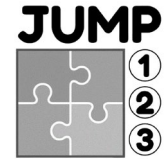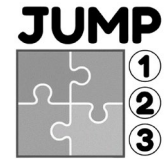# JUMP①②③ teaching activities

Scaffold activities towards the lesson outcome.

Use any combination of these suggested activities in any order. Not all columns need to be included in a single lesson but all columns should be included multiple times in an entire unit of work. This is not an exhaustive list of possible activities under each heading.

Judge	**U**npack	**M**odify	**P**rogram
What do you think this program will do/what will the output be? How could this program be improved? Why do you think this program was created like this? Why do you think this program will not work? What type of error will we get?	Can you identify the variables/input/selection etc.? What would happen if...? What would be a suitable input to generate the output...? How could you alter this part of the program to...?	Change your previous program so that... What happens when you alter your program so that...? Add to the program so that... Improve your program. Find and correct the errors in this program.	Create a new program that will... [written instructions]. Create a program from this flowchart. Draw a flowchart and then create the program that will...[written instructions].
Theory: big picture view and giving opinions.	**Theory:** detailed view, drilling down into the mechanics of the program.	**Practical:** experimentation and alteration of a program.	**Practical:** create programs using different prompts.

JUMP①②③ programming assessment

Aligned to the lesson outcome aims.

Can be teacher-assessed, self-assessed or peer-assessed.

①	②	③
Some parts of the code, which they should be familiar with, are coded accurately.

If using a self- or peer-assessment, you will need to provide guidance for pupils of which areas to look for and what is acceptable.

It may not be possible to test those areas individually. Therefore, a visual assessment of the code is completed.

A score of 1 should be awarded if some areas have been coded accurately. | The **main focus** of the lesson is coded correctly.

If using a self- or peer-assessment, you will need to remind pupils of the main focus of the lesson.

It may not be possible to test those areas individually. Therefore, a visual assessment of the code is completed.

A score of 2 should be awarded if the main focus is coded accurately. Only a single occurrence of accurate code which covers the main focus is required to be awarded the score. | The **entire program** works correctly and is **fit for purpose**.

This involves running the program and checking that it works to solve the given problem.

This may involve running the program several times to test a variety of possible outcomes.

The pupil may not have produced the same solution as the example solution given, but if their solution works and **entirely solves that problem** a score of 3 is awarded. |
| **Method:** Look at the code. | **Method:** Look at the code. | **Method:** Run and test program. |

Pupils are awarded the highest mark using the above criteria. Therefore, if they were awarded 1 and 2 but not 3 their overall mark is 2.