

## Computing

KS3

<b>Type of feedback-feedforward</b>	<b>When and where</b>
Graded/levelled work	Written as a comment in the margin of the learning journal of each pupil and summarised on the project summary sheet.
Written formative comments	Written as comments in the margin of the learning journal of each pupil.
Verbal formative comments	During the lesson whilst pupils are working on a task. On occasions there may be general feedback given after a plenary or following a homework.
Opportunity for pupils to act upon feedback	Pupils will be asked to take action at the start of lessons following the marking. This is appropriate for action on some feedback e.g. spelling errors. At the end of a project when a pupil writes an evaluation of a project they can set themselves feedforward targets. In subsequent projects when relevant they can act upon task specific feedback.
Special circumstances/Notes	

KS4

<b>Type of feedback-feedforward</b>	<b>When and where</b>
Written formative comments	Written on homework tasks and in pink theory books.
Verbal formative comments	At the time the pupils are working on the task.
Opportunity for pupils to act upon feedback	At subsequent CA sessions or for theory lessons in the lesson following marking.
Special circumstances/Notes	

KS5

<b>Type of feedback-feedforward</b>	<b>When and where</b>
Graded/levelled work	Coursework is submitted via Moodle and marks are given out by Moodle. Theory work marks are put directly on to the file paper on which students did their work.
Written formative comments	Comments are put directly on to the file paper on which students did their work.
Verbal formative comments	At the time that students are working on tasks.
Opportunity for pupils to act upon feedback	During coursework sessions following the marks being distributed. Corrections and feedback action for theory work will be in the lesson following marking.
Special circumstances/Notes	