

Computing & Assessment

Pics of Learning
 Computing does not always lead to printable pieces of work that can be saved easily. A quick and effective route for recording important milestones can be taking pictures of the children and their work.

Screens can often be turned to face the camera, with children visible in the photo as well. One between two is a clear advantage, or it may be better to record the class learning with a few considered shots.

Online journals & paper jotters
 Pictures can be stored in online storage such as OneDrive / Google Drive - or potentially placed into an online learning journal like Seesaw. Media type Computing work, in particular, is best studied cross-curricular - therefore work may find its way into English, Science and other books.

Some schools find it useful to use the back of a jotter (or separate folder/wallet) for retaining learning that has been produced in certain Computing lessons. Often, coding tasks can be planned or worked out using jottings - and it can be useful having a place where such work can be retained.

Summative
 We have produced a set of Curriculum Milestones - a clear, concise, usable set of key objectives that teachers can use within summative tracking systems (or simply within a spreadsheet). They are based on the national curriculum - with input from the NCCE - covering the full breadth and depth of the curriculum.
[Click here to view and use.](#)

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.

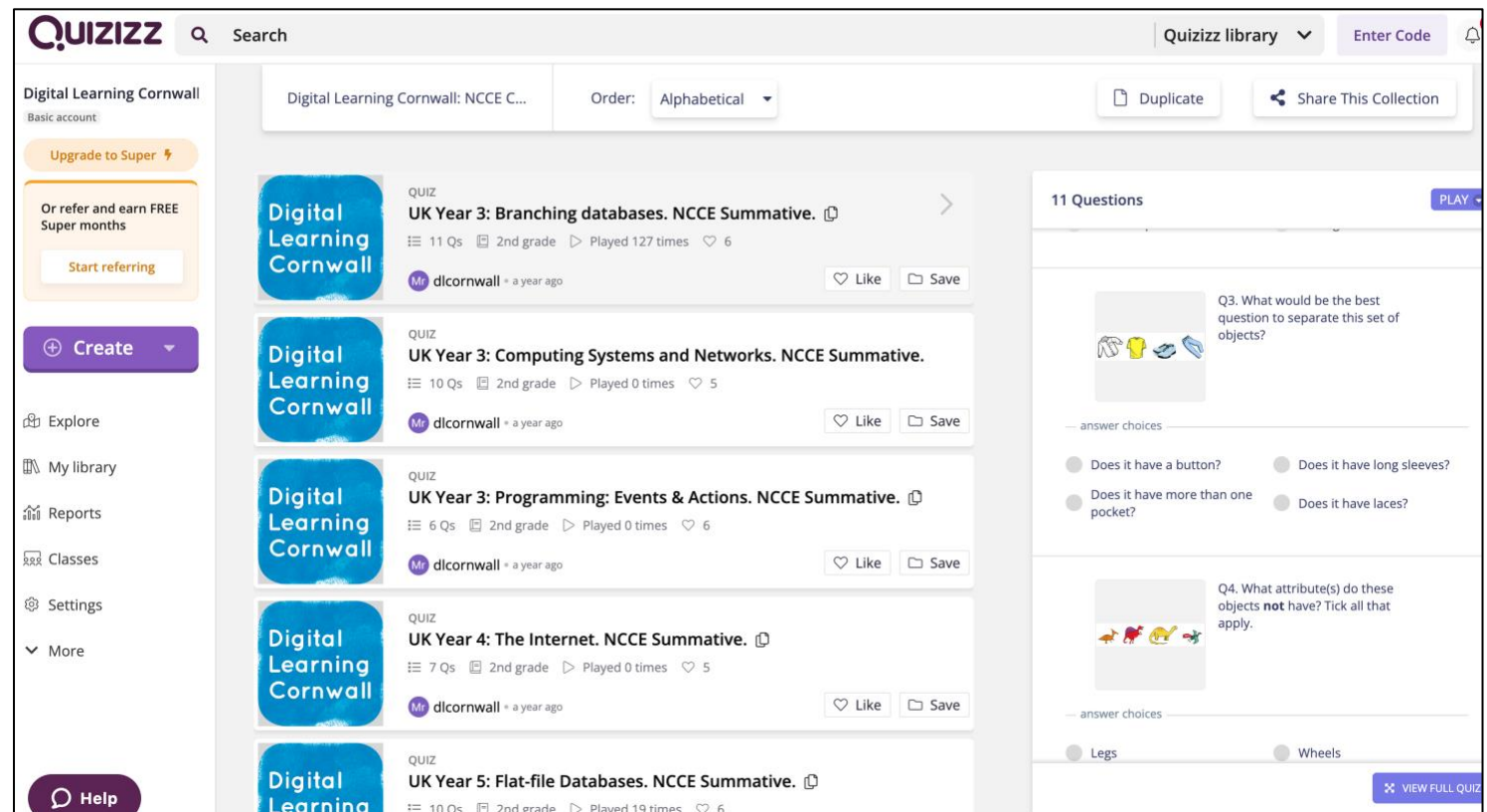
Summative Assessment at the end of units

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 identify 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.




The screenshot displays the Quizizz interface. On the left, a sidebar shows navigation options: Explore, My library, Reports, Classes, Settings, and More. The main area shows a collection of quizzes titled "Digital Learning Cornwall: NCCE C...". The quizzes listed are:

- UK Year 3: Branching databases. NCCE Summative. (11 Qs, 2nd grade, Played 127 times, 6 likes)
- UK Year 3: Computing Systems and Networks. NCCE Summative. (10 Qs, 2nd grade, Played 0 times, 5 likes)
- UK Year 3: Programming: Events & Actions. NCCE Summative. (6 Qs, 2nd grade, Played 0 times, 6 likes)
- UK Year 4: The Internet. NCCE Summative. (7 Qs, 2nd grade, Played 0 times, 5 likes)
- UK Year 5: Flat-file Databases. NCCE Summative. (10 Qs, 2nd grade, Played 19 times, 6 likes)

On the right, a preview of a question is shown:


Q3. What would be the best question to separate this set of objects?



answer choices:

- Does it have a button?
- Does it have long sleeves?
- Does it have more than one pocket?
- Does it have laces?

Q4. What attribute(s) do these objects **not** have? Tick all that apply.



answer choices:

- Legs
- Wheels