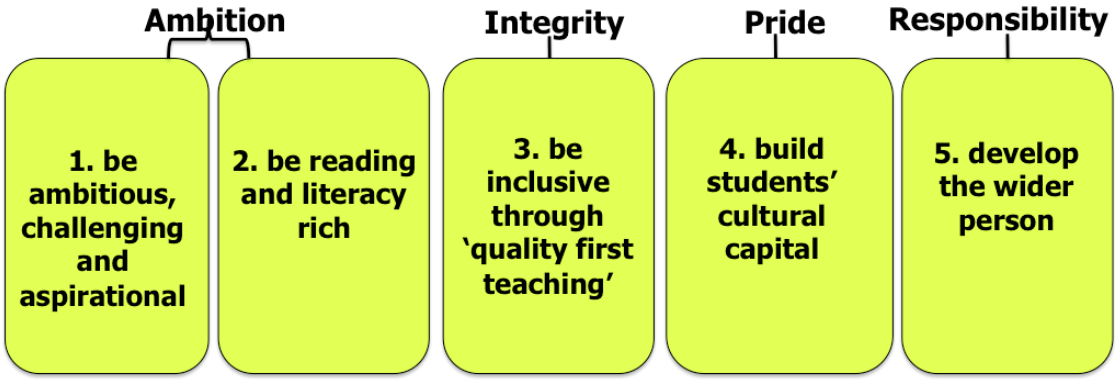
Department Curriculum Intent

Campsmount Academy's curriculum aims to:



The ICT Department's vision is to develop:

Skilled users of ICT 	The aim of our ICT curriculum is to provide all students with a balanced broad set of ICT skills, which will allow then to be active participants in the digital world. The curriculum taught is challenging and carefully selected to suit a wide range of skills which students may be required to use in their future education and employment.
E-Safety Aware 	I's vital that all of our students are E-safety aware and are able to use technology safely and not expose themselves to potential risks. Students are taught how to stay safe online, at every opportunity from KS3 through to KS5, when using a range of technology and also how to use that technology appropriately in terms of legally and morally.
Independent Problem Solvers 	We strive to aim for all students to be able to effectively use a wide range of technologies and be able to decide which to use when they are required to find a solution to a problem. The curriculum allows students to experience a wide range of technologies and then apply their use to different scenarios.

What are the aims of the ICT curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

The aim of our ICT curriculum is to provide all students with a broad set of ICT skills, which will allow then to be active participants in the digital world. The curriculum taught is challenging and carefully selected to suit the needs of all of our students, whether, they are from deprived or more affluent areas of our catchment. We incorporate the whole school literature-led high-five reading strategy and ensure that in every lesson students are introduced to keyword vocabulary, we carry out more in-depth reading tasks at certain points in each unit they study. The department also actively takes part in all the DEAR and GIN days calendared throughout the year to help increase our students' numeracy and literacy skills, as well as reinforcing that these skills are required in all subjects.

ICT	2023	2024 NAT	2024
P+	91%	51%	70%
M+	62%	29%	38%
D+	28%	11%	9%
P8	-0.06		-0.75

Business	2023	2024 NAT	2024
P8	-1.7		-0.56
4+	45%	54%	85%
5+	34%	32%	46%
7+	11%	13%	7%

How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?

All Key Stage 3 students receive compulsory lessons where they are taught a range of skills from using online tools (email, TEAMS, OneNote etc.), internet searching skills and E-safety in year 7 through to more advanced skills such as creating products using multimedia software, creating digital sounds and website authoring as they progress through Key Stage 3. The Key Stage 3 curriculum is strategically designed to emulate the type and style of work required for Key Stage 4. The purpose of this is two-fold; firstly, to enable some of the skills required for Key Stage 4 and secondly to provide the students with a sense of the type of work they will be producing if they select ICT as a Key Stage 4 option. At Key Stage 4 students study the OCR Cambridge National Certificate in iMedia.

Although we don't follow a National Curriculum computing curriculum we do cover some of the elements within our KS3 & 4 curriculum. Throughout KS3 & 4 we include hardware & software components within a computer system and how they communicate with one another. Students complete numerous creative projects that involve selecting, using and combining multiple applications to meet challenging goals and the needs of known users. Students are required to create, re-use, revise and re-purpose digital artefacts for a given audience. Students are also taught a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their identity and privacy; recognise inappropriate content, content and conduct and know how to report concerns.

What specifications do we follow at KS4 and 5 and why?

Historically, we have had very few students interested in the field of computing and as many of our students enjoy the practical elements of creating products such as websites etc., Cambridge National iMedia felt like a very suitable qualification. At Key Stage 5, again, our students prefer the hands-on elements of ICT rather than the theoretical nature of Computing. We deliver the Cambridge Technical Introductory Diploma in IT, which provides our students with a variety of hardware and software skills suited to progression into IT support and Network Development.

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

In a recent survey of students across all year groups, there was an approximate increase of 100% in the students interested in a career within the IT industry compared with the previous year. Within our locality, we are close to key areas of graphic and web design industries e.g. Leeds and Sheffield. More recently, there has been developments in Doncaster with business in the fields of networking, web design and graphic design. By offering these courses, we feel we are helping to provide valuable skills and knowledge for our students to access these potential local opportunities.

Key groups that we need to address in ICT are: SEND, Pupil Premium, FSM. The key area where our key groups underperform is in the external examinations rather than the coursework elements. With this in mind, as a department, we have concentrated on using memory and metacognition-based activities to help promote and stimulate recall. The other key strategy we use is exposing students to lots of practice questions where we look at the theory linked to the question first and then begin to break down the question and understand what the examiner is looking for before finally how to structure the answer.

Why do we teach the topics/schemes in the order we teach them?

In Key Stage 3, particularly years 7 & 8, students are taught the skills required to create a foundation for Key Stage 4 and 5 areas e.g. internet searching, e-safety, researching and presenting information as well as helping to provide them with the necessary skills required for other subjects in school. Students experience projects in year 8 and year 9 which introduce them to the stages of researching, planning, creating and evaluating which is required in Key Stage 4.

Students in year 9 experience one of the units from the Key Stage 4 qualification. This enables us to prepare students ready for starting Key Stage 4 as well as giving the students an insight into the type of work they will be completing in Key Stage 4 and helps them decide if ICT is a viable option for them to take in their options.

How do we develop our subject knowledge effectively? What impact does this have on curriculum planning?

As a department, we are effective in sharing good practice and expertise with each other. We will often show each other skills or ideas we have used in our lessons so that we can all use them to the benefit of our students. We often find new ideas and skills from various internet sources e.g. YouTube, social media, forums as well as other colleagues.

Statement of assessment intent:

At Key Stage 3 assessments occur once per half term in an effort to minimize workload. We use CRIB sheets to help students understand assessment criteria and to be able to self & peer assess and then move on to make further progress after making improvements.

Since moving to become a paperless department, we utilise online tools such as TEAMS, OneNote and Forms to help in the delivery and assessment of student work. Pink for Progress lessons clearly follow assessments so that students receive support in a timely fashion.

A different approach is given to Key Stage 4 students due to the exam board restrictions on the type of feedback which can be given. They will have more frequent assessment based on their coursework requirements. In examination units they will regularly practice exam questions ahead of PPEs and WTMs.

Curriculum sequencing:

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Basic internet & Email Skills,		E-Safety	Small Basic	Computer Hardware & Software and	Multimedia
Year 8	Spreadsheet Modelling	Databases	Networking	Scratch	Web Authoring	Graphics
Year 9	Security Systems	Python	Security Systems	Computer Networks	Hardware & Software	Number Systems
Year 10 ICT	R097 Multimedia			R093 Media Industry		R094 Graphics
Year 10 Bus	R068 (coursework interleaved with theory)					R069 (coursework interleaved with theory)
Year 10 CS	Unti 1 & Unit 2 throughout the year (2:1 lesson per week)					
Year 11 ICT	R094 Creating Digital Graphics		R093 Exam Prep			
Year 10 Bus	R069 (coursework interleaved with theory)		R064 Exam Prep			