COMPUTING

Marking and Feedback Framework

KEY STAGE 3

The aim of feedback in KS3 Computing is to move learning forward, deepen understanding, and promote student ownership of progress. Feedback should be meaningful, timely, and actionable, encouraging students to reflect and improve.

- Students in Years 7, 8, and 9 complete six discrete units each academic year. These units help develop a broad range of computing skills and provide regular opportunities for meaningful feedback.
- In all year groups, most work is completed and submitted on Microsoft Teams. Printed tasks are kept in individual folders to support ongoing review and reflection.
- In Year 9, exercise books are used specifically for Algorithm and Programming topics. This practice helps students improve their writing speed and develop problem-solving skills without relying on auto-correction, providing valuable preparation for IGCSE Computer Science. Feedback is given directly in these books to support their progress.

How do students know how they are currently performing?

- Feedback is given regularly to support student progress and understanding.
- Work in Years 7, 8, and 9 is checked at least once per half term to ensure students are engaging with feedback and making progress.
- There is no expectation for formal marking each time; however, when work is marked, the agreed departmental feedback expectations and symbols are used.
- Feedback can take different forms, including:
    - Whole-class, individual, or peer-led feedback
    - Written comments
    - Think Pink Go Green strategies *(see Appendix B)*
    - Peer and self-assessment
    - Use of code feedback symbols (*see Appendix A*) to guide comments and next steps
- Students in all year groups respond to feedback through DIRT lessons and complete an end-of-year reflection to review their progress.

How is feedback given, when is it given, and how do students act on it?

- Students receive regular feedback that is meaningful, timely, and focused on helping them understand their progress. This is given during lessons through activities such as exit tickets, short practical tasks, and quick quizzes, providing immediate insight into their performance.
- Each unit includes an assessment and reflection page with an assessment grid, space for a grade, teacher feedback, and a section for student reflection.
- At the end of each unit, students receive a final grade along with comments and a completed assessment grid to support their ongoing development.
- Feedback is given in line with the department's agreed expectations, supporting both theory and practical tasks. This includes the use of department feedback expectation for theory work and Code Feedback symbols for algorithm and programming tasks to guide improvements.
- Students have dedicated opportunities to act on feedback during DIRT lessons and complete an end-of-year reflection to review their progress and celebrate their achievements.

KEY STAGE 4

The purpose of feedback in IGCSE Computer Science is to support continuous progress, deepen understanding, and encourage students to take ownership of their learning. Feedback should be clear, timely, and practical, guiding students to reflect on their work and make meaningful improvements.

- Students in Years 10 and 11 follow a series of units set by the examination board across the two-year course. These units help develop essential skills and build the knowledge needed to succeed in the final external assessments at the end of Year 11.
- Assessment will place a strong emphasis on both knowledge and application. Each unit will be assessed separately and carefully, and students will be evaluated on the skills they develop throughout the course.
  - AO1: Recall, select, and communicate knowledge and understanding of computer science. This will be assessed through exit tickets, short – answer questions, and quizzes.
  - AO2: Apply knowledge, understanding, and skills to solve problems. This will be assessed through written tasks and practice exam – style questions.
  - AO3: Analyse, evaluate, make reasoned judgements, and present conclusions. This will be assessed through written and practical tasks and practice exam – style questions.
- Throughout the course, students will develop the necessary skills for both Paper 1 and Paper 2. Assessments in the style of both papers will be given regularly to support this development. A series of practice papers will be completed at the end of Year 10, followed by a mock exam at the start of Term 2 in January, to ensure students are well prepared for the external examination.
- In all year groups, most work is completed and submitted using a combination of exercises books and Microsoft Teams. Printed tasks and assessments are stored in individual folders to support ongoing review and reflection.

How do students know how they are currently performing?

- Students receive consistent, targeted feedback that helps them clearly understand their progress and areas for improvement. During lessons, this is achieved through activities such as exit tickets, brief practical tasks, and quick quizzes, offering immediate insight into their understanding and performance.
- Year 10 students complete three theory unit assessments and three algorithm and programming unit assessments. Year 11 students complete two theory unit assessments and one algorithm and programming unit assessment. Each unit includes an assessment and reflection page with an assessment grid, space for a grade, teacher feedback, and a section for student reflection.
- Feedback methods include written comments, the use of feedback symbols, and WWW (What Went Well) and EBI (Even Better If) statements to help students understand their strengths and identify areas for improvement. Code feedback symbols are also used to support deep marking in programming assessments.

A topic assessment should include:
- At least one WWW comment highlighting an area of strength
- At least one EBI comment identifying an area for improvement
- A score and an overall grade

A programming assessment should include:
- A breakdown of marks achieved for each algorithm question, short question, and programming question
- At least one WWW comment highlighting an area of strength (for Paper 2 only)
- At least one EBI comment identifying an area for improvement (for Paper 2 only)

How do students know how to further improve their performance?

After receiving feedback, students set specific improvement targets using WWW (What Went Well) and EBI (Even Better If) comments and identify areas for further development using their reflection pages and assessment grids. Students are expected to demonstrate evidence of acting on feedback, such as:
- Annotating examination papers
- Providing revised programming code
- Submitting additional practice tasks

Evidence of these improvements should be stored in the students' digital folders shared with the teacher.

This process supports a culture of continuous improvement and reinforces student ownership of learning.

By providing tangible evidence of the steps taken, students clearly show their commitment to progress and their readiness for future assessments.

KEY STAGE 5

- Students studying IB Digital Society will carry out a number of class activities, homework and assessment tasks. Towards the end of Year 12, students will start their Digital Society IA which is to be completed by the end of Year 13 Term 1.
- Assessment will cover the 3Cs – Content, Context and Concepts and due to the integrated nature of the units, not all units will discreetly assessed. In addition, assessment tasks will vary to develop the skills needed.
    - o AO1 (identify, define, outline, describe) will be assessed through short quizzes, recall activities, Quizlets and classwork.
    - o AO2 (explain, analyse, compare/contrast) will be assessed through classwork (written tasks, presentations) and practice exam style questions.
    - o AO3 (Discuss, evaluate, justify) will be assessed through debates, presentations and essay writing.
- Throughout the course the skills will be developed for each Paper, with **Paper 1 style** assessments being routinely given throughout the course, at least one **Paper 2 practice** each term and for **Paper 3 (HL only**), a practice paper will be given at the end of Year 12, and a mock paper at the start of Year 13 Term 3 (due to the timing of the pre-release).
- Students complete most tasks digitally and store their work on their laptops. However, practice exam questions will be written by hand. Assignments will be set on Managebac and if digital will be submitted as an Assignment. Otherwise tasks are handed in in class.
- Each student will have a **folder to store and track practice exam style** questions and other printed documents. Students are responsible for organising their folders (both physical and digital).

How do students know how they are currently performing?

- During lessons, students will receive verbal feedback based on observations in class and/or through short quizzes which will give an indicator on how well they are performing.
- Work submitted that is a **summative assessment will** be **marked** and receive a **grade,** which will be **based on the IB grade descriptor** or the IB mark band for the question. Each graded piece of work will be **based on a mark scheme** which is shared with the student which uses mark bands for the essay style questions. The mark scheme or marking criteria will be shared with students so that they can see their performance against this criteria and how to improve.
- Work submitted on **Managebac** will be marked and students can access this instantly through the Managebac **Grade Book.**
- All **hand-written assessments** (practice questions) are stored in a folder with a tracking sheet. After each assessment piece students record their progress in each question and can reflect on their progress in each of the assessment objectives and types of questions.

How do students know how to further improve their performance?

- For each unit, there are identified pieces of work in Managebac that are for formative assessment and summative assessment. Once a week **feedback** is provided on work shared or submitted which can be in a variety of formats:
    - o Verbal feedback on orally presented work/debates
    - o Peer/self/teacher assessment using marking grids
    - o Written comments with targets for improvement
    - o Whole class verbal feedback
    - o The use of checklists (IA only)

Feedback is provided on Internal Assessment in accordance to the IB regulations. Milestones are set in Managebac where work is submitted and feedback provided. These include:
- Draft Criterion A
- Draft Criterion B
- Script for Criterion C & D
- First Draft IPD & Presentation

How does the Head of Faculty know that the marking policy is being implemented?

Each Computing teacher will maintain a mark book, accessible to the Head of Faculty, which will include:
- o   Student names, target grades, and any SEN or EAL requirements
- o   Interim grades or comments on student work
- o   A final grade and effort score for each unit
- o   Grades awarded at reporting points
- Attainment and effort grades at each reporting point must be recorded by teachers in the Edulink marksheets.
- During department meetings, routine 'book checks' will be included as part of the agenda. This provides an opportunity for the faculty to share, review, and discuss marking and feedback practices to ensure consistency and adherence to the policy.

How is the impact of feedback monitored?

The department tracks the impact of feedback through termly analysis of student progress data, comparing pre- and post-feedback assessment scores within each unit. Code Feedback Symbols are a new initiative in KS3 and KS4; students will complete brief reflection surveys each half-term, rating feedback clarity and usefulness on a 1–5 scale. Code quality improvements are measured using standardised rubrics for programming assessments, with specific focus on areas addressed through Code Feedback Symbols.
In future years, additional forms of feedback used within the department will also be monitored. This data informs ongoing refinement of feedback practices and is reviewed during department meetings.

Appendix

Appendix A: Code Feedback Symbols (Algorithm and Programming)

Symbol	Meaning
VOC	Use correct coding terms
COM	Add code comments or explanations
//	Improve code layout/readability
STRUCT	Improve code organisation
CALC	Verify outputs and accuracy
DEBUG	Fix logic or syntax errors

These symbols provide clear, concise guidance on coding work, supporting students to focus on specific areas for improvement and develop good coding practices.

Appendix B: Think Pink, Go Green Strategy

Think Pink, Go Green is a visual feedback approach used to help students engage actively with their improvements:
- Think Pink: Teachers highlight areas for improvement in pink. Students then review and reflect on these highlighted areas.
- Go Green: Students make improvements using green to clearly show changes, corrections, or additions in response to feedback.

This strategy promotes a strong culture of acting on feedback and makes student progress clearly visible.