

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

at Elemore Hall School

Rationale

Pupils of today do not know a time before the internet and so, generally, take technology for granted. Although pupils may have a good grasp of social media platforms or the use of smartphones, this knowledge does not necessarily transfer to techniques required for school studies or the working world. Often the illusion exists that young people have an innate ability to pick up ICT and computing skills without the requirement for education, however ICT covers a wide range of components, systems and technologies that necessitate instruction. Being proficient with a computer is a life skill and an essential part of modern education and, seeing as there are almost no jobs today which do not require basic computing proficiency, teaching young people in ICT should be regarded just as important as core subjects such as English and Mathematics.

INTENT

Information Technology is important in all areas of our school, providing key stage 3 pupils with a wide range of core computer skills and capabilities that are crucial across the curriculum, aiding them in completing their studies.

We intent to:

- provide cross curricular opportunities
- provide experiences which enable a variety of skills to be developed at relevant levels
- promote a learning literacy and numeracy levels
- establish self-esteem through the development of confidence and pride in presentation when using ICT
- develop general knowledge as a member of society through the use of ICT tools, such as the internet
- develop necessary ICT skills to support any work needed for GCSEs

Our aim is for pupils to gain knowledge in the use of ICT, both at home and in school - to allow them to access and have the necessary skillsets to aid in other subjects. A wide range of IT related topics, such as programming, design, online safety, animation, robotics and image manipulation, are taught.

Schemes of Learning for Key Stage 3 pupils follow topics relating to ICT. Each scheme allows pupils to use a wide range of applications which enhances or teaches them new knowledge and skills that will be used throughout school. These schemes will be changed and adapted to suit the ability levels and needs of the pupils at Elemore, which is an ongoing process.

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Computer History	Programming (Scratch/Pacman)	Online Safety (Leaflet)	Programming (Python/Traffic Lights)	Robotics	Digital Literacy (GFX Design)
8	How does the Internet work?	Logic	Hardware / Software	Online Safety (WWW)	Digital Literacy (Image editing)	Digital Devices
9	CAD	Trends in Computing	Computer Networks	Animation	Digital Literacy Photoshop Skills	Hardware/Software

IMPLEMENTATION

Pupils work in a safe and supportive environment, where they are encouraged to participate, to share their ideas without judgement and to experiment, whilst being reassured when making mistakes that can easily be rectified.

Each topic is carefully selected to ensure necessary knowledge is gained and essential skills are secured. Lesson objectives are clear and provide pupils with the 'why' and the purpose of the topic at hand. Verbal instruction, booklets and visual aids are used to support learning.

Pupil work is shown on our school social networks, in the classroom and in corridors. This is used as a teaching aid as well as celebrating the work they have completed.

Reading Development in ICT

Pupils read from the whiteboard and answer questions. Keywords and vocabulary are on display throughout the classroom and pupils read them during the starter providing an opportunity for misconceptions to be corrected. Pupils are required to read instructions from the board and from booklets (programming). In addition, research tasks are completed which gives pupils opportunities to find information independently by reading and selecting appropriate parts.

Reading can be out loud or silent and every effort is made to make pupils feel comfortable in the process.

Additional/Adapted Support & Stretch/Extend/Challenge

All pupils have access to a Learning Support Assistant and one to one support, if required. Where appropriate, pupils have intervention to ensure they do not fall behind. Pupils who are ahead move on to more complicated and challenging tasks, working increasingly independently. We also use peer to peer instruction, where pupils who have a good grasp on a topic, help others who do not, which consolidates the latter's knowledge further, whilst benefiting others.

Enrichment

ICT enriches all subjects, allowing pupils to have the necessary skills to access and improve their work with the skills they have been taught. Trips to enhance pupils learning in the past have included:

- Centre for Life

Links with evening activities

We offer Robotics, using LEGO kits, Raspberry Pi's and EduKits, allowing pupils to develop programming skills in a more relaxed environment.

Steps and Assessment

To determine their baseline, pupils are assessed over a number of weeks when they first join us. This is recorded on Classroom Monitor. Pupil progress is recorded, using both formative and summative assessment throughout the term. Self and peer assessments are also commonplace. Due to the electronic nature of the subject, marking is usually performed adhoc, with an opportunity for pupils to reflect and improve or correct any errors.

IMPACT

IT is used in every subject in school. Pupils utilise the knowledge and skills, taught throughout Key Stage 3, to access other subjects and their GCSEs in Key Stage 4. For example, Resistant Materials uses Google Sketch up and Food Technology uses Microsoft Publisher.

Through efficient teaching and delivery, observation and ongoing monitoring, pupils should:

- make progress from their starting points
- develop transferable knowledge through continued learning
- be able to retain, recall and apply what they have been taught, independently or with minimal support
- achieve and reach their individual potential
- leave with better IT knowledge and skills
- develop resilience, confidence and self-belief

Our curriculum should:

- encourage pupils to buy into the school
- promote pupils' learning in other subjects

Accreditation

N/A