CURRICULUM OFFER

Subject	ICT
Intent	Our vision is for all students to leave CSS with the computing and technological tools required for day-to-day life. We aim to develop all students to their full potential through innovative teaching and the use of engaging activities. By offering a variety of courses tailored to each individual student, we support them in achieving at least one ICT qualification by the end of Year 11, thus enabling progression onto their next steps into College or apprenticeship. We place high levels of importance on raising the confidence and aspirations of our students, helping them to overcome any preconceptions or difficulties with ICT and instilling a love of the subject along the way.
Implementation	Students receive two 50 minute lessons at the Langdon Hills Centres. All lessons are structured in the same way, including all or most of the following: • Starter, main and ongoing plenaries • Modelling of concepts and processes • Assessment opportunities: self-assessment/peer assessment/teacher assessment • Engaging differentiated resources • Interactive activities and games • The opportunity for application to examination-style questions • Links to literacy and numeracy, embedded within tasks • Links to the real world, including scenarios relevant to our students
Impact	In our increasingly technological world, it is more important than ever for our students to be competent and confident using a variety of technological resources. Our aim is for all students to leave CSS with an ICT-related qualification ranging from Entry Level to Level 2. All these qualifications demonstrate the ability to apply the skills learnt and provide access to a range of next steps following CSS. The ECDL Level 2 allows students access onto a number of Level 2 courses, and some Level 3 courses in conjunction with other qualifications. The Functional Skills ICT Level 1 allows students access onto a number of Level 1 courses, and some Level 2 courses in conjunction with other qualifications. All levels of ICT qualification studied at CSS will support with an application for a job or apprenticeship.
Accreditations	Digital Employability Entry Level 2 Entry Level 2 and 3 Functional Skills Level 1 ECDL Level 2 iDEA Award badges at Bronze or Silver level. Students working towards all levels of the Prince's Trust Award complete the 'Digital Skills' unit of the course in their ICT lessons.

Enrichment opportunities	Possible trips include: Bletchley Park Science Museum National Museum of Computing GCHQ talks STEM trail at Colchester Zoo
Safeguarding	Students are exposed to a number of topics that lend themselves to discussions around staying safe, particularly e-safety and GDPR. We aim to ensure students have a knowledge of evaluating what they see online; can recognise techniques used for persuasion; understand different online behaviours; are able to identify risks online and know how and when the seek support. There are thorough and frequent conversations about potential harms. As a department, we work hard to create a culture that incorporates the principles of online safety within and across the curriculum, proactively engaging staff, pupils and parents in this. We model online safety principles consistently. Conversations around the following take place regularly and are interleaved within the curriculum: • What safe/unsafe behaviour looks like online • How to use apps and social media in a responsible and safe way • Fake profiles and validity of websites, fake/scam emails and phishing • Targeting of online content • Who it is appropriate to contact online • What information is appropriate to share online • How to keep information private • Privacy settings on social media • What harmful content is • What to do if you feel uncomfortable about something you see online • Where to seek help if you need it • CEOP • What online bullying is • What to do if you thing someone is being bullied online • Promoting British Values online • How to maintain a healthy balance of technology/internet use/phone use • What GDPR is • What happens to the data that you post online • Who may be able to access your information • What a secure password is and ways to keep it secure • How companies use your data/information, for example social networks • How technology has been used in the real-world, the positive and negative impacts of this from a security perspective • The impact of technology and ICT on confidence, quality of life, physical and mental health and relationships • Online vs. offline behaviours and how these may differ

Outline of Virtual Curriculum offer	In the event of another lockdown and for those pupils unable to attend one of the centres: • Lessons will be offered through a virtual timetable and accessed via TEAMS. Lessons will be delivered by Maths teachers. • Any curriculum offer will reflect the expectations of the existing curriculum and work alongside the existing schemes of work to ensure no learning time is compromised and all topics are covered. • Additional work will be assigned using a variety of online portals. These will provide all pupils with levelled and differentiated questions and videos targeted towards gaps in understanding and in line with the existing scheme of work. • Work will be assessed in line with teaching expectations with feedback given both verbally and in writing.
Encouraging Reading in ICT	Reading and understanding plays a big part in ICT and, as such, forms part of every lesson. Pupils are encouraged to decode key words and understand how to use them in context. • All key words for each topic are introduced at the beginning of each module and then referred to when used in context. • Word of the week and key words are displayed on the wall in all teaching rooms to further encourage reading and understanding of these words. • The use of word-based questions, in line with exam styles, are used to encourage pupils reading and understanding. • Using spreadsheets, word documents and presentations, pupils are encouraged to read and understand instructions in order to complete tasks of differing complexity.