

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Y12 topic assessments on Data types and Computational thinking	The assessment is marked by the teacher and students are given feedback on the paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development.
2	Spring Mock (T3) and looking at other topic assessments to give a better overview	The assessment is marked by the teacher and students are given feedback on the paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content.
3	T6 Mock on both papers	The assessment is marked by the teacher and students are given feedback on this paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development.

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	The main homework tasks form part of our 'flipped learning' approach to working in Computer Science. Videos are set for students to watch on the topic that will be covered in lesson. They use the Cornell note taking template to create a set of notes on each video. Students will hand these in via Teams, a check by the teacher will be done to ensure they are completed and that enough detail has been included.	Some homework tasks are marked with personalised feedback and targets given. Other homework tasks are used to prepare students for in class assessments which become the focus of assessment. The department are also starting to use self-marking quizzes which they can monitor and from which feedback is provided. At times peer and self-assessment opportunities are also used to force reflection and engagement with success criteria.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Regular retrieval activities at lesson starts, Targeted questioning throughout lessons, opportunities for self and peer assessment using model answers, including exam question material. Students are given tasks based around the specification objectives and these are used to created student learning records for each topic. These SLR's are then handed in via Teams and graded by the teacher	Students submit classwork and assessment materials for each topic they complete. Individual homework tasks are marked where they are set to apply learning to problem solving and exam-based questions. Where research tasks or pre-reading acknowledgement follow up feedback is given verbally. Feedback via class assessment linked to feedback/ self-evaluation sheets takes place after data drops. These are to be placed in folders.

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1	Y13 topic assessments Marking of programming project (Analysis and Design)	The assessment is marked by the teacher and students are given feedback on the paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development
2	Spring Mock (T3) other topic assessments will be included Marking of programming project	The assessment is marked by the teacher and students are given feedback on the paper which they use to complete a self-evaluation/ reflection sheet and set targets around areas for improvement. sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development

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