Curriculum Intent, Implementation, Impact

Subject: Core – ICT / Computer Science

Intent (Curriculum design, coverage and appropriateness)	Implementation (Curriculum delivery, teaching and assessment)	Impact (Attainment and progress, destinations)
ICT is one of three core subjects at The Courtyard. Our aim is to provide a high-quality computing education which equips pupils to use computational thinking and creativity to understand and change the world. The carefully written resources (files, videos and instructions) allow pupils to gain access to and work through the National Curriculum for Computing & IT at their own pace. The unique marking technology gives formative feedback and the e-portal tracks progress and how essential the skills acquired are being used in everyday situations. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers. The curriculum is designed to incorporate the aims of the National Curriculum for Computing.	At The Courtyard, computing is taught using a blocked curriculum approach. This ensures pupils are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use the @Learn Informatics computing scheme (*Informatics Tracking System built by Birkbeck Associates (UK) Ltd.)* as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics. The Curriculum plan in Informatics sets out the sequences of each week but not in any order as pupils learn at different rates. With these modules young people will be prepared for life beyond school whether that be college or in the workplace as they cover the functional skills required in our digital world. These modules are intended to be delivered at a time when the pupils need the skills. For example, device set-up and maintenance are useful tasks to undertake when learners are beginning to use their own devices in lessons. By the time our learners leave they will have gained an understanding of computational systems of all kinds, whether or not they include computers. We have one computing room with chrome books and iPads to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum (PAIL), as well as in computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught. Learners will work in partnership with their peers in the work produced during lessons and peer feedback allows for them to develop their confidence. Learners will also complete summaries, quizzes to evaluate their understanding in order to reflect upon their learning and consider ways to improve their work. Learners are assessed termly, usually in the form of a sample paper or, if pupils are ready, the formal qualification paper.	By the time they leave The Courtyard, learners will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming e.g. coding and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy, image manipulation, html - programming exercises (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. Pupils will have a greater understanding of ICT and basic computational thinking skills. Functional Skills L1/2 and ECDL L3 single certification learners who are 'functionally skilled' are able to use and apply English/maths/ICT and cross curricular subjects at The Courtyard. Learners will know how to tackle problems that arise in their life and work. These courses will enhance the lives of individuals, improve employability in a changing labour market and develop the skills that the economy and employers need.

Core – ICT / Computer Science Teaching Overview

Autumn Term 2019	Spring Term 2020	Summer Term 2020
Internet knowledge, Policy and Law, Cyber Security and e-safety.	Software Fundamentals. Learners also produce a formal presentation which should be 2 -5 minutes long and between 4 and 10 slides. (Presentation Project 1) At the end of each stage of the module pupils are invited to upload coursework which demonstrates the skills they have learnt. (Presentation Project 2) Presentation Project 2 is an informal presentation; a campaign on an issue learners feel strongly about. Learners will develop a storyboard using text and images and ensure they emphasise the key facts.	Pupils are advised to use a "Block" coding environment to feel their way into writing code; this will help them concentrate on the computational thinking side without having to worry about the syntax or grammar of the language. Pupils have a choice of Small Basic and Python as languages - Pupils will need a BBC Micro:Bit for the Micro:Bit stage. Additional modules are Mobile App Development and Programming & Control (to be completed in the last year of their schooling).