ICT

Intent

It is our intention to enable students to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for students to be able to use information in a discriminating and effective way. We want students to know more, remember more and understand more in ICT so that they leave school computer literate. ICT skills are a major factor in enabling students to be critical, creative and independent learners and to develop resilience, be reflective and develop teamwork skills. It is our intention that students have every opportunity available to allow them to achieve this.

We intend to build a computing curriculum that develops students' learning and results in the acquisition of knowledge of the world around them, and ensures all students can understand and apply the fundamental principles and concepts of Digital Literacy, Digital Citizenship and Computer Science. They will have repeated, progressive, practical experience of each unit across KS3 in order to achieve the highest level of accredited success in KS4.

We intend to build a computing curriculum that prepares students to live safely in an increasingly digital society where students can evaluate and apply information technology, including new or unfamiliar technologies, analytically to meet their needs in school and beyond.

Implementation

A clear and effective, bespoke scheme of work that provides coverage in line with the Guernsey Curriculum. Teaching and learning facilitates progression across all year groups within the areas of Digital Literacy, Digital Citizenship and Computer Science.

Students have access to resources which aid in the acquisition of skills and knowledge. They will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.

Students will have the opportunity to explore and respond to key issues such as digital communication, cyber-bullying, online safety, security and social media.

Wider Curriculum links and opportunities for the safe use of digital systems are considered in wider curriculum planning.

The importance of online safety is shown through displays within the computer suite and the topic is re-visited throughout the school year. Parents are informed when issues relating to online safety arise and further information/support is provided if required.

During KS3 students will progressively develop skills each year in Digital Literacy, Digital Citizenship and Computer Science, based on the Guernsey curriculum framework statements. Coverage encompasses Early, Middle and Bridging statements. Unit knowledge split into the following areas:

Using Google	Presentations/ multimedia	Word Processing	Images/photography	DTP
E Safety	Music and sound	Managing Data	Online Communication	Coding
Film and Animation	Web design in Y9	**The aim is that each unit is re-visited and developed each year**		

Impact

Students will be confident users of technology, able to use it to accomplish a wide variety of goals, both at school, home and beyond.

Students will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

We encourage students to enjoy and value the curriculum we deliver. We want students to discuss, reflect and appreciate the impact computing has on their learning, development and well being.

Finding the right balance with technology is key to an effective education and a healthy life-style. We feel the way we implement ICT helps students realise the need for the right balance and one they can continue to build on in their next stage of education and work.

We also look for evidence through reviewing students' knowledge and skills digitally through tools like Google Classroom and observing learning regularly.

Progress in ICT is demonstrated through outcomes built into Google Classroom and the students individual ICT Tracker, which monitors both the mastery of skills, and level of support a student has required to realise a task or skill.

ICT achievement postcards are sent home termly to selected students, to share and celebrate achievements or progress with parents/carers.