

SANDFIELD ICT/ COMPUTING CURRICULUM INTENT

INTENT:

What is the curriculum aim / vision for this subject?

- Basic/ functional ICT skills
- Use skills in a variety of different environments.
- Enjoy the subject.
- Keeping safe online
- Basic ICT skills to enable students to access technology in real life situations
- Link to employability skills
- Provide essential knowledge that pupils need to be good citizens (Cultural Capital)
- Have knowledge and understanding of Men and Women in ICT/Computing over time- Bill Gates, Steve Jobs, Women in computing i.e. Ada Lovelace (first computer programmer) and Carol Shaw (first woman video game developer)

What do we expect students to get from this subject?

- Enjoyment and challenge of the subject.
- Achieve or exceed their expected progress, accreditation or qualification.
- Use their ICT skills and knowledge to make a positive contribution to the workplace and society.

How is our curriculum planned?

Using the National Curriculum as a foundation, we want to equip pupils to use computational thinking and creativity to understand and change the world. We want to ensure that our pupils become digitally literate and use, express themselves and develop their ideas through information and communication technology. It will be taught at a level suitable to the needs of our pupils, whether it is in relation to their EHC Plans. This will also link to our pupils being able to function at a suitable level in the workplace and as active participants in a digital world.

Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

IMPLEMENTATION:

How does learning develop through the school ?

- Students follow a differentiated curriculum for Computing that links to statutory guidance of Computing national curriculum
- Students will be able to use computing skills and knowledge in other parts of cross- curricular learning
- Students develop conceptual fluency in order to problem solve and reason mathematically.

- Ensure pupils are able to develop basic concepts in order to move forward and make progress using the school's guide for knowledge and skills in ICT/Computing as a resource.
- Stimulating lessons to motivate students and help them to understand the implementation of the subject to enable them to apply it in the 'real' world and work place.

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

- We follow the National Curriculum for Computing from KS1- KS3
- Small class sizes (8-10 pupils) aid the setting of personalised targets for the students.

How is the timetabled curriculum supplemented or enriched by other approaches to learning?

- ICT/Computing is a cross-curricular subject and can be taught in most, if not all lessons.
- ASDAN Towards Independence modules
- ICT Functional Skills Entry Level 1, 2 and 3
- Use of BKSB and IDL Cloud

IMPACT:

Assessment of pupils work, skills and knowledge to be completed by:

- Teacher questioning using the School's guide for ICT / computing knowledge and skills.
- BKSB Entry Level Diagnostic tests
- Online quizzes such as Kahoot and Quizizz (High challenge / low threat)
- Provide a reflection opportunity for teacher and learner to deal with misunderstandings.
- Qualifications and accreditations- internally and externally assessed.

How do we know if we have a successful curriculum?

- Pupil voice, staff voice, parental voice.
- Planning with clear progression.
- Learning walks and lesson observations.
- ICT/ Computing skills and knowledge to improve standards across all other areas of the curriculum.
- Scrutiny of student work.
- Evidence on Evidence for Learning (EFL)
- Success on leaving school.

ICT and Computing encompasses every part of modern life and it is important that our children are taught how to use these tools and more importantly, how to use them safely. We believe that it is important for children, staff and the wider school community to have the confidence and ability to use these tools to prepare them for an ever-changing and rapidly developing world.