



# The Southfield Trust

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## The Lindfield School

### Curriculum Policy for Computing, IT & Creative Media Production

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*The Lindfield School strives to provide a positive, safe and caring community where students are happy, confident and successful.*

*We recognise and respect each student as an individual, celebrate their successes, raise their self esteem and prepare them for their future by building on their strengths.*

*We aim to develop students' independence and empower them to become responsible young adults with the ambition to be lifelong achievers.*

It can be argued that the computer is humanity's attempt to replicate the human brain. This is perhaps an unattainable goal. However, unattainable goals often lead to outstanding accomplishment.

Ammaar Shaukat Reshi

## Core Values of the Lindfield School

To give students the skills to:

- pursue a love of learning into adult life
- communicate confidently and effectively
- develop their independence in order to succeed in adult life
- form and maintain appropriate positive relationships
- promote their own physical and emotional health & well-being

## Subject Aims

The use of Information and Communication Technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, the internet, microphones, digital cameras and many other devices are part of everyday life and can all be used to acquire, organise, manipulate, communicate and present content and information. As such, The Lindfield School recognises that its students require and are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed for learners to use IT effectively.

## Outline of the Curriculum

### Key Stage 3:

In September 2014, computing replaced ICT as a national curriculum subject in all Key Stages. Computing is concerned with how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. It aims to give students a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world.

There are three distinct strands within computing, each of which is complementary to the others: computer science (CS), information technology (IT) and digital literacy (DL). Each component is essential in preparing students to thrive in an increasingly digital world.

**Computer science** is the scientific and practical study of computation: what can be computed, how to compute it, and how computation may be applied to the solution of problems.

**Information technology** is concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.

**Digital literacy** is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.

Over the Key Stage 3 (two-year) period, learners cover the following topics:

- introduction to coding through kodu
- control systems with flowol
- app development in appshed
- understanding computers
- graphics
- introduction to python
- python: next steps
- scratch
- computer crime and cyber security
- networks
- using computers effectively & safely
- first steps in small basic
- databases
- spreadsheets
- website design



#### **Key Stage 4:**

Schools maintained by local authorities have a statutory duty to provide students with the opportunity to study computing at KS4; this can be done through examinable or non-examinable provision. Care must be taken that KS4 provision is planned and relevant to students. Where a school is unable to offer any computing qualifications or a student chooses not to pursue a computing qualification at KS4, the school still needs to further develop the capability and knowledge students acquired in KS1–KS3, either through computing classes or through other subjects.

Ideally, students should have the opportunity to specialise in an area of computing such as taking a qualification in information technology, computer science or digital media.

In Year 9 we cover:

- BTEC IT Users – Level 1 Certificate. Units covered are: Improving Productivity Using IT, Using Email, Word Processing Software, Presentation Software and Design & Imaging software

In Years 10 & 11, we cover:

- BTEC Creative Media Production – Level 1 Certificate. Units covered are: Desktop publishing software, Using the internet, Creating Images Digitally, Investigating Interactive Media Products, Developing Multimedia Products, Develop Video Products, Exploring Digital Photography, Developing Animation and Website Software

## Teaching & Learning

The discrete Computing/ICT lessons are planned in units and keywords/specific terminology is introduced throughout the unit.

Through teaching Computing/ICT at Lindfield we equip students to participate in a world of rapidly changing technologies. We help enable them to find, explore, analyse, exchange and present information. We also help learners develop the necessary skills for using information in a critical, discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

In order to equip students with the technological skill to become independent learners, the teaching styles that we adopt are as active and practical as possible. We use direct instruction on how to use hardware or software to ensure acquisition of skills.

We recognise that all classes have students with a wide range of computing/ICT capability. We provide suitable learning opportunities for all students by matching the challenge of the task to the abilities and experience of the students.

We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty (not all students complete all tasks).
- grouping children by ability in the room, and setting different tasks for each ability group.
- providing resources of different complexity that are matched to the ability of the students.
- using classroom assistants to support the work of individual students or groups.

In Computing/ICT we ensure that we:

- provide all students with the national curriculum requirements
- develop students individual capability and understanding
- ensure all students know how to stay safe online
- enhance teaching and learning in other areas of the curriculum by cross curricular use of computing/ICT
- develop computing/ICT as a tool for learning and investigation
- equip students with the confidence and capability to use computing/ict throughout their education, home and further work life.
- recognize the potential, and deepen the necessity of computing/ict in everyday life
- stimulate interest in and understanding of new technologies

## Assessment

Assessment consists of portfolio evidence, some self-assessment and some end of module activities. Students save work to their personal folder on the server and keep hard copies in their portfolios that have cover sheets showing regular marking and feedback.

## Marking & Feedback

**Key Stage 3** marking will be done at the end of every lesson when work is evidenced and added to their electronic learning journey.

- marking will consist of: Screen shot of work achieved, date of achievement, Target for improvement which is in the form of a question that is asked the following lesson to assess prior learning (progress) and the spirals.
- Classroom Monitor will be updated once a learning objective for the subject is achieved at any level. Learning Journey will be uploaded at the end of every term to CM
- students add to their learning journey every lesson, which is then printed at the end of term. At the end of the electronic learning journey, students will have a chance to feedback about their behaviour, progress over the term, what they have enjoyed learning and a discussed target for improvement for future learning. They will also have a chance to see how they have performed on each LO within that term.

**Key Stage 4 BTEC** marking will be done at the end of achieving a Learning Objective.

- marking will consist of: A front cover sheet that shows the Learning Objective, whether the Learning Objective has been met, spirals, date achieved, Keyword for improvement (This is generally a social target because you cannot tell a student how to improve their work) and green star of progress.
- Classroom Monitor will be updated once a learning objective for the subject is achieved at any level. Work will be attached to the relevant Learning Objective.
- students cannot make any comments on their work but on the cover sheet they have an opportunity to feedback about their behaviour, progress over the term, what they have enjoyed learning and a discussed target for improvement for future learning.
- work will be printed, placed in folder behind relevant cover sheet. Teacher will make comments on work whether the Learning Objective is achieved and what they have done well on – these comments are only shared with the exam board not with student.

## Equality & diversity within the subject

We provide an equal opportunities curriculum in which no student is discriminated against as a consequence of ethnicity, social background, special needs, in line with our equality and diversity policies.

Computing/ICT is not only delivered discreetly but also delivered across the curriculum. Each year group receives 2/3 Computing/ICT specialised lessons (Depending on Key Stage) per week but also has access to Computing/ICT intervention, computer clubs at break/lunchtimes, computer reward club and access to additional computer suites within other lessons (Maths having their own suite).

## Links to SMCS

- **Spiritual** - Awe and wonder at the development of world technologies
- **Moral** - Emails & social networking and how to conduct yourself
- **Social** - E Safety week, use of Skype, use of Emails and use of Virtual Learning Platform –blogs, wikis, forums and chat
- **Cultural** - Use of World Wide Web to communicate information globally

## Links to Children's Rights

### Article 13 (freedom of expression)

*Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.*

This is delivered within all discussion topics in ICT

### Article 16 (right to privacy)

*Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.*

We discuss this throughout the year with all student teaching groups and especially when we are covering e-safety.

### **Article 17 (access to information from the media)**

*Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.*

This is an aspect of all ICT lessons

### **Article 29 (goals of education)**

*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

*This is included within every Scheme of Work – it should develop children to their full abilities*

### **Article 34 (sexual exploitation)**

*Governments must protect children from all forms of sexual abuse and exploitation*  
This is covered within our e-safety scheme of work..

## **Links to Investors in Careers**

During careers week we looked at careers online – Bloggers, Vloggers, you tuber's

Lessons include talk about progressing pupils' coursework into careers – animation, programming, accountant, police, game designer – the list is endless when it is linked to the curriculum

## **Links to LOtC**

We spent a lot of time outside of the classroom when we are using tablets and photography equipment linked to the curriculum.