

Cultural capital and local context	<p>Providing a sense of enthusiasm surrounding ICT and an encouragement to research and think independently. ICT lessons will encourage pupils to think and work independently as well as being able to work in groups. Pupils will become confident when collecting information and transferring their knowledge to assignments, coursework and exam style questions.</p> <p>Example: Pupils learn about eSafety. This gives them information and knowledge of staying safe online and having to be careful on what personal details should not be given on social media sites plus reporting procedure for any issues if needed. We also have eSafety Day in February each year with practical activities. In our Web Design project our pupils investigate our diverse culture in our local community.</p>
Ambitious	<p>ICT lessons contain challenging tasks with coursework and tasks having been differentiated to cater for Pass, Merit and Distinction. In KS3 lessons pupils are able to work on projects linked to KS4 and KS5 vocational courses, where pupils learn key terminology, critical and computational thinking, gaining knowledge and understanding.</p> <p>Example: Project on web design will help with designing a website for KS4 Creative iMedia whereby a whole unit is related to this. Also databases are linked to KS5 BTEC L3 controlled assessment whereby a simple flat file database is created at KS3 and then pupils can build on this at KS5 for their Creating Systems to Manage Information controlled assessment. In addition, we have outside speakers that lead workshops regarding higher education courses and careers in the ICT field.</p>
Logically structured	<p>Each project is taught in a logical order, which enables pupils to envisage the bigger picture across time. In KS4 we teach each unit and topic to match the objectives in the syllabus so LO1 (Learning Objective 1) all components first. Pupils are able to build on this for further learning objectives which are detailed in the markscheme.</p> <p>Example: Pupils will study the mandatory R082 graphics unit by investigating digital graphics, planning and creating them then checking and reviewing what has been created.</p>
Intelligent assessment	<p>The department has embedded transitional language into all KS3 lessons which allows pupils to practise assessment skills. Pupils are familiar with the OCR terminology at GCSE level as this has been incorporated into KS3 work. At the end of every project at KS3, there is an online assessment to ensure that pupils know how they are progressing and what areas need to be improved. At KS4 for the examination unit pupils have regular tests on each topic taught. There is summative feedback given during learning conversations and dedicated improvement time incorporated into subsequent lessons.</p> <p>Example: In KS3 assessments we are using "Socrative" for years 7, 8 and 9 pupils. These are mainly multiple-choice questions testing pupils' knowledge. Embedded structures in KS3 allow for a seamless transition into KS4 to support outcomes at the end of Year 11. Evaluative and analytical skills which are reinforced in KS4 are then incorporated into coursework and exam style questions and at KS5 across all components of the BTEC L3 specification.</p>
Breadth and Depth	<p>In the ICT Department we have a broad range of topics which allows pupils of differing interests to engage in the creative, analytical and logical aspects of ICT. We mapped our KS3 curriculum to ensure that pupils had the opportunity to cover work which would be introduced at KS4 and KS5.</p> <p>Example: There are practical creative and logical tasks including evaluations at KS3, 4 and 5. Homework projects and tasks allow pupils to build on their knowledge and prepare detailed writeups. At KS4 pupils are taught content knowledge and they need to apply this in a 10 hour window slot to complete the coursework within. At KS5 after being taught subject knowledge they have to apply this to breadth and depth of real-life scenarios into their assignments, making notes to incorporate in the coursework.</p>
Retention	<p>Several pupils opt for Creative iMedia and many will continue onto KS5 BTEC Level 3. Pupils do comment that they enjoy the subject at KS4 and KS5 whereby they can build on their knowledge previously learnt at KS3 when topics are studied in more depth. Creative iMedia and BTEC L3 courses do differ, but we have incorporated this in our teaching at KS3.</p> <p>From KS3 to KS5, pupils are taught application skills and key words for each topic and these are incorporated into tests and evaluations. Assessments are structured at each key stage allowing pupils to be able to demonstrate their knowledge and understanding and progress can be evaluated.</p> <p>Example: We have key words eg Field, Record, Primary Key and ensure these are recapped at the beginning of subsequent lessons on Databases to ensure that knowledge and understanding are retained. We include questioning and feedback to enhance understanding. ICT lessons have starters which refer to prior learning as given above.</p>
Equality	<p>We provide an opportunity for all pupils to succeed in ICT. Each teacher has a class pack with details of SEN, EAL etc and seating plans. All teachers look at IEPs and seating plans are arranged so that pupils have the best advantage.</p> <p>Example: Sample work is on display in the classrooms and each lesson has differentiated resources with templates issued for pupils finding the work more difficult. For assessments at KS3 we have project diaries which include examples of requirements of the task. There is planned and targeted intervention for KS4 and KS5 by running after school clubs.</p>

