Principles of Feedback in Computing

How is feedback provided in your subject?

In Computing, feedback is used in a number of ways. Its purpose is to ensure that all students understand Computing skills, knowledge and practice.

Verbal feedback is provided during lessons. Feedback for pupils is shared through the use of **quizzes** at the end of lessons. This enables pupils to see where their next steps are. **Mini Whiteboards** are used in Computer Science at Key Stage 4.

Whole class feedback is shared through power-point presentation at KS3 and whole class feedback worksheets at KS4.

Individual feedback is shared through marking of student work, marking of assessments, at KS3 at the end of an assessment students receive report on their results.

When is feedback provided in your subject?

Verbal feedback is given during lessons regularly. It is precise and actionable and encourages deeper understanding of **algorithm complexity** and **optimization**.

An example of the **precise verbal** feedback we use is *'Your sorting algorithm works, but it's not efficient for large datasets. Can you research and try implementing a more efficient algorithm like merge sort?'*

Written feedback following summative assessments. These take place at the end of topics in Key Stage 4 and every half term at Key Stage 3.

We use mini whiteboards in our lessons to check that knowledge is secure. It gives us a clear understanding of where there are any misconceptions.

How are pupils expected to respond to feedback in your subject?

Pupils are expected to respond to feedback at Key Stage 3 using green pens completing in the final page in their booklet. This is a **dedicated feedback page**, which is set up for student feedback and has work for them to complete which includes reflection tasks and self- assessment activities.

At Key stage 4, pupils are given a **feedback sheet** to complete. This is not a whole class feedback sheet, it is personalised, depending on test scores.

How do you check the feedback has been understood and actioned by pupils in your subject?

Pupils' feedback that has been shared in booklets is **checked carefully.** Responses to feedback in exercise books are checked for misconceptions.

We also use **peer teaching** in lessons when we ask students to explain the feedback to a partner. Teaching reinforces and consolidates any knowledge and identifies any gaps in pupil understanding.

Our student book look enables us to see where feedback has been understood as part of the quality assurance process.