

ICT

Vision and Aims			
OPPORTUNITY	PURPOSE	SUPPORT	SUCCESS
Pupils will have the opportunity to engage in education through bespoke, individualised timetables to re-engage in mainstream education and vocational learning.	Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.	Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.	Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

ICT Curriculum Intent

Many pupils arrive with extensive knowledge of mobile phone technology, however with a lack of experience of using other ICT technologies such as a computer or an emailing service. Our aim is to provide pupils with ICT **opportunities** that develop a sense of enjoyment and achievement. We aim for pupils to recognise the **purpose** of developing their ICT knowledge and that ICT is an essential skill for life. The intention of the ICT curriculum is to ensure that pupils are equipped with a broad range of skills and knowledge that will enable them to actively participate in the digital world in which they live. We believe that our pupils should have the **opportunity** to follow an ICT curriculum that prepares them for life in modern Britain. We will provide a curriculum that **supports** pupils to live safely in an increasing and ever-changing digital society. Pupils will be taught how to evaluate and use their ICT skills analytically to research or resolve problems and experience **success** in an ICT rich world. We provide a curriculum that promotes pupils to develop as independent learners, critical thinkers, decision makers, problem solvers and reflective learners.

Our curriculum ensures that pupils are ready for their future education, whether this is to return to mainstream, study GCSEs at our academy or move to post 16 education or employment. We aim for pupils to have the necessary ICT skills for them to experience individual **success** and secure the skills that they will need in their lives beyond our academy.

Our intent enables pupils to:

- Experience individual success with their ICT skills;
- Become competent with digital technology and different software;
- Realise the dangers of the online world and have an understanding of how to keep themselves safe;
- Gain an appreciation of moral implications of ICT usage and how to apply it appropriately to everyday life;
- Learn about the role that ICT plays in the wider world;
- Leave our academy with relevant ICT skills so that they can be functional in their next setting and the world.

Content

ICT content and Digital Citizenship is shared in the long term curriculum plan (see below). Content is divided into 6 academic terms for pupils who are site based. Curriculum content is taken from elements of the National Curriculum.

Pupils who attend the Alternative Provision Team each have bespoke, individualised content planned for based on gaps in their knowledge identified from BKSb baseline assessments. Content is delivered for pupils to achieve a Functionals Skills in ICT. An example of the curriculum content for these pupils can be seen in the example long term plan. Individual long term plans are devised per pupil.

Implementation

Delivery of ICT is either via site based small classes, targeted intervention or one to one teaching. This allows pupils to learn in an appropriate environment and positively promotes engagement in learning. We encourage learning with flexible and bespoke **support** strategies identified in their 'pupil information pack'.

The sequencing of ICT ensures that content is taught in a logical order so that pupils build on knowledge. The curriculum is designed to allow for revisiting of content and transfer of knowledge into subsequent topics. This allows pupils to embed knowledge and skills and use these within other subjects to enhance learning and experience **success**.

At KS4, ICT is delivered in line with the Functional Skills ICT qualification on offer. Some KS3 pupils may also work towards the ICT Functional Skills qualification. In the Alternative Provision Team, pupils have the **opportunity** to develop their ICT knowledge so that they can function in society beyond year 11. Pupils have ICT delivered on an individual basis by their keyworker often in the home.

Assessment

Pupils are baseline assessed to ensure that they are set appropriate targets and work can be differentiated accordingly. Assessments are used as appropriate to each site to evidence progress towards targets. Pupils are continually assessed on their grasp of content covered and outcomes are set each lesson to support or extend their understanding. Formative teacher assessment will take place during each ICT lesson. Summative assessments at the end of topics will be completed for all pupils not working towards formal qualifications. Summative assessment for KS4 pupils and some KS3 pupils will be their formal exam result. KS3 and 4 pupils' working towards Functional Skills will complete practice exams which generates information in order to track their progress. Their performance is analysed and used to inform interventions required in preparation for their exam.

All pupils are also assessed for progression in accordance with the whole academy bespoke assessment and tracking 14 Step Scale. All pupils will have a baseline and target set using the ICT 14 Step Scale, regardless of site, age, ability or qualification being studied. This enables our academy to track progress in ICT across all pupils and enables them to achieve individual success regardless of their starting point. This allows pupils to develop their confidence and self-esteem.

Impact

Pupils experience progress through the bespoke **support** strategies implemented. We aim for all pupils to experience individual **success** in ICT through individual target setting and use of high expectations. There is a strong emphasis on Functional Skills in ICT as many pupils require this for post 16 destinations. Early entry for these exams is intended and has a positive impact on self-esteem and builds confidence that can extend to a GCSE pathway if appropriate. Pupils are entered into exams when ready; they do not wait until the end of the year. KS3 pupils can take their exams during KS3. This enables them to progress to a higher level and increase depth of knowledge and skill. All pupils are encouraged to make maximum progress whilst on roll with short term and long -term target setting. Aspirational targets are also set. Pupils will be encouraged to work towards the next level qualification where time allows. ICT skills developed are transferred successfully to our vocational qualifications offered through our Alternative Provision commissioning process. Qualifications such as Digital Media will require pupils to use their existing

knowledge and will be exposed to a variety of new software and develop and apply their ICT expertise over time in order to complete the vocational qualification.

Career links with the ICT Curriculum

The ICT long-term plan has a careers focus for each term which links the topic to related ICT based careers (see LTP). Throughout the curriculum, there are opportunities to link ICT skills to ‘real life’ applications and build foundations for the next step.

Planning makes reference to careers within a particular subject area. Progression pathways, next steps training and post-16 education **opportunities** are identified. Pupils are given opportunities to research career pathways and expand their knowledge of different careers. They are encouraged to be aspirational and are exposed to a wide variety of careers. Careers is delivered by both teachers and teaching assistants and is also embedded in the timetabled curriculum at each academy site.

ICT QUALIFICATION PATHWAYS					
	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
Alternative Provision Team	Edexcel Functional Skills Entry Level 1	Edexcel Functional Skills Entry Level 2	Edexcel Functional Skills Entry Level 3	Edexcel Functional Skills Level 1	Edexcel Functional Skills Level 2
Sawley site	Edexcel Functional Skills Entry Level 1	Edexcel Functional Skills Entry Level 2	Edexcel Functional Skills Entry Level 3	Edexcel Functional Skills Level 1	Edexcel Functional Skills Level 2
Bennerley site	Edexcel Functional Skills Entry Level 1	Edexcel Functional Skills Entry Level 2	Edexcel Functional Skills Entry Level 3	Edexcel Functional Skills Level 1	Edexcel Functional Skills Level 2

ICT and Computing Long Term Plan 2021 – 2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Digital Citizenship					
Media Balance & Well Being, Privacy & Security, Digital Footprint & Identify, Relationships & Communication, Cyberbullying, Digital Drama & Hate Speech, News & Media Literacy					
Summative Assessments at the end of each topic (all links take you to the MTP)					
Introduction to Technology and E-Safety KS2 Google: Share with care https://beinternetawesome.withgoogle.com/en-us/slides The internet Sharing information Internet communication KS3 Impact of technology Collaborating online respectfully Social Network KS4	Digital Media and Stop Frame Animation KS2 Stop-frame animation Audio editing Video editing Webpage creation KS3 Cybersecurity Media: animations Networks: from semaphores to the internet Representations: from clay to silicon KS4	Programming and Control / Scratch Coding / Game animation and design (Fusion Introduction) KS2 Sequencing music Repetition in shapes Selection in physical computing Variables in games KS3 Programming essentials in Scratch: part I Media: vector graphics Representations: going audio visual	Using Data and Binary Numbers Python KS2 Branching databases Data logging Flat-file databases Introduction to spreadsheets KS3 Modelling data: spreadsheets Introduction to Python programming Physical computing KS4 Spreadsheets Databases Functional Skills	Creating and Publishing / Website Design KS2 Desktop publishing Photo editing Vector drawing 3D modelling KS3 Using media: gaining support for a cause Mobile app development Data science KS4 Utilise the software required for digital video creation. Create a multi-page	Programming and Control / Scratch Coding Module 2 KS2 Events and actions in programs Repetition in games Selection in quizzes Sensing KS3 Programming essentials in Scratch: part II Computing systems Developing for the web KS4 Identify why project management is

<p><u>Online safety</u> Recognise ways to build a positive online reputation. Discuss the ethics surrounding big data. Identify fake news and explain why it exists. Describe the laws governing online content. Recognise illegal content and describe how to report it.</p> <p>Functional Skills Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise</p>	<p><u>IT and the world of work</u> Functional Skills Use technology purposefully to create, organise, store, manipulate and retrieve digital content, in the context of creating computer art in a particular style.</p>	<p>KS4 Create pre-production planning materials. Create raster and vector graphics Examine modern technology tools that assist with inclusivity and accessibility. Evaluate effective online communication and collaboration. Create a positive work environment for remote working.</p> <p>Functional Skills Understand what algorithms are; and that programs execute by following precise and ambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs in the context of using</p>	<p>Understand how to use spreadsheets to store and manipulate data, how to use common functions, and how to extract data to create visual representations using charts. Learners will use spreadsheets to track and calculate income, make predictions, and answer “what if...?” questions. <i>It is assumed that learners have had some experience of spreadsheets at KS3 level and therefore know how to use cell references, fill colours, and borders, and are familiar with the basic functions</i></p>	<p>website using open source tools. Functional Skills Use technology purposefully to create, organise, store, manipulate and retrieve digital content, in the context of creating a presentation.</p>	<p>important and recognise the common tools used. Manage a project for a given scenario Preparation for the Functional Skills paper 1 Functional Skills Use the project management skills to prepare for the functional Skills paper, including Use technology safely, respectfully and responsibly, presentation techniques, spreadsheet, emails and searching technologies</p>
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<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns</p>		<p>Scratch programming to create code</p>			
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Half Termly Career Focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Program developer	Software engineer	CAD Designer	Cyber security analyst	Web designer	Applications developer

ICT and Computing Long Term Plan – Digital Citizenship 2021-2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Digital Citizenship					
Media Balance & Well Being , Privacy & Security, Digital Footprint & Identify, Relationships & Communication, Cyberbullying, Digital Drama & Hate Speech, News & Media Literacy					
KS2 CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Putting a STOP to Online Meanness MEDIA BALANCE & WELL-BEING Your Rings of Responsibility PRIVACY & SECURITY Password Power-Up PRIVACY & SECURITY Private and Personal Information CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Is It Cyberbullying? https://www.common-sense.org/education/uk/digital-citizenship/primary KS3 RELATIONSHIPS & COMMUNICATION	KS2 MEDIA BALANCE & WELL-BEING Device-Free Moments MEDIA BALANCE & WELL-BEING My Media Choices MEDIA BALANCE & WELL-BEING Finding My Media Balance KS3 MEDIA BALANCE & WELL-BEING Finding Balance in a Digital World RELATIONSHIPS & COMMUNICATION My Social Media Life MEDIA BALANCE & WELL-BEING My Media Use: A Personal Challenge	KS2 PRIVACY & SECURITY That's Private! PRIVACY & SECURITY Password Power-Up CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH The Power of Words CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Be a Super Digital Citizen PRIVACY & SECURITY You Won't Believe This! KS3 PRIVACY & SECURITY Don't Feed the Phish PRIVACY & SECURITY Big, Big Data PRIVACY & SECURITY Being Aware of What You Share	KS2 DIGITAL FOOTPRINT & IDENTITY Digital Trails DIGITAL FOOTPRINT & IDENTITY This Is Me DIGITAL FOOTPRINT & IDENTITY Our Online Tracks DIGITAL FOOTPRINT & IDENTITY Beyond Gender Stereotypes KS3 DIGITAL FOOTPRINT & IDENTITY Who Are You Online? DIGITAL FOOTPRINT & IDENTITY The Power of Digital Footprints DIGITAL FOOTPRINT & IDENTITY	KS2 NEWS & MEDIA LITERACY Let's Give Credit! NEWS & MEDIA LITERACY Is Seeing Believing? NEWS & MEDIA LITERACY A Creator's Rights and Responsibilities NEWS & MEDIA LITERACY Reading News Online KS3 NEWS & MEDIA LITERACY Finding Credible News NEWS & MEDIA LITERACY Copyright and Fair Dealing	KS2 RELATIONSHIPS & COMMUNICATION Who Is in Your Online Community? RELATIONSHIPS & COMMUNICATION Our Digital Citizenship Pledge RELATIONSHIPS & COMMUNICATION Keeping Games Fun and Friendly RELATIONSHIPS & COMMUNICATION Digital Friendships KS3 MEDIA BALANCE & WELL-BEING Digital Media and Your Brain KS4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chatting Safely Online CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Digital Drama Unplugged CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Upstanders and Allies: Taking Action Against Cyberbullying PRIVACY & SECURITY Being Aware of What You Share RELATIONSHIPS & COMMUNICATION Sexting and Relationships https://www.common-sense.org/education/uk/digital-citizenship/secondary KS4 PRIVACY & SECURITY The Big Data Dilemma DIGITAL FOOTPRINT & IDENTITY Protecting Online Reputations	CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Responding to Online Hate Speech https://www.common-sense.org/education/uk/digital-citizenship/secondary KS4 RELATIONSHIPS & COMMUNICATION Chatting and Red Flags CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Countering Hate Speech Online	KS4 MEDIA BALANCE & WELL-BEING My Digital Life Is Like... MEDIA BALANCE & WELL-BEING Social Media and How You Feel	Social Media and Digital Footprints: Our Responsibilities KS4 CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH What You Send in "That Moment When..." RELATIONSHIPS & COMMUNICATION Rewarding Relationships	KS4 NEWS & MEDIA LITERACY Hoaxes and Fakes NEWS & MEDIA LITERACY Challenging Confirmation Bias	DIGITAL FOOTPRINT & IDENTITY Who's Looking at Your Digital Footprint? CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH Online Disinhibition and Cyberbullying

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
DIGITAL FOOTPRINT & IDENTITY Curated Lives https://www.commonse.org/education/uk/digital-citizenship/secondary					