

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Computing

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

A positive attitude towards Computer Science / Digital Skills.

Competence and confidence in all skills (Investigating, research, program development, reviewing, refining and editing documents and programs).

Understand how to stay safe in school and at home when using software and online social media.

An ability to operate technology to achieve outcomes.

To achieve GCSE or other externally accredited examinations by the end of P16 (mainly Year 11 to allow further progression)

To leave school with a Computing qualification.

Assessments including baselines

Making a cover and setting up online accounts for school. (Baseline)

Teacher Assessment

GCSE Computer Science (GCSE Yr 10+)

Cambridge National Award and Certificate OCR

Functional Skills Edexcel

Entry Level Functional Skills 1 to 3

Provision for SEND and GT

Children taught within the timetabled IT lessons and are encouraged to take part when and where possible.

Catering to individual need teaching staff direct support staff to help learning and the teaching staff circulate the room after delivering focus point learning.

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP.

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths and interests.

<u>Intent</u> (Curriculum design, coverage and appropriateness)	<u>Implementation</u> (Curriculum delivery , teaching and Assessment)	<u>Impact</u> (Attainment and progress, reading, destinations)
<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> ● Topics and skills covered will fulfil the requirements of OCR Computer Science or Cambridge National Award ICT course covering the National Curriculum. ● Planning will be completed by subject lead then differentiated appropriate to age/ability/SEN needs of each class. ● A breadth of Topics and skills will be covered. ● Cross Curriculum links identifies in planning ● Plan lessons around enquiry questions and learning rather than learning objectives e.g. "How can we protect ourselves online?" ● The curriculum is focused on knowledge that takes pupil beyond their everyday experience 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> ● Cross curricular link fully utilized especially SMSC/PHSE/Speaking & Listening Reading and Writing / numeracy ● Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate ● Memorable learning experience used to enhance learning experience and different learning styles. ● Work with Hi- Impact, Purple Mash, NCCE and Stem.org to scrutinise learning and continually develop staff knowledge. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> ● Work Scrutiny ● Lesson Observations ● Learning walks ● Pupil progress Meetings ● Pupil progress discussion ● GCSE
<p style="text-align: center;"><u>Key Stage1 and 2</u></p> <ul style="list-style-type: none"> ● All Key stage 2 pupils set targets of 1 years progress ● These targets are based on flight paths not chronological age 	<p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> ● Use of a range of media and techniques so all have access to exciting curriculum. ● Use of software to achieve spectrum of outcomes. ● Learning safe and every day of technology usage off and online ● Investment in Purple Mash scheme and NCCE summative assessment levels. 	<p style="text-align: center;"><u>Key stage1 and 2</u></p> <ul style="list-style-type: none"> ● Teacher assessment completed half termly ● Pupil and teacher progress conversations
<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> ● All Key stage 3 pupils set targets of 1 years progress ● These targets are based on flight paths not chronological age 	<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> ● Use of a range of media and techniques so all have access to Computing teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> ● Teacher assessment completed half termly ● Pupil and teacher progress conversations ● Summative assessment present

<p style="text-align: center;"><u>Key Stage 4 and 5</u> All</p> <ul style="list-style-type: none"> ● All year 11 pupils to complete an external qualification in either Computer Science or ICT ● All pupils set targets based upon flight path ● Those pupils that display confidence and ability should attempt GCSE early. 	<p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> ● Use of Computer Science interventions such as projects based on Pupil's interests, support, additional lessons, bespoke resources, method of working. ● Use of specialist Computing teacher to oversee curriculum delivery and provide support and training to non- specialist Staff. ● Use of industry standard Adobe software across the cloud apps. ● Use of specialist equipment, software and online programs to assess measure and improve student success 	<p style="text-align: center;"><u>Key stage 4 and 5 – July 2021</u></p> <ul style="list-style-type: none"> ● 100% of pupils Y11 pupils attending Computer Science lessons achieved GCSE Computer Science 5+ Grade ● 100% of other KS4 and 5 pupils achieve at least ELC in Computing or ICT. ● 50% Y10 pupils achieved GCSE 5+