Dorchester Middle School Computing Department
Feedback and Marking Policy

Aims

- To ensure that we provide clear, useful feedback to students which enables them to make progress in their learning in Computing.
- To check for student understanding and to inform subsequent planning.
- To give students an understanding of where they are in their learning within computing and provide further guidance or challenge to enable them to develop further.
- To identify and address misconceptions and praise achievement

Marking strategies used for Computing will consist of:

- Regular verbal feedback within the lessons. The teacher can access all work clearly as pupils complete this within the lessons.
- The majority of feedback will be given verbally as a whole class activity or one-to one.
- The teacher will recognise whole class misconceptions and address these within the lesson by modelling computing skills and concepts on the board.
- A WAGOLL for each computing task will be shared to ensure high expectations around outcomes are always in place.
- Where the teacher has provided specific verbal feedback the expectation is that students will have demonstrated that they have acted on feedback (evidenced in computing booklets associated with each learning task per term/half term (depending on year group).
- There will be scheduled summative assessments within computing for pupils within KS2 and 3 and the teacher will mark these and use for assessment grading (see example of endpoint points below for teacher marking).
- Inclusive learning for students is planned within lessons and differentiation is by outcome for computing tasks.
- Collection of pupils' works within folders are online for teachers to observe progress throughout a unit of work to aid summative assessment grades.

Assessment

Summary of Strands:

- **Foundation**: Basic understanding of PowerPoint with minimal use of features.
- **Developing**: Beginning to explore different formatting and design options but with limited consistency.
- **Secure**: Demonstrates a good grasp of design principles and consistent use of PowerPoint features.
- **Greater Depth**: Excels at creating a visually appealing and engaging presentation with advanced features.
- **Exceptional**: Demonstrates some mastery elements of PowerPoint with some advanced features

Strand	Skills Demonstrated	National Curriculum Objectives Met
Foundation	Can save their files with an appropriate filename.	Select, use, and combine a variety of software to design and create content that accomplishes specific goals (KS2).
	Can find an open files from their work area.	Use technology purposefully to create, organize, store, manipulate, and retrieve digital content (KS2).
	Can create basic slides with text.	Use technology purposefully to create, organize, store, manipulate, and retrieve digital content (KS2).
	Adds only basic titles (e.g., name and title of presentation).	Select, use, and combine a variety of software to design and create content that accomplishes specific goals (KS2).
	Limited formatting (e.g., changing font style).	Use technology purposefully to create, organize, store, manipulate, and retrieve digital content (KS2).
	No images included	
Developing	Can create several slides with given titles and topics.	Select, use, and combine a variety of software to design and create content that accomplishes specific goals (KS2).
	Able to insert images and text.	Use technology purposefully to create, organize, store, manipulate, and retrieve digital content (KS2).
	Able to format the text by changing either the colour or font style.	
	Adds simple background changes.	
	Uses at least one transition or animation.	
Secure	Creates a consistent and visually appealing presentation with at least 5 slides.	Use technology purposefully to create, organize, store, manipulate, and retrieve digital content (KS2).

	Can change the colour of the text and the font style.	Understand how to use different features like text boxes, images, animations, and transitions to enhance digital content
	Inserts relevant images that are appropriately sized and positioned.	Apply consistent font styles and design principles for readability and clarity.
	Applies transitions between slides and some animations to text or images.	
	Uses a gradient or image-based background with legible text on top.	
	Successfully adds hyperlinks (e.g., linking to a website or another slide).	
Greater Depth	Creates a highly polished and engaging presentation with more than 5 slides.	Select, use, and combine software to present information and evaluate and improve work (KS2).
	Demonstrates excellent design consistency with thoughtful color schemes, gradients, and advanced formatting (e.g., slide master).	Understand how to integrate multiple elements, including text, visuals, transitions, and hyperlinks, to create a coherent and engaging presentation.
	Uses multiple transitions and animations that enhance the content.	Use search technologies effectively and be discerning in evaluating digital content (KS2).
	Can format images.	
	Adds hyperlinks.	
Exceptional	As above and includes the following below.	Select, use, and combine software to collect, analyze, evaluate, and present data and information (KS2).
	Use interactive buttons to hyperlink slides.	Demonstrate proficiency in applying a wide range of multimedia and interactive elements (e.g., voiceovers, videos, hyperlinks, and animation timings) to enhance communication.

	Uses transitions and animations effectively without distracting the viewer of its content.	Use technology purposefully and creatively to communicate ideas effectively.
	Can add new text boxes.	Present information clearly and engagingly, applying metacognitive skills to reflect on the effectiveness of design and delivery.

Peer feedback

Pupils are coached and supported to give effective feedback. Time is spent modelling peer assessment in front of the whole class to ensure that they are aware of exactly what is expected and regular discussions take place on the quality of feedback.