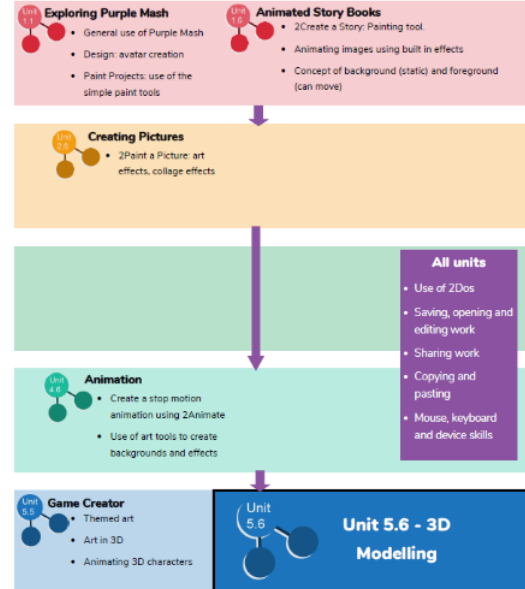


Assessing Computing at Gawber

- **Checking prior knowledge and understanding**

- Following the Purple Mash teaching sequence provides opportunities for children to revisit knowledge from previous lessons. Skills, knowledge and understanding is built up sequentially over the years too.
- Opportunities are given to check knowledge has been retained and to make links between the different programmes and activities used in Purple Mash from previous years.
- Prior knowledge and learning links are available on Purple Mash for staff to use to ensure children have retained knowledge and understanding from previous years. If not, this is recapped.

Unit 5.6 - 3D Modelling: Prior and Future Learning Links



- **'Day to Day' assessing and feedback**

- During Computing lessons, we are constantly assessing our children and giving instant support and feedback if needed.
- When children use computers and iPads in other curriculum areas, this is yet another chance for us to monitor their skills and understanding. We get to see how they use the technology and their computing skills on a day to day basis and observe how they problem solve and use technology efficiently and effectively. For example, children use skills to log onto TTRS, use the camera and video settings on the iPads and learn how to safely search the internet to help them research.
- Regular discussions about online safety through the Purple Mash scheme, within Wellbeing lessons and internet safety half days and days, allows teachers and children alike chance to recap and review their knowledge and understanding of online safety. Any misconceptions, gaps in learning or new issues can be easily addressed and identified which then means teachers can focus on this with their class if appropriate or deal with issues on a smaller group or on a 1:1 basis.

- **Self and Peer Assessment**

- Children are given opportunities to evaluate their own work and that of other pupils through self and peer assessment.

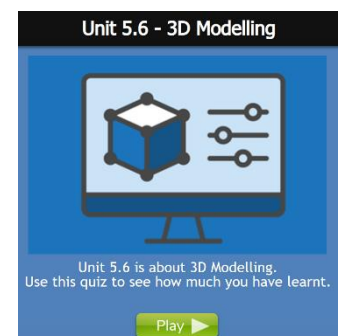
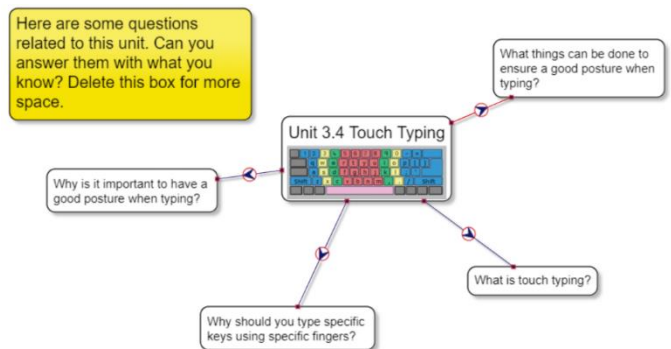
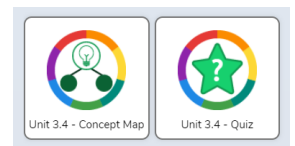
Computing

• Use of Speaking and Listening skills

- Within our Computing lessons there are many opportunities to talk and share their ideas.
- When in the Computer Suite, most children, in most lessons, work in partners. We encourage the use of partner talk to discuss and explain the computing being taught so that they can share their understanding and knowledge confidently with others.
- When children give responses in class, we can monitor and encourage them to use the key vocabulary.

• Pre and Post Assessments

- Pre and Post assessments occur so that learning and progress can be evidenced.
- These Pre and Post assessments may be in the form of mind maps, evidence in the class Computing book of prior knowledge, learning and what they know now or the use of available assessment activities on Purple Mash.
- Concept maps from Purple Mash are available for each computing unit which allow us to use them as an assessment tool at the beginning and the end of a unit
- An end of unit quiz is also available on Purple Mash for each computing unit, which allows us to use this as an assessment tool to see what the pupils have remembered from the unit.



• Pupil progress meetings

The unit overview for year 5 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	With support, children can begin to create more complex programs that include different types of events in their code (Unit 5.1 Lesson 3). They are beginning to understand what simulations are and with support they have formulated an algorithm for a simple traffic light sequence (Unit 5.1 Lesson 2). As their coding becomes more complex, they will require support to tackle debugging in a logical rather than a trial-and-error method. Children are beginning to understand how decomposition and abstraction are used in computer programming and with support can break a given process down into parts. (Unit 5.1 Lesson 3) They will usually require support to make use of co-ordinates and variables in their code (Unit 5.1 Lesson 4-6).
Expected	Children can create more complex programs and are beginning to understand that there are ways to simplify code to make their programming more efficient. They are able to recall and apply previous coding knowledge in their code. (Unit 5.1 Lessons 1 and 4). Children understand what simulations are and can formulate and program an algorithm for an observed traffic light sequence. (Unit 5.1 Lesson 2). Children understand the processes of decomposition and abstraction and can apply this knowledge when planning algorithms for a program. (Unit 5.1 Lesson 3). Children can include sequence, selection and repetition into code as well as use functions to make their programming more efficient. (Unit 5.1 Lesson 4). Children understand what a physical system is and can consider how they can program objects to behave like the would in 'real life'. Children test and debug their program as they go and can use logical methods to identify the approximate cause of any bugs but

- Using the above assessment opportunities and considering how the children have responded throughout the unit, we complete pupil progress documentation commenting on the progress and achievements of the children.
- We complete pupil progress forms by referencing the Purple Purple Mash Assessment guidance to help us decide if a child is WTS, EXS or GDS.