CAS Assessment working group - 2017-2018

(Swindon meeting 14th November 2017 – final notes)

We have re-establishing the membership of the [CAS Assessment working group](#).
During Spring and Summer 2017 there was an emphasis on key stage 4 qualifications; we continue this work when developments at the DfE, Ofqual and the awarding organisations occur.
Autumn 2017 sees a focus on the assessment of computing in the primary phase.
To join the CAS Assessment wg 2017-2018 mail list please email Assessment.wg@computingatschool.org.uk

This page will contain the details of our first of 3 meetings during Autumn and Spring terms that will focus on assessment of computing in the primary phase. This document is https://goo.gl/iTu9pQ

CAS Assessment wg **Terms of Reference** https://goo.gl/WtyYzN
CAS Assessment wg web page https://goo.gl/vc6PCc

First 'primary' meeting **was** in Swindon. See http://community.computingatschool.org.uk/events/5611 14/11/17
Next 'primary' meeting **is to be** in Exmouth. See http://community.computingatschool.org.uk/official_events/5765 10/01/18

Wednesday Jan 10, 2018 from 1:30PM to 5:30PM

> "*Establishing issues, challenges and opportunities of assessment at key stages 1 and 2. There will be an introduction to some established models but importantly the outcome is to establish where further development or support is needed.*
> *The aim of the sessions is to establish a shared understanding of both the challenges and opportunities in establishing accurate, valid, and efficient assessment. Assessment systems in the past that have failed to gain traction because they did not engage teachers from day one.*"

Resulting from the first meeting are:
- A set of [key statements](#) made about the nature of assessment of computing in the primary phase
- A number of [emerging themes](#) derived from those statements
- A table of [self-assessment statements](#)

The key statements made (in no particular order) with reference to the emerging themes (1-4):

There is a need for a better understanding of the curriculum (topics, aspects and concepts). 1
There is a need to explain the difference between computing and ICT for the wider audience of primary school teachers. 1
The digital literacy - computer science - information technology construct is useful in communicating the curriculum content and communication to colleague teachers and helping the pupils understand. 1
There is a need for a better understanding of progression.1
The Somerset principles were considered and felt appropriate.
Assessment should be accessible and understandable to children, to allow them to self and peer assess. 2
Product versus process was debated. 3
An holistic approach 2
The product of computing activity might act as an indicator of progress point was generally rejected. 3
Assessment of computing can be supported by MOOC, hubs, whole-school, Federation activity. 4
It was felt that MOOC was not effective in reaching large numbers of staff due to existing commitments. 4
The value of the application of computing across the curriculum was noted – implication for assessment. 1
We feel that computing is a core subject and so the assessment has greater importance that other areas of the curriculum. 1
Assessment needs to increase non-specialist teachers' confidence. 2
Assessment needs to facilitate (or be responsive to) (external) change. 2
Assessment system issue: workload. 2
Assessment system issue: language. 2
Rejection that English and mathematics dominates the assessment of pupils.
A breakdown of the curriculum into assessable units. 1
Computational thinking is important but how can we assess it? 1
Creativity is important but how can we assess it? 1
The value of unplugged was identified. 4
The concept of assessability was discussed. 1
Assessment should be manageable and sustainable. 2
Assessment should be meaningful for teachers. 2
Assessment should fit with assessment models used for other curriculum areas. 4
Assessment should provide clear guidance for progression. 1
Assessment should identify gaps and inform next steps in learning 2
Assessment should be adaptable for any school regardless of technologies available. 4
Evidence is important. What are the sources of information/data? Recording attainment. 4
What is the balance and how does it fit with Ofsted's triangulation of work scrutiny, pupil conferencing and data analysis? 2
(With reference to the Ofsted statement) not allow the assessment process to narrow the curriculum of the pupils. 2

These will form the basis of discussions of the next meeting.
(1) From curriculum to assessment opportunities
(2) Meaningful assessment (for teachers and learners)
(3) Assessment of process
(4) Support for assessment

Self-assessment statements

Looking at the skills in the curriculum and identifying key skills for assessment, for each key stage.

Colour coding of statements: KS1 KS2
It is questioned whether an age construct is suitable; whether an ability construct is better?

Computer science	Information Technology	Digital Literacy
I can explain what an algorithm is I can explain how algorithms are implemented as programs on digital devices I can explain how programs execute by following precise and unambiguous instructions I can create simple programs I can debug simple programs I can use logical reasoning to predict what will happen when i run a program I can use logical reasoning to predict what will happen when I read through computer code I can design/write/debug programs that accomplish specific goals. I can use a sequence/ selection/ repetition in programs. I can use logical reasoning to detect and correct errors in algorithms and programs.	I can use technology purposefully to create digital content. (take photo) I can use technology purposefully to organise digital content (add subheadings) I can use technology purposefully to store digital content (To show a friend you've save it) I can use technology purposefully to retrieve digital content I can use technology purposefully to manipulate digital content (working wall, take picture and edit) I can explain how to use search technologies effectively. I can collect, analyse, evaluate and present data/information. I can create a range of programmes, systems and content that accomplish given goals.	I can discuss common uses of info technology beyond school. I can use technology safely/ respectfully/responsibly. I can explain where and who to go for help and if there is concerns about content or contact. I understand the difference between acceptable and unacceptable behaviour online.