

Computing Feedback Prompts

Please refer to the Computing section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1 & KS2.

Computing Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching.

The following prompts are designed to support in giving subject-specific feedback and are informed by the National Curriculum and associated literature such as Quickstart Computing: A CPD Toolkit for Primary Teachers (by CAS).

Key Idea:	What to look for
Computer Science: <i>Algorithms</i>	➤ Did the trainee clearly explain what an algorithm is using age-appropriate language or examples (e.g., recipes, unplugged activities using active learning, Beebot sequences)? Were pupils supported to create or follow algorithms in practical ways?
<i>Programming (Sequencing, Repetition, Selection)</i>	➤ Were programming concepts such as sequencing, loops, selection or variables introduced accurately and in a way that built on prior knowledge? Did pupils get hands-on practice with suitable digital tools like Scratch or Beebots?
<i>Debugging</i>	➤ Did pupils have opportunities to identify and fix errors in their code or instructions? Did the trainee encourage resilience and problem-solving during debugging?
<i>Logical Thinking</i>	➤ Were children encouraged to predict outcomes, reason logically, or explain their thinking? Did the trainee model computational thinking practices such as decomposition of a task or pattern recognition?
Information Technology: <i>Creating Content</i>	➤ Did the lesson involve pupils using digital tools (e.g., drawing apps, presentation software, animation tools etc.) to create something meaningful? Was there a clear purpose to the digital outcome?
<i>Using Software Purposefully</i>	➤ Were the software or applications appropriate for the task and age group? Did the trainee scaffold and model the use of digital tools so that pupils could use them with increasing independence?
<i>Cross-Curricular Links</i>	➤ Were digital tools or content creation used to support learning in another subject (e.g., making a digital story for English or a branching database for Science)?
Digital Literacy: <i>Online Safety</i>	➤ Did the lesson include discussion or application of safe and responsible use of technology (e.g., passwords, privacy, appropriate sharing)? Was this embedded meaningfully into the learning or as part of an ongoing discussion?
<i>Evaluating Digital Content</i>	➤ Were pupils encouraged to reflect on the reliability or purpose of digital content (e.g., fake news, adverts, search results)? How did the trainee support critical digital literacy? Were there opportunities for dialogue and debate to promote criticality?
Pedagogy: <i>Unplugged Approaches</i>	➤ Did the lesson use unplugged activities to introduce or consolidate abstract computing concepts? Were they clearly linked to the coding or digital task?
<i>Differentiation and Inclusion</i>	➤ How did the trainee adapt computing tasks for different needs and abilities? Were there supports for SEND or EAL learners (e.g., visuals, paired work)?
<i>Assessment and Reflection</i>	➤ Did the trainee use questioning, observation or pupil self-assessment to check for understanding? Were misconceptions identified and addressed during the lesson?
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress), why this is important (impact on pupil progress), and how will this be achieved (what actions are needed?) E.g. Embed digital content creation with a clear learning purpose (e.g., making a poster or animation to inform or persuade or inform) in order to ensure that digital tools are used meaningfully, not just for novelty, and support cross-curricular learning by linking digital tools to current topics (e.g., History, Science) and planning outcomes with an audience in mind (e.g., a class display or digital book).	