



In Computing and Creative iMedia, teachers help students make links between new learning and what they have learned before so that they know and remember more.

Feedback supports students to understand how well they are progressing and what they need to do to improve.

Students receive regular verbal feedback during lessons. In Key Stage 4, each year group also receives quality written feedback on one core task per half term.

KS3 Computing

Students are assessed twice in each unit: at the mid-point and at the end of the unit. The mid-point assessment checks understanding of the content taught so far and how well students can apply this in context.

Students receive verbal support and feedback throughout lessons. Once per half term, one assessment point receives quality written feedback, followed by DIRT (Dedicated Improvement and Reflection Time), which is evidenced in exercise books.

Each assessment is followed by a reflection and improvement lesson so students can identify what they achieved, where they need to improve, and the progress they have made. Teachers also assess learning through questioning and DNA (Do Now Activities) in every lesson.

KS4

Students complete an end-of-unit assessment at the end of each topic. This is marked and awarded a GCSE-equivalent grade.

Students use peer and self-assessment and improve their work through DIRT linked to each topic. Every half term, students also receive quality written teacher feedback, which they act on during DIRT time, in addition to peer and self-assessment.

In practical programming lessons, Computer Science students receive live verbal feedback. Exam-style skills are assessed frequently through classwork and DNA.

In Creative iMedia (Years 10 and 11), when students are working on NEA units, DNA tasks are provided in every lesson based on the theory element of the course, and DIRT tasks are

completed for each topic. Home learning is used to address misconceptions and close gaps in knowledge through teacher feedback and DIRT activities.

KS5 Computing

Students complete end-of-unit assessments at the end of each topic, which are marked and given a Level 3-equivalent grade.

Students use peer and self-assessment and improve their work through DIRT linked to each topic. After each subtopic, students receive quality written teacher feedback, which they act on during DIRT time, alongside peer and self-assessment. In practical programming lessons, students receive live verbal feedback.

Students are frequently assessed on exam technique through classwork and DNA. DNA tasks are provided in every lesson for theory content, and DIRT tasks are completed for each topic. Home learning is used to address misconceptions and close gaps in knowledge through teacher feedback and DIRT activities.

During coursework units, students use WAGOLs (What A Good One Looks Like), checklists, and project briefs to support self-assessment. Projects are tracked on a shared progress sheet so students can see how they are progressing. In line with BTEC policy, assignments are submitted to deadline and marked. Where resubmission is authorised by the Lead IV, students have 15 working days to improve their assignment and submit a second draft.