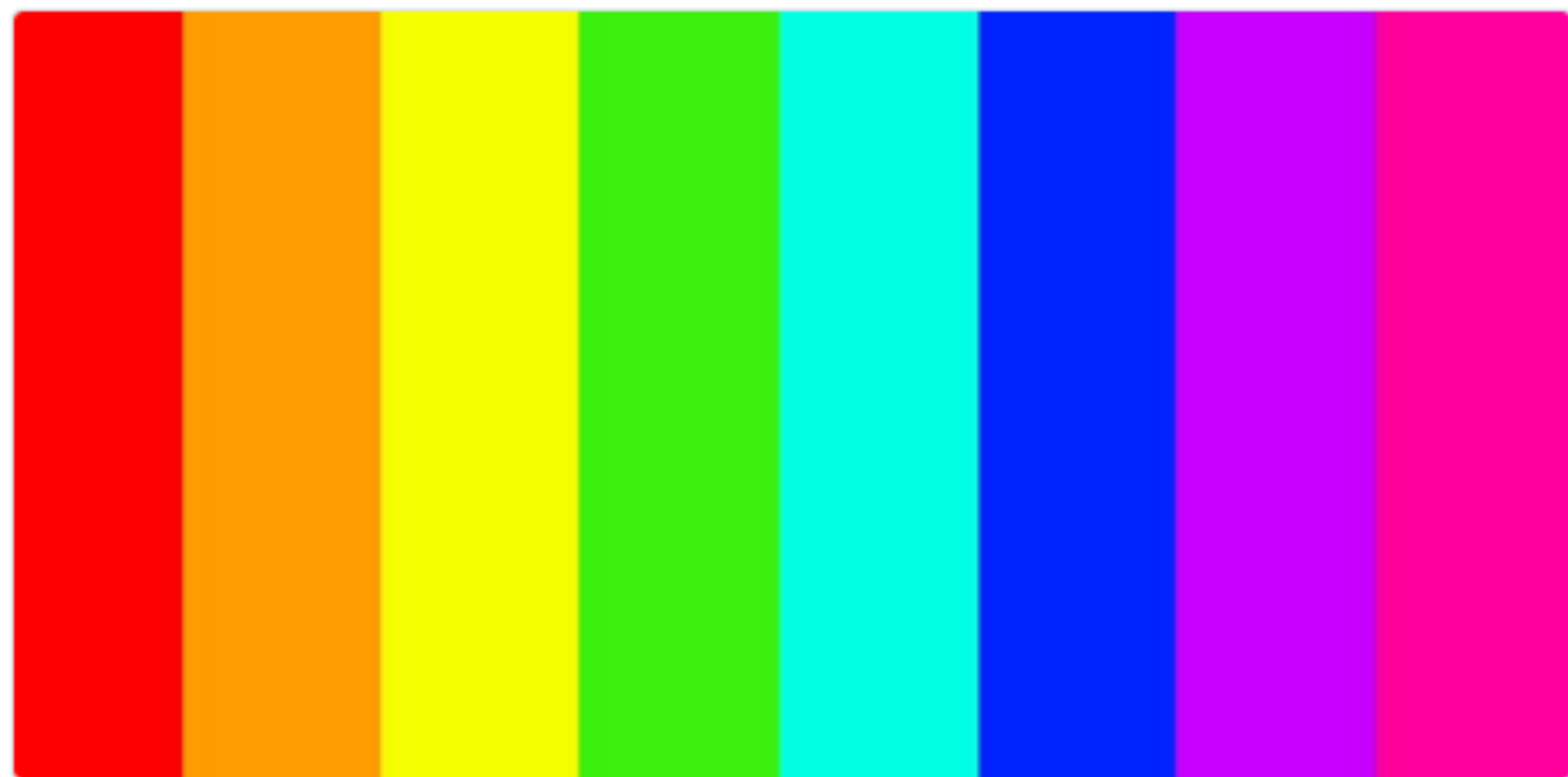
Leadership of computing is inadequate when:

- leadership is not well-informed about **current initiatives** in the subject
 - there is little evidence of computing education that draws on the work of other professionals **beyond school**
 - self evaluation is weak and not informed by good practice in the subject, or by outcomes for children
 - insufficient effort is made to coordinate the work of computing staff and to improve the quality of the weakest teachers
-

Examples

 **Bad Headteacher** @Badheadteacher · Nov 25

How we replaced Levels 1-8 with a pot of gold.. 'Jack is currently working towards orangey yellow'



120



65



[View more photos and videos](#)



Bad Headteacher @Badheadteacher · Nov 16

Our groundbreaking new Free Assessment system.. In-App purchases may apply



[View more photos and videos](#)

Assessment

Evidence

Moderation

Marking

Tracking

Progression

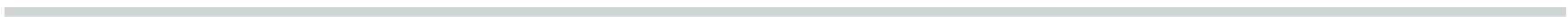
Feedback

Woodmansterne

Skills & year group book

Computer Science		Information Technology					Digital Literacy	
Programming (Control)	Programming (Algorithms/Coding)	Basic Computer Skills	Digital Imagery	Text and Multimedia	Music and Sound	Simulations	E-safety	Electronic communication
Design and create programs to control a robot	Use selection in programs	Create folders and organise saved work	Use animation software to communicate part of a story	Use search technologies effectively and selectively to collect information	Use ICT to compose music or sounds for a specific audience and purpose		Identify acceptable and unacceptable behaviour when using technology	Identify a range of ways of communicating using the internet
Use logical reasoning to debug programs	Use repetition in programs	Touch type with increasing accuracy	Select, use and combine software to communicate a story	Show an awareness of intended audience and evaluate their own and others' presentations	Begin to manipulate music and sound and refine for a given audience or project		Know sites that are appropriate and what to do if they see something that is inappropriate while online	Communicate responsibly and respectfully using the internet
Use selection in programs	Design, create and debug programs for a specific purpose		Recognise the difference between object based graphic packages (CAD) and paint packages	Use a variety of Desktop publishing packages to present text		Share and exchange ideas using email and class blogs		
Use repetition in programs			Use computer aided design to create a digital model					
			Routinely evaluate and improve as part of a design process			Understand the importance of trust when emailing and that they should only email people that they know or that their teacher has approved		
Use logical reasoning to	Explain how some simple algorithms work	Create and organise folders	Choose from a range of	Be selective in using search	Identify the different parts	Design	Know not to	Be discerning in using search

Year 5	Autumn Term	Spring Term	Summer Term
Above expected			
At expected			
Below expected			



Below

Emerging

Developing

Secure

Mastery

Exceeding

17.12.14

My Name: Hibbah

My simulation game evaluation

made choices about the design of my maze game.	I tested my game and make quick changes to improve it.	I imported images to make my simulation look realistic.	I made changes to my game after feedback from another person.
😊	😊	😊	

How well did you do?
 we made it difficult and realistic and I enjoyed it was good.

What do you like?
 Take away some of the badys when you think it's easy but the badys hit you.

Word Bank
 import images simulation difficulty

Prezi

CLC Milestones



The background of the slide is a photograph of a vast blue sky filled with numerous small, white, fluffy clouds. At the bottom of the image, a range of mountains is visible, appearing as a dark silhouette against the lighter sky. The overall scene is bright and clear.

Planning Coverage Assessment

Activity:

In groups read the Year 4 milestones

Do you feel they are pitched correctly?

How could they be improved?

Would this be useful in your school?

How would you use it?

Miles Berry - Mr Computing



[Berry and Kemp assessment framework](#)



Unit 5.2 – We are cryptographers

- I can send and receive messages in Morse code ☹️ • 😊
- I can create and decode secret messages using the ☹️ • 😊
- I can see how important it is to keep passwords secret. ☹️ • 😊
- I can see how secret code needs to be used sometimes ☹️ • 😊
- I can send and receive messages in Morse code and semaphore beyond the line-of-sight. ☹️ • 😊
- I can see how important it is to create secure, hard-to-guess passwords. ☹️ • 😊
- I can check to see if a web page is in secret code ☹️ • 😊 ('encrypted').
- I can explain how Morse code and semaphore are similar and different from the internet. ☹️ • 😊

Reflection

I am good at ...

Next time I will ...

Assessment grid

Discussion:

What is useful to assess in computing ?

What is manageable?

When to assess?

End of unit, end of term, end of year?

Digital evidence, portfolios and blogs

Capturing evidence & pupil
reflection

Questions :

How are you evidencing computing?

Are you using digital approaches to evidence?

Digital repository



folder
shared



cloud



photo
album

Showcase



share



person add



collections

Workspace



create



photo
camera



tablet

Reflection space



tag faces

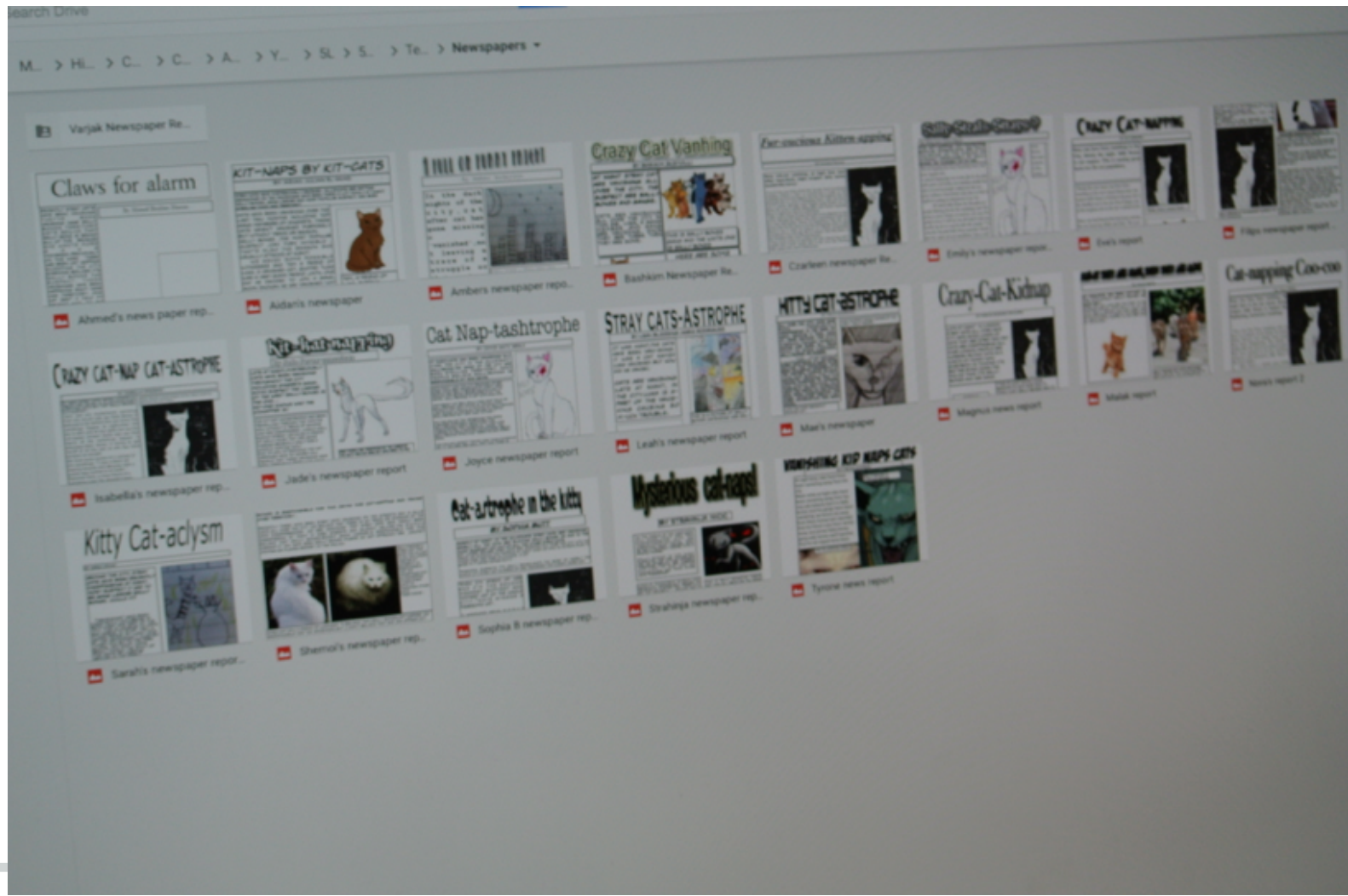


feedback



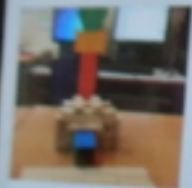
favorite

Hitherfield - Google Drive



Airport Designs

Sort



Amber Quinn
JED Image



Adan Ole Ayman
JED Image



Amber Carlson Emily
JED Image



Eve Isabella Nora
JED Image



Amber Quinn
JED Image



Mae Imogen Sophia P
JED Image

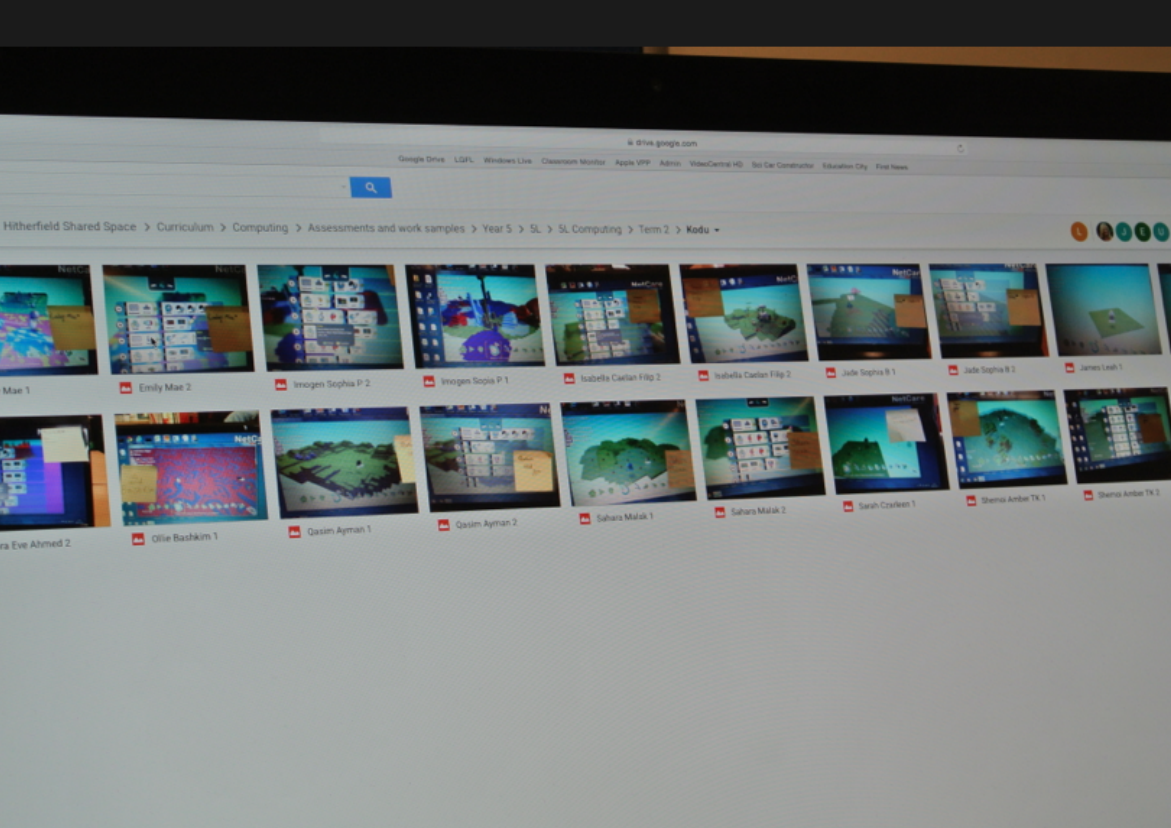


Maisie Joyce
JED Image



Sahara Jade Sophia
JED Image





Rosendale

ReflectEd metacognition
research

ReflectEd at Rosendale



[Introduction to Evernote](#)

“I found using the number line quicker but harder than the chunking method. I really liked it even though I struggle usually” #division #maths

All Notes

Division and word problems
Last week

I think it was good
Last week

Reflect on the different methods
Last week The last 2 photos are I had 2 redo twice because I did it wrong

Division
Last week I prefer using the chunking method to the number line. The thing that went wrong was when I added the remainder onto the

Snapshot from 4 Turney Road in Lambeth
Last week I found using the bus stop method for dividing word problems easiest because it took the least time. Also, I am most familiar to

Long division
Last week We divided either vertically or on a number line

Division word problems
Last week I found the two methods that we learnt, number line chunking and vertical chunking slightly boring and very easy. We

Snapshot from 4 Turney Road in Lambeth
Last week We did division in maths I found using the number line quicker but harder than the chunking method I really liked it even

MATHS!!!!!!!!!!!!!!!!!!!!!!!!!!!!
Last week LETS DO SOME MATHS I find short division is the easiest method because I've always known it and it's one of the first

Danny O v divison maths +

Created: Oct 02, 2013 Modified: Oct 02, 2013

SHARE INFO TOOLS

Snapshot from 4 Turney Road in Lambeth

We did division in maths I found using the number line quicker but harder than the chunking method I really liked it even though I struggle usually I preferred the number line because it was quick and easier to use although I sometimes got it wrong chunking was also good but longer it was more trustworthy though

1 $320 \div 4 = 80$

2 $7100 \div 100 = 71$

3 $135 \div 3 = 45$

4 $500 \div 20 = 25$

5 $427 \div 7 = 61$

“I preferred the number line because it was quick and easier to use although I sometimes got it wrong chunking was also good but longer it was more trustworthy though.”

Hill Mead

Assessment, observations
and reflection

1 Confidence, independence, enjoyment

- Showing signs of confidence and independence
- Being engaged and focused
- Persevering, overcoming problems

2 Collaboration and communication

- Listening to and collaborating with others
- Planning and developing a piece of work
- Communicating and presenting ideas

3 Creativity

- Generating ideas and making connections
 - Risk-taking and experimenting
-

4 Learning strategies and skills

- Generating questions, hypothesising
- Making connections, finding patterns
- Thinking analytically, testing hypotheses

5 Knowledge and understanding

- Engaging with key ideas and subject content
- Using subject language with understanding

6 Reflection and evaluation

- Analysing and questioning ideas and arguments
 - Responding to/commenting on own and others' work
 - Reviewing own progress
-

Hill Mead Child Learning Reflection

1 How I feel as a learner

- I was confident when..
- I was really interested in..

2 Working together

- We worked well together when..
- I shared my ideas about..

3 Being creative

- I tried out ideas like..
- Ideas that worked best were

4 How I worked

- I asked good questions like...
- I found out information by...
- I tested my ideas by...

5 What I learned

- What I understood better...
 - I learned to use new words like...
-

Wroxham Primary School

End of year learning reviews



Year 6 Learning Review Ezra - Year 6

Digital portfolios and blogs

[Julian's Year 5](#)

[Merton Park Code Club](#)

[Venus and Mars blog](#)

[Conversations using Scratch](#)

[Lighthouse maker reflections](#)


[CLC Makey Makey How To](#)

[Thistle & bramble's blog](#)

[Woodmansterne Year 2](#)

[Jaxon's First Nations](#)

Canadian Kidblog



Ms. Lirenman's Learners


We are a wonderful group of five, six, seven, and eight year olds in a...

[Join](#)

Posts | Comments


Filters: Posts in **Math** with status **Published** **Review** **Draft** Show Filters

Making 20




Allison
Jun 19, 2015, 5:30...

When I Was A Little Baby



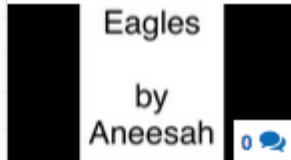
Adam
Jun 9, 2015, 5:55...

Eagles



Jasnoor
Jun 8, 2015, 9:28...

Eagle project book creator.




Aneesah
Jun 8, 2015, 9:28...

Categories


- Art
- Blog
- Comprehension Drawing
- Math
- My Special Items
- Reading
- Science
- Socials
- Word Work
- Writing

Eagle project




Allison
Jun 8, 2015, 6:03...

Eagle project




Avneet
Jun 8, 2015, 6:02...

Shapes in My Environment







Adam
Jun 8, 2015, 6:00...

3d shapes



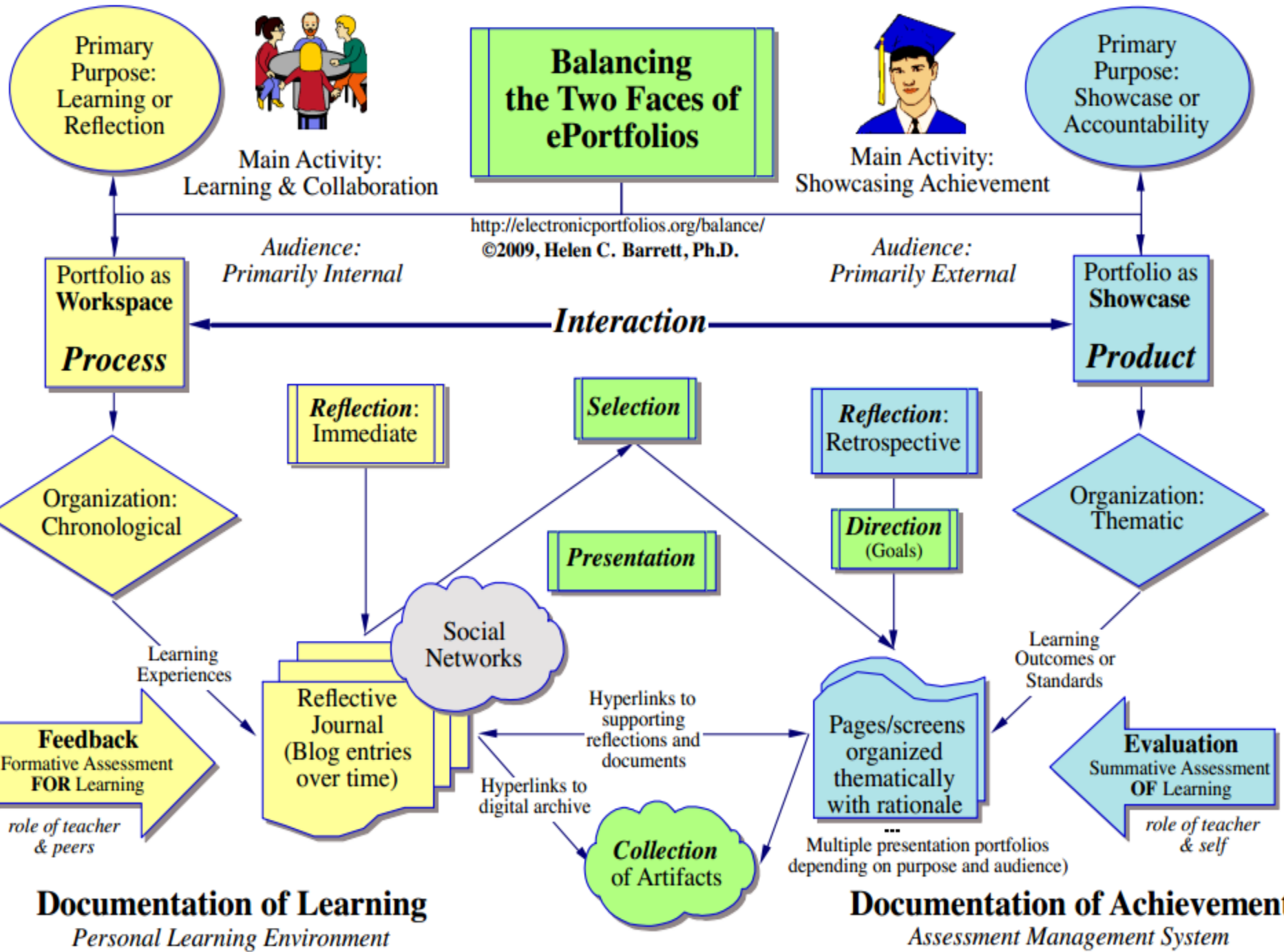
Ilene
Jun 5, 2015, 7:52...

Members

-  Daniel
-  Danreet
-  Diego
-  Ilene

Digital portfolio or blog structure?

- Who, what, when, where how?
 - Teacher prompts and questions
 - Process of learning
 - Reflection
 - Final products e.g. photos, screenshots, links to work produced
-



Questions: Reflection and feedback

How do you capture pupils' reflections on their learning in computing?

How do you feedback to pupils?

Do you record feedback?

Tools

Blogger

Kidblog

Wordpress

Google sites

Google Apps for Ed

Wix

Weebly

Evernote

Explain Everything

Educreations

Wikispaces

Digital Badges



End of unit Badges Year 7





WE CALL THIS NIFTY BADGE:

Controlling Code at the Next Level

DESCRIPTION:

For people who have re-visited a scratch illustration project to improve the quality via complexity of coding.

CRITERIA TO RECEIVE THE BADGE:

To receive this badge you must:

1. Conceive and complete an original story (beginning, middle and end) on scratch.mit.edu. Explain why this story was meaningful to you, and who your audience is.
2. Utilize a least two sprites with speech bubbles, sounds and movements to tell the story. Even better if there are multiple backgrounds and more sprites!
3. Explain one difficulty that you encountered while creating this scratch project.
4. Explain one improvement you made upon your original design in order to address that difficulty.
5. Include a link to the final project and, if it helps to show improvement, a link to a prior draft.

Show that you have improved upon your abilities to code, from *whatever* level you were at before. Reflect on *how* you improved and *why* that was a meaningful process to you!



WE CALL THIS NIFTY BADGE:

IBM Robo Challenger

DESCRIPTION:

This badge is available to any child who has participated in the IBM Robo Challenge.

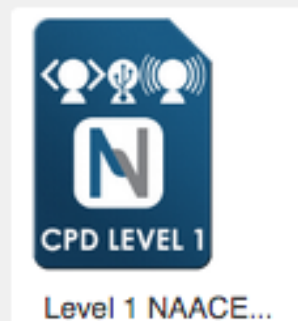
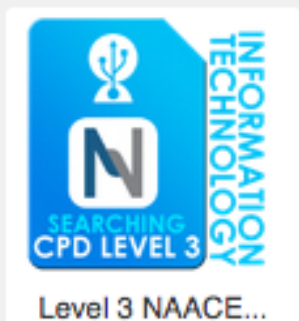
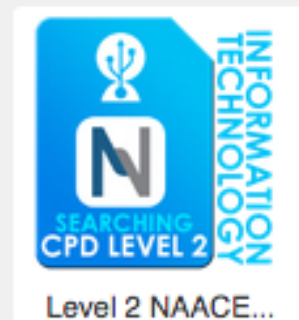
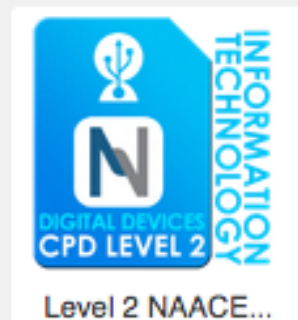
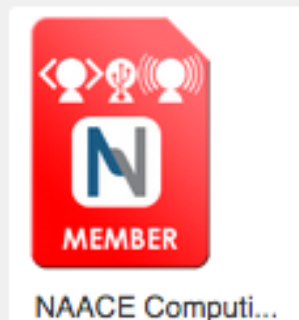
CRITERIA TO RECEIVE THE BADGE:

To earn this badge you must show that you have used your skills in teamwork, logical reasoning and creativity to complete

Badges created by [Naace](#)

[NAACE level 3 CS](#)

[NAACE teacher skills badge level 1](#)





More by Computing Curriculum

Tags for this badge

Age 7-11

Technology

Age 4-7

- Shows an awareness of tasks best completed by humans or computers.
- Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition).
- Recognises that different solutions exist for the same problem.

Take

Computing Progression Pathways - Algorithms (Blue)

This badge will help you to break down a problem and work methodically to solve it - understanding that there is often more than one solution to a problem.

Tasks

Scratchel Challenges

Have a look at this amazing [challenge site](#) and see if you can help Scratchel the robot get home. You will need to work out what each element of the script is doing in order to complete your challenge.

Keep a log of all the challenges you have completed and the scripts you had to create based on your break down of each activity.

Codecademy Hour of Code

[This](#) is a really creative activity and is a great introduction to HTML and a text-based language.

You will receive an Hour of Code certificate upon completion, use this as your evidence!

Debugging 4

Have a look at this [Scratch Debug Challenge](#)

Discussion:

Which ideas do you think might work in your school and why?
