



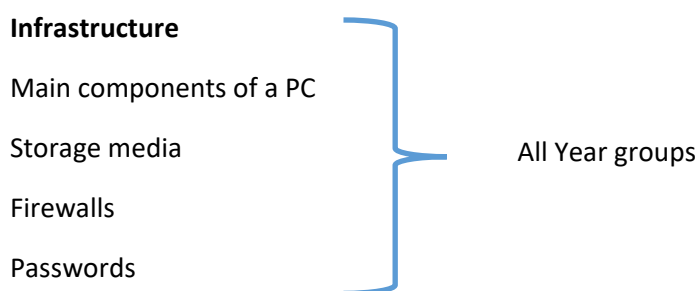
## ICT Planning

ICT is delivered at The Bridge with a one hour dedicated lesson for all Year 11 students and two x one hour lessons delivered to all other year groups. Classes have a maximum of six students to encourage full participation and learning and enable differentiated delivery of content. Breaking news stories are examined to highlight subject content. We celebrate world and national events for example World Book Day, Safer Internet Day, Black History Month, LGBTQIA+ History Month and Anti-Cyberbullying week in which British Values are promoted as part of the students' spiritual, moral, social and cultural development.

ICT at The Bridge presents itself with many opportunities for cross curriculum links and is often used to support the core subjects of Maths (e.g. spreadsheets, graphs and numeracy), English (e.g. Touch-Typing and extended writing), Science (e.g. research and evaluation), Art (e.g. research and posters) and PSHE (e.g.; staying safe, respect, consent and careers).

As well as bespoke lesson content, Years 9 and 10 follow an ASDAN (Award Scheme Development and Accreditation Network) Short Course in Computing. This is a structured course that promotes active learning and progression and rewards achievement with a certification upon completion. Curriculum planning also takes into account the school's Unique Me principles for each half term.

The modules covered are:



Starting in Year 10 students also have the option of commencing a scheme of work resulting in an assessment in Year 11 to achieve an **ICT Functional Skills Entry Level 3** qualification.

Dependent upon their starting point at The Bridge, to consolidate learning and support some of their core subjects, a bespoke scheme of work may be commenced entitled '**My Business**' where students create a fictitious business from the ground up utilising skills learned from using applications such as Google and Microsoft Office Suite. This allows opportunities for the student to explore how a business is set up, from branding and location through to employment and associated legislation.

### Teaching ICT to students with special needs

ICT is taught at The Bridge to all students, regardless of ability or previous learning. Lessons are tailored to suit the individual student's needs whether or not they are gifted, talented or have learning difficulties. When planning and delivering ICT and providing feedback to students, EHCPs (Educational, Health and Care Plan) IEPs (Individual Educational Plan) and SEND (Special Educational Needs and Disabilities) are taken into account.

### Assessment and recording

Assessment needs to value and recognise what students have done or completed successfully, thereby raising their self-esteem. Therefore, a variety of approaches to the assessment of individual achievement is used in ICT. After introducing a topic, theory is taught through a variety of activities. At the end of each ASDAN module, each student will complete a challenge based on the module content. This may be completed individually or in pairs/groups. The challenge is then assessed against student identified success criteria using a green What Went Well (WWW) and Even Better If

(EBI) sheet and time allocated to making improvements. Assessment may be self/peer or teacher based. Challenges achieved are recorded on a central ASDAN spreadsheet (including Food, PHSE and Art) to enable input on the ASDAN website at the end of the academic year ready for certification. Other lessons are marked in accordance with The Bridge's marking policy and feedback given to students either written or verbal. Student progression in Touch Typing lessons are supported using the RAG system (Red, Amber Green) with feedback to students via individual activity summaries. Achievements of pupils in ICT are reported to parents twice yearly, in December and July.

### **Resources**

In ICT we use the ASDAN Computing Short Course to plan our activities and challenges. The Pearson Edexcel assessment for ICT Functional Skills Entry level 3 course uses functional skills workbooks produced by CPG along with tutor created worksheets and online resources from recognised providers e.g. ClickView. In the classroom students have access to desktop PCs and monitors and HSE compliant chairs. In addition a number of chromebooks are available to support students when away from the ICT classroom. Both chromebooks and PCs are loaded with appropriate applications to enable achievement of lesson objectives. Other resources are available or can be purchased to support students with identified needs or topics being covered. All students have their own ICT folder where hard copies of their work are stored for monitoring, evaluation and review.

### **Monitoring and review**

Maria Jackson (Deputy Head i/c Teaching and Learning) is responsible for monitoring the standard of student work and the quality of teaching. Steve Moore is responsible for the development and delivery of the ICT curriculum. Monitoring of the ICT curriculum and areas for development are identified as part of the Personal Development/Quality of Education Health Checks three times a year and discussed with the Head of School and the lead governor responsible. Feedback is then given to the Local Governing Body.