**Assessment in Computing at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which emphasises the importance of all pupils mastering the content taught each year in so that they are equipped to use computational thinking and creativity to understand and change the world.

*‘*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study*.’* (National Curriculum)

**Formative Assessment**

Teachers plan lessons to provide assessment opportunities within lessons. This will be through the use of random and targeted questioning, dialogue between pupils and peers, and pupils and the teacher.

Tasks are varied – oral, written and practical on electronic devices and low stake quizzes within a sequence. This allows a rich and varied approach to the curriculum and enables the teacher to gain a high quality assessment of information gained in a range of ways.   
Lessons are adapted when necessary according to the information which they have gathered as well as using it to inform future teaching and learning.

**Summative Assessment**

End of sequence - Teachers use low stakes quizzes and class tests, sometimes using assessment questions provided by NCCE, as an assessment strategy in Computing lessons. This provides information to teachers about what pupils know and informs them of any misconceptions. Teachers are then able to address these misconceptions and planning is adapted where necessary to inform future teaching and learning.