



Marking and Feedback at Thomas Adams –



Subject M&F Strategy 2022-23

Rationale: The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of ‘marking’ and ‘feedback’. Evidence supporting this approach as best practice is taken from the Education endowment fund report. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

The Thomas Adams Marking and Feedback policy aims to create subject specific, relevant, effective and efficient marking and feedback that facilitates the above statement, as part of a subject strategy that ensures effective use of teacher time and worthwhile feedforward comments for students to act upon. In the space provided, subjects should outline the marking and feedback that students should expect to receive throughout the year. These should be carefully decided and co-inside with the curriculum plans and assessments that have been put in place.

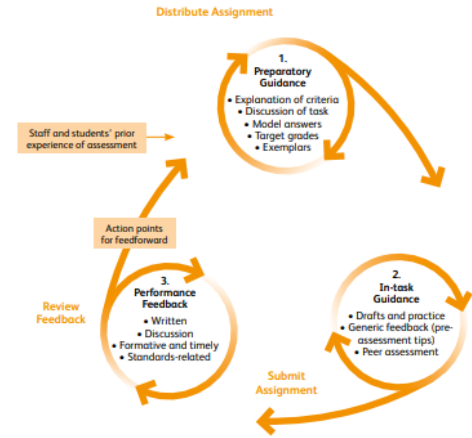


FIGURE 3 Dialogic feedback cycle – Beaumont, O’Doherty, and Shannon (2011)

Subject: ICT / Computer Science

KS3					
Autumn		Spring		Summer	
Unit / SOW Year 7 Intro to ICT / Teams Intro About Me Leaflet: Student’s plan and produce a leaflet about themselves using Desktop Publishing Software Email / E-safety: Learning how to use the school e-mail system and about safety online.	Feedforward strategies Year 7 Live marking / feedback. Modelling exemplar work. Homework mark sheet (leaflet plan) with next steps. Peer evaluation of leaflet. End of unit assessment mark sheet (final leaflet) with next steps.	Unit / SOW Year 7 Kodu: Learning the basics of computer programming such as sequencing, loops, variables and algorithms via Kodu. They design and code their own game in Kodu. Computer Hardware: Learning about how computers work and I / O / S devices.	Feedforward strategies Year 7 Live marking / feedback. Modelling exemplar work. Use of self-marking Teams key concepts quiz with feedback. End of unit assessment mark sheet (Kodu game design) with next steps.	Unit / SOW Year 7 Business Software: Promoting a business using video editing / graphics editing / presentation / spreadsheet skills. Students design a series of products for a business situation. Mirco:bits: Learning to program a real world device.	Feedforward strategies Year 7 Live marking / feedback. Modelling exemplar work. Feedback on logo plan homework improvements carried through to end design. End of unit assessment mark sheet (final products) with next steps.
Year 8 Scratch Programming: Students using the Scratch programming language to consolidate and further develop programming skills acquired in Year 7. They complete an assessed piece to produce a working game.	Year 8 Live marking / feedback. Modelling exemplar work. Homework feedback (scratch key concepts) with next steps. End of unit assessment mark sheet (final scratch assessment) with next steps. Self-marking Teams keyword quiz with feedback.	Year 8 Web Site Design: Students learn about good design, HTML and CSS. They plan and produce a working website. Python Programming: Students learn the basics of the Python Programming language and code a working quiz.	Year 8 Live marking / feedback. Modelling exemplar work. Homework mark sheet (website visualisation) with next steps. End of unit assessment mark sheets (final website and Python) with next steps.	Year 8 Photoshop: Producing blended graphics using graphics editing software. Student plan and create their own graphic.	Year 8 Live marking / feedback. Modelling exemplar work. End of unit assessment mark sheets (final Photoshop blended graphic) with next steps.

<p><u>Year 9</u></p> <p>Music Festival Unit: Students plan / produce a series of ICT / media products to promote an event.</p>	<p><u>Year 9</u></p> <p>Live marking / feedback. Modelling exemplar work.</p> <p>Homework mark sheet (leaflet plan) with next steps.</p> <p>Peer assessment of project work.</p> <p>End of unit assessment sheet (final project material) with next steps.</p>	<p><u>Year 9</u></p> <p>Digital Communications: Students learn about how computers communication including networks / network devices and binary data.</p>	<p><u>Year 9</u></p> <p>Peer marking of binary task sheets.</p> <p>End of topic test on digital communication, networks and binary representation.</p>	<p><u>Year 9</u></p> <p>Searching and Sorting Algorithms: Comparing different methods for searching and sorting data. Advanced Python: Including arrays, functions and FOR loops.</p>	<p><u>Year 9</u></p> <p>Live marking / feedback. Modelling exemplar work.</p> <p>End of unit assessment mark sheets (Python hangman game) with next steps.</p>
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QA Methods (link to your department QA calendar (save duplication)

November: Homework Monitoring (quality of work / presentation / standardisation of marking) Year 7 / 8 / 9

January: Assessment Monitoring (quality of work / presentation / standardisation of marking) Year 7 / 8 / 9

KS4: Computer Science / ICT

Autumn		Spring		Summer	
<p align="center">Unit / SOW <u>Year 10 CS</u> Algorithm Concepts, Iteration and Trace Tables</p>	<p>Feedforward strategies <u>Year 10 CS</u> End of topic test on Algorithms.</p> <p>Regular folder marking of class task sheets / time for corrections.</p> <p>Live marking / feedback. Modelling exemplar work.</p>	<p align="center">Unit / SOW <u>Year 10 CS</u> Data Structures / Sorting and Searching Data</p>	<p>Feedforward strategies <u>Year 10 CS</u> Cinema plan – data structures coding assessment.</p> <p>End of topic test Searching and Sorting Algorithms.</p> <p>Regular folder marking of class task sheets / time for corrections.</p> <p>Live marking / feedback. Modelling exemplar work.</p>	<p align="center">Unit / SOW <u>Year 10 CS</u> Authentication / Validation / Computational Thinking / Functions</p>	<p>Feedforward strategies. <u>Year 10 CS</u> Regular folder marking of class task sheets / time for corrections.</p> <p>Year 10 Summer exam assessment.</p> <p>Live marking / feedback. Modelling exemplar work.</p>
<p align="center"><u>Year 11 CS</u> Binary Data / Hexadecimal / Logic Gates / SQL / High vs Low Level Languages</p>	<p><u>Year 11 CS</u> End of topic test on Binary Representation / Hexadecimal.</p> <p>Live feedback / marking in class.</p> <p>Peer marking – binary conversion & addition.</p> <p>Self-marking Teams quizzes with feedback.</p> <p>Regular folder marking of class task sheets / time for corrections.</p>	<p align="center"><u>Year 11 CS</u> Hardware / Software / Networks</p>	<p><u>Year 11 CS</u> Regular folder marking of class task sheets / time for corrections.</p> <p>Self-marking Teams quizzes with feedback.</p> <p>Year 11 Mock exam assessment.</p>	<p align="center"><u>Year 11 CS</u> Ethics / Contingency / Revision</p>	<p><u>Year 11 CS</u> Regular folder marking of class task sheets / time for corrections.</p> <p>Past paper questions – peer / self / teacher marked.</p>

<p><u>NEW SPEC iMedia</u> Year 10 IT R094 Visual identity and digital graphics: delivery of theory and practical skills ready for completion of NEA project.</p> <p><u>PREVIOUS SPEC iMedia</u> Year 11 IT Completion of remainder of R082: Digital Graphics NEA work. Multimedia Development Preparation Work.</p>	<p>Live marking / feedback. Modelling exemplar work.</p> <p>Regular folder marking of class task sheets / time for corrections. Use of NEA descriptors for practical work.</p> <p>Live marking / feedback. Modelling exemplar work.</p>	<p>Year 10 IT R094 Visual identity and digital graphics: completion of NEA project</p> <p>Year 11 IT Completion of controlled assessed work for Unit R087. Exam content coverage (pre-production material, target audiences / secondary vs. primary research)</p>	<p>Work marked in accordance with NEA guidelines, using exam board marking grid. Students have the chance to re-visit tasks.</p> <p>Work marked in accordance with NEA guidelines, using exam board marking grid. Students have the chance to re-visit tasks.</p> <p>Regular folder marking of class task sheets / time for corrections.</p> <p>Peer / teacher feedback on exam question answers.</p>	<p>Year 10 IT R094 Visual identity and digital graphics: delivery of theory and practical skills ready for completion of NEA project.</p> <p>Year 11 IT Exam content coverage(legislation and classification / health and safety/file formats)</p>	<p>Live marking / feedback. Modelling exemplar work.</p> <p>Regular folder marking of class task sheets / time for corrections. Use of NEA descriptors for practical work.</p> <p>Regular folder marking of class task sheets / time for corrections.</p> <p>Peer / teacher feedback on exam question answers.</p>
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QA Methods (link to your department QA calendar (save duplication))

iMedia

December: Moderation of Coursework (Year 11 Graphics NEA)

March: Moderation of Coursework (Year 11 Multimedia NEA)

June: Moderation of Coursework (Year 10 Visual Identity & Digital Graphics)

Computer Science

January: Year 11 Folder Check

May: Year 10 Folder Check

KS5: Computer Science

Autumn		Spring		Summer	
<p align="center">Unit / SOW</p> <p align="center"><u>Year 12</u> Algorithm & Python Consolidation / Number Representation / Databases & SQL / GUI & Tkinter</p>	<p align="center">Feedforward strategies</p> <p align="center"><u>Year 12</u> Live marking / feedback. Modelling exemplar work.</p> <p align="center">Regular folder marking of class task sheets / time for corrections</p> <p align="center">Functions and BMI assessed coding tasks.</p> <p align="center">Number Representation end of unit test.</p> <p align="center">Unicode and Relational Database assessments.</p>	<p align="center">Unit / SOW</p> <p align="center"><u>Year 12</u> Object Orientated Programming / Data Structures / Pygame / Components of a Computer</p>	<p align="center">Feedforward strategies</p> <p align="center"><u>Year 12</u> Live marking / feedback. Modelling exemplar work.</p> <p align="center">Feedback on project work with yellow box tasks.</p> <p align="center">Assessed Integrated OOP and SQL project.</p> <p align="center">Assessed mini coding projects- GUI DB</p> <p align="center">Topic tests on Components of a Computer.</p>	<p align="center">Unit / SOW</p> <p align="center"><u>Year 12</u> Computational Thinking / Sorting Algorithms / System Software / NEA Intro</p>	<p align="center">Feedforward strategies</p> <p align="center"><u>Year 12</u> Regular folder marking of class task sheets / time for corrections</p> <p align="center">Mid-term exam paper assessment (May)</p> <p align="center">Summer exam paper assessment.</p>
<p align="center"><u>Year 13</u> Systems Software / Compression & Hashing / Networks / Computers and the Law</p>	<p align="center"><u>Year 13</u> Regular folder marking of class task sheets / time for corrections</p> <p align="center">End of Topic tests on System Software / Compression / Networks and Computers & the law.</p>	<p align="center"><u>Year 13</u> Coursework Project Work</p>	<p align="center"><u>Year 13</u> January Mock exams</p> <p align="center">Students have the chance to re-visit tasks after feedback on current level achieved for strands of CW.</p>	<p align="center"><u>Year 13</u> Completion of NEA / Revision / Contingency</p>	<p align="center"><u>Year 13</u> Work marked in accordance with coursework guidelines, using exam board marking grid.</p> <p align="center">Past paper questions teacher feedback / live-marking / peer-marking.</p>

QA Methods (link to your department QA calendar (save duplication))

January: Year 13 Folder Check

March: Year 13 Coursework Moderation

April: Year 12 Folder Check / Assessment moderation