KS3	KS3 Computer Science Assessment Map	
Definition	**Formative** **Formative Assessment** is defined within our assessment policy as the frequent interactive assessment of what students currently know and understand to identify learning needs and adjust teaching appropriately.	**Summative** **Summative Assessments** are defined within our schemes of work to determine students' knowledge and understanding, to test the achievement of learning outcomes at the end of a specified period of study. They are assessments used to determine progression, indicate levels of achievement and predicted grades.
Intent	At Crompton House School, formative assessment is integral to everyday teaching. It has the needs of our students at its core (to build up confidence and reduce anxiety) and it is embedded into teaching activities within each lesson. Via the use of formative assessment approaches, low stakes testing and retrieval practice techniques, our aim is to be best prepared to help our students to embed and use knowledge fluently to improve long term knowledge retention, to meet all students' needs through differentiation and adaptation of teaching, and to achieve a greater equity of student outcomes.	The aim of summative assessment at Crompton House School is to help us to know our students better, to assess their potential and improve performance. Our emphasis is on measuring and evaluating student outcome by finding out what students already know, understand and can do, and then using the outcomes from our summative assessments to influence how we teach, plan improvements and identify struggling students. Our aim is a hand in glove relationship that exists between learning objectives, assessments and teaching.
Timescales – **Annual Implementation and Impact**	Formative assessment at Crompton House School supports students' progress towards learning of knowledge, concepts and skills by: • consistently monitoring students' developing knowledge, understanding, and skill related to the topic at hand in order to know how to proceed with instruction in a way that maximizes the opportunity for student growth and success with key content • revisiting topics/concepts/skills throughout each year; this is a core focus of our teaching and homework policies; in applying low stakes testing, students gain a firmer grasp of knowledge so they can recall and apply this much later on • actively involving students in the process of teaching and learning • building students' skills for peer- and self-assessment helping students to understand their own learning, and developing appropriate strategies for 'learning to learn' Our processes of effective formative assessment give teachers confidence in making judgement about the progress of their students. Our students, who are actively building their understanding of new concepts, who have developed a variety of strategies that enable them to place new ideas into a larger context, and who are learning to judge the quality of their own and their peer's work against well-defined learning goals and criteria, are also developing skills that are invaluable for learning throughout their lives. The little and often approach reinforces good habits and changes attitudes towards learning. Via frequent retrieval practice and low stakes testing, students will become more and more aware of what they are remembering.	If our students are not rigorously assessed, we would have no way to track progress throughout the year and no way to identify problems in time to correct them. We are therefore committed to the implementation of well thought out and carefully written summative assessments, which are directly linked to departmental schemes of work and PLCS (personalised learning checklists) in order to allow for an effective analysis of student strengths and weaknesses and evaluation of student outcomes. Our summative assessments will demonstrate results that reveal a degree of mastery and analysis of students' progress towards intended goals. The rigour of questions on each assessment, specifically aligning these to what is taught, will define the rigour of Crompton House, as a school, and in doing so, will determine what our students will achieve. We are focused on creating an environment in which each student is expected to learn at high levels and our summative assessments are written to require a rigorous demonstration of learning.
	Key strategies of effective formative assessment on **a termly / half termly basis** within Computer Science include:	**Summative assessments** are directly linked to PLCs and used as a means to assess the security and depth of understanding a student has attained against the key course content we have defined for them. They are consistent with

	Interim Implementation **(Termly / Half Termly)**	**YEAR 7** **Year 7 Autumn Term:** • Using school system, Doddle for homework, Teams for remote learning, Office 365 to support learning between school and home • All about me presentation (Skills link to KS2) • Using Computers Safely, Effectively and Responsibly Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 1 1st half – Digital Literacy*** • ***Marking 2: Term 1 2nd half – Binary*** • Update Personalised Learning Checklists (PLCs) to support and clearly track student understanding during the year. **Year 7 Spring Term:** • Data Representation, binary, denary, adding binary, image/sound/text representation • Artificial Intelligence • Revision homework for assessment • Revision presentation Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 2 1st half – Assessment 1*** • ***Marking 2: Term 2 2nd half – Ai*** **Year 7 Summer Term:** • Microbits block programming • Edison Robots and Python Programming Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 3 1st half – Assessment 2*** • ***Marking 2: Term 3 2nd half – Code*** **YEAR 8** **Year 8 Autumn Term:** • Computer Crime and Cyber Security • Data Representation, binary, denary, adding binary, hexadecimal • Revision homework for assessment Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 1 1st half – Malware*** • ***Marking 2: Term 1 2nd half – Assessment 1*** **Year 8 Spring Term:** • Spreadsheet Modelling • Python programming sequence and selection • Revision homework for assessment	departmental schemes of work and PLCs. They test the learning outcomes accurately and fairly and are capable of effectively differentiating levels of student achievement where required. Summative assessments are teacher assessed and moderated. **KS3 Computer Science summative assessments key dates** **Year 7:** Deadline for Summative Assessment 1: W/C 15th January 2024 Deadline for Summative Assessment 2: W/C 22nd April 2024 **Year 8:** Deadline for Summative Assessment 1: W/C 11th December 2023 Deadline for Summative Assessment 2: W/C 15th April 2024 **Year 9:** Deadline for Summative Assessment 1: W/C 8th January 2024 Deadline for Summative Assessment 2: W/C 20th May 2024

		Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 2 1st half – Spreadsheet*** • ***Marking 2: Term 2 2nd half – Assessment 2*** **Year 8 Summer Term:** • Networks • Sound Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 3 1st half – Network*** • ***Marking 2: Term 3 2nd half – Sound*** **YEAR 9** **Year 9 Autumn Term:** • Computational Thinking • Data Representation, binary, denary, adding binary, hexadecimal, logic gates, image/sound/text • Revision homework for assessment Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 1 1st half – Logic Gates*** • ***Marking 2: Term 1 2nd t half – Assessment 1*** **Year 9 Spring Term:** • Python Programming sequence, selection and iteration • Revision lesson for assessment • Revision homework for assessment Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 2 1st half –Programming Sequence Code*** • ***Marking 2: Term 2 2nd half – Programming Selection Code*** **Year 9 Summer Term:** • Photoshop • 3D Modelling Marking Policy – 2 pieces per term including key assessment • ***Marking 1: Term 3 1st half – Assessment 2*** • ***Marking 2: Term 3 2nd half – Photoshop Manipulation***	

	Weekly Implementation	Key strategies of effective formative assessment in action **in hourly lessons** within KS3 Computer Science include: • Questioning to assess prior knowledge and understanding, challenge new learning, and promote links between topics and other subjects. • Programming tasks completing programming challenges • Peer and self- assessment of worksheets and homework sheets. • Teacher assessment of end of unit assessment • Revision homework • Feedback sheets with informative WWW, EBI and NOW tasks • Learning objectives, keywords, metacognition, new vocabulary, recaps at start of lessons, focused questioning, mini whiteboards, discussions, plenaries • Regular homework to reinforce learning and promote independent learning	[redacted]