

Assessment

We consider assessment as integral to our policy of ensuring that all pupils, regardless of the amount of access they have to computer technology outside of school, achieve a high standard of success at Blackbourne through equal access to the facilities available in the ICT room. Assessment is also vital to ensure that those pupils who arrive at Blackbourne with well developed ICT skills are encouraged to extend their skills to more advanced levels.

Assessment at Blackbourne middle school is both formative and summative, and the emphasis should always be on assessment **for** learning, which informs both children and staff about future learning needs in ICT.

- Formative pupil assessment of pupils' work as it progresses.
- Pupils' target setting at the start of a unit and self assessment of work when they finish.
- Formative teacher assessment of pupils' work as it progresses.
- Summative teacher assessment of pupils' work in the form of a NC assessment level at the end of a unit.

Assessment record sheets are provided for each unit and are stored in ICT folders which are given to children on entry to the school. This provides an ongoing record of progress and also forms a portfolio of children's printed ICT work that will eventually go on with them to their chosen upper school.

Formal reports are issued to the parents for ICT once a year along with all the other National Curriculum subjects in line with whole school policy. The reports are organised to give indications of pupils attitudes to work, progress being made and include a National Curriculum level. Progress comments are divided into useful sections for future target setting

The ICT department values children's work. Whilst we do not have the space to display every piece of work produced, we try to display children's work where possible to model good practice to other pupils. The marking of pupils' work follows the whole school marking policy.