St George's Central CE Primary School and Nursery

How we assess children's learning in Computing

At St George's Central CE Primary School and Nursery, we employ a variety of formative and summative approaches in order to assess children's learning and to inform next steps in progress. Within Early Years, Computing falls within the 'Knowledge and Understanding of the World' section of the Early Years Foundation Stage Curriculum.

In Early Years, formative assessment lies at the heart of providing a supporting and stimulating environment for every child. The Early Years Foundation Stage Curriculum is divided into 1 – 3 year olds, 3 and 4 year olds and the Reception year. Parental contributions, for example: Ages and Stages questionnaires, Seesaw observations and informal conversations, together with school based Seesaw observations and practitioner knowledge inform these assessments.

Children will be assessed on entry to our 2 year old provision, pre-school provision and Reception class. The children are then assessed during play, when practitioners are guiding their learning, and during directed teaching. In Early Years, summative data is collected at the end of each term. In Nursery, this termly data is submitted to the Headteacher and Assessment leader and in Reception, it is also collected by the Local Authority. Children are judged to be working at an expected standard or working towards an expected standard. There are two legally required summative assessment reports during the Early Years; they are the Statutory Check at age 2 and the Early Years Foundation Stage Profile. Summative assessment supports children at their transition points through their Early Years journey, for example: when a child moves from a Nursery setting into a Reception class.

Parents/carers are regularly informed about their child's assessments and progress both informally and formally throughout their time in Early Years.

Within Key Stage 1 and Key Stage 2, each unit of learning in Computing has a key question to focus the development of the topic, for example: 'Do you have the power to create a slideshow?' Lessons are then planned to ensure learning meets the expectations of the National Curriculum and allow the children to answer the overarching question. At the beginning of each unit, the children are introduced to the relevant knowledge organiser to assess prior understanding and key vocabulary. Whole class discussions take account of what the children think they know and what they would like to find out. Throughout the unit, teachers will regularly assess children's learning, using this information to guide and inform planning in order to meet children's individual learning needs. At the end of the unit of learning the knowledge organiser is revisited to assess how children's knowledge and understanding has progressed.

Children are also assessed based on their completion of weekly tasks and activities. At the end of each unit of learning, teachers use this information to inform their assessment and submit a 'best fit' judgement for each child based on 'working towards', 'working at' or 'working above' the expected standard for Computing. Teachers will also provide an overall end of year teacher assessment based on work undertaken throughout the year.

'Never settle for less than your best'

Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12