	Short Fat Subject Information Computer Science	
Subject Title	Computing	
HoD Name	Mr J Towner	
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Year(s)	**Course Outline**	**What you can do as a parent to support your child throughout this course?**
Short Fat Course can be chosen in years 9, 10 or 11	**Term 1: Programming + A453 Controlled Assessment**	
	Term 1 sees students introduced to programming. This builds up on the skills taught in KS3 and introduces more computational theory around programming and how this is interpreted by the computer. This is interlaced with the A453 Controlled Assessment - Computer Programming Unit for which students have a total of 20 hours to complete this in. This broken down into manageable chunks and prior to each section students are taught the skills needed in order to complete each task within the controlled assessment.	Download Python to home PC's and encourages your children to write programs using the editor. Students can also sign up to code academy and work their way through the tutorials on there for Python programming, this gives them the theory behind what they are doing and gets them used to the Syntax used for the language.
	Term 2 – Investigation Task + A452 Controlled Assessment	
	In term 2 we will complete the A452 Controlled assessment – Investigative task. Students will be given a brief and must complete all tasks associated with the given scenario. We will look at example investigative tasks to students the structure of what needs to be produced, however students need to be very self motivated for this unit and do independent research extensively in order to complete it within the 20 hours allowed.	Ensure pupils read the OCR specification and relevant chapters in their textbooks to help them with this particular unit.
	Term 3 – Theory and Revision	
	The final element of computing builds up on theory already gained and taught in terms 1 and 2 as well as looking at other elements of computing. This includes laws and legislation, number systems, logic gates, specialist hardware and databases to name a few. Students then begin revising for the examination (A451) which puts all of the knowledge learnt together in order to successfully complete the exam. Students will have access to not only their textbooks and revision guides but also an extensive library of past exams to work through (this includes the latest one available).	Encourage your children to complete extension tasks as well as basic questions in their textbooks and revision guides. Flash card activities would also be a good revision aide to help them with.

Assessment Procedures & Key dates	
How students are assessed:	Self and peer assessment takes place within lessons as well as verbal feedback from teachers. Students are expected to record formative feedback within their individual journal and update this with how they acted upon the feedback given.
When the key assessment points take place:	**End of Term 1** – Students will be given generic feedback within the lesson as permitted by the examination board. Students will then have the coursework marked and feedback given to them. This gives them a good indication of how well they are doing so far. **End of Term 2** – Students will be given generic feedback within the lesson as permitted by the examination board. Students will then have the coursework marked and feedback given to them. This gives them a good indication of how well they are doing so far and we can start putting together predicted grades more accurately. **Term 3** – During this term work will be marked on a regular basis at the end of each chapter for instance to see how well students have retained the material taught. Once the theory has been covered we will begin revising for the exam and practising past exam papers, these will be marked in accordance with real examination conditions giving us a good feel for the exam and highlighting areas for extra revision. Again a good indication will be gained of predicated grades and what students can do to ensure they achieve predications or excel them.
How we use the assessment data:	• To enable us to provide a holistic picture at regular intervals throughout the year of overall attainment. • To group students according to ability and identify any underachievement. • It can also help identify any units taught which may need adjusting for the year group as we can see which unit's students perform better in and which ones they do not allowing us to reflect upon our teaching.
Marking & feedback Policy: Key points/Principles:	➤ The key purpose of feedback and marking is to **promote learning.** ➤ Feedback and marking must provide information on **students' progress** ➤ The **criteria for assessment** is shared and understood by all including teachers, LSAs and students. ➤ Feedback should identify 'next steps' for students to enable progress in relation to the relevant assessment or success criteria ➤ Feedback on 'next steps' must lead to **some kind of action** by the students if it is to lead to learning. ➤ **Summative assessment, formative assessment** and **peer and self-assessment** will be used as appropriate. ➤ The **frequency** and **types of marking** will be consistent within teams and in line with departmental policy.
External examination specification	**Exam board used:** OCR

and assessment framework (KS4 and 5)	**Exam Codes: J275**
	When external exam units take place: June 2015
	Unit by unit breakdown of marks awarded and unit codes:
	  ➢ A453 – 45 (Internal Controlled Assessment)
	  ➢ A452 – 45 (Internal Controlled Assessment)
	  ➢ A451 – 80 (External Examination)