Digital Learning Cornwall

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Helping busy schools make informed EdTech choices

Impact; Assessment

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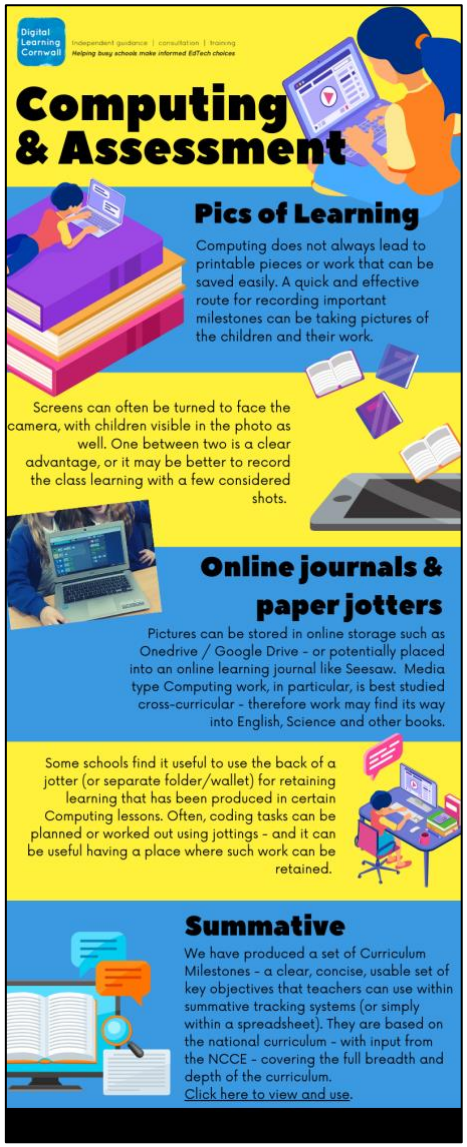

How do we ensure that children know what we need them to know?
Units of work within our collated Computing scheme build upon previously taught knowledge, looking to extend and deepen the knowledge and skills taught before.

Teachers will wish to gather an understanding of children's prior understanding, in order to ensure that upcoming sessions are most appropriate for children's next steps in learning. This can be an opportunity to plug any particular mis-understandings or gaps in knowledge, and to adjust future lessons appropriately.

The approach taken will differ depending on the age of the children, but setting time aside in the first session (or possibly in a gap in run-up days) is the best way to do this. Questioning and discussion alongside looking at selected slides of information – normally from previous units - can be a useful way to proceed with the youngest children, particularly in KS1. Look to the ***Knowledge Sequencing*** part of the ***Read First*** documents for clickable links to actual materials.

With older children, teachers can use tools such as Quizizz to formatively assess where children are with their prior knowledge during initial teaching sessions. We provide pre-made quizzes for the knowledge-dependent units at KS2, and these can be used to assess prior learning by using the previous unit's assessment. Click here to see all pre-made assessment quizzes. Again, refer to the **Knowledge Sequencing** part of the **Read First** documents that are supplied with each unit.

If a school retains evidence of prior learning – as summative assessment results, pics and examples of learning, or possibly digital records such as a learning journey – all the better for a teacher being fully aware of what children understand prior to the teaching of new material.

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Summative Assessment at the end of units

Schools may wish to use the curriculum milestones as points of reference when completing formalised assessments. Such milestones allow teachers to reflect on their cohort of children, and record judgments based on what children have shown, produced and demonstrated during a unit's sequence of learning. A current and future teacher can use such information to idenify which children are working towards standards in Computing, which children are on track, and which children are exceeding / capable of being extended further.

Digital Assessments

The collated curriculum materials contain adapted digital versions of NCCE's assessments. These have been included for the most knowledge-heavy units of learning, such as understanding programming procedures and information technology terminology.

The digital assessments are hosted in the Quizizz online platform – [this link will take you to the entire collection] - and individual assessments are linked from **Read First** unit documents under the **Knowledge Sequencing** section.