


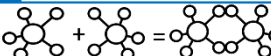








1a) Intent: The qualification is aimed at learners who are looking to progress to employment in the Esports industry, possibly via an apprenticeship in a related industry, or whose aspirations may also be to progress to further education. The qualification is endorsed by The British Esports Association as being suitable for learners wanting to work in this industry. It is on our curriculum to provide the link for students between education and employment in a growing sector the UK economy.

1b) Careers and further study: Learners taking this qualification may also want to progress to further study such as BTEC Level 3 Nationals in Esports, Information Technology, Creative Media, Sport, Enterprise and Entrepreneurship or Business. The qualification is endorsed by The British Esports Association as being suitable for learners wanting to work in this industry. This means that it will be recognised by employers in a range of roles. Successful completion of this qualification could also lead to being fully prepared to progress to an apprenticeship in the related sector, for example, in events, digital marketing or creative media.

2) Implementation: The course is made up of four units with two being taken in Year 10 and the other two in Year 11. These units are internally assessed and externally moderated by Pearson. Teaching is undertaken in our specialist Esports room and students are also encouraged to represent UTC Swindon in National Esports Leagues.

Implementation – Pedagogical approaches including Rosenshine principles of instruction									
<div><div>Daily Review</div><div> Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</div></div>	<div><div>New Material in Small Steps</div><div> Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</div></div>	<div><div>Ask Questions</div><div> The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</div></div>	<div><div>Provide Models</div><div> Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</div></div>	<div><div>Guide Student Practice</div><div> Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</div></div>	<div><div>Check Student Understanding</div><div> Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</div></div>	<div><div>Obtain High Success Rate</div><div> A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</div></div>	<div><div>Scaffolds for Difficult Tasks</div><div> Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</div></div>	<div><div>Independent Practice</div><div> Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</div></div>	<div><div>Weekly and Monthly Review</div><div> The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</div></div>
<ul style="list-style-type: none">Every unit of work has a series of quiz questions to help students recall key knowledge. These are used in lessons and for prep work.	<ul style="list-style-type: none">Teachers define and chunk the steps for students to follow when learning new material. These steps are agreed across the department.	<ul style="list-style-type: none">Teachers use cold calling, pair share and stretch it TLAC strategies to check for mastery. Questions are pre-planned.	<ul style="list-style-type: none">The visualiser is used across the department. Teachers will 'live' model to demonstrate how to construct analytical and creative texts.	<ul style="list-style-type: none">Tasks and activities have been designed so that automaticity can be achieved. Repetition and revision is built into tasks.	<ul style="list-style-type: none">Specific mastery checks are embedded into SOLS so that teachers can check for mastery.	<ul style="list-style-type: none">We use I do, We do, You do to build students retention of key procedural knowledge and support automaticity.	<ul style="list-style-type: none">Scaffolds are pre-planned so that there is consistency across the department. Testing includes memorisation of scaffolds.	<ul style="list-style-type: none">Students repeat activities and tasks at spaced intervals to support learning of key procedural knowledge as well as knowledge.	<ul style="list-style-type: none">We map our quiz questions so that we can test core learning throughout the year. All SOLS have defined 'retention' knowledge.

KS4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Unit 2 – Establishing an Esports Organisation	Unit 2 – Establishing an Esports Organisation	Unit 2 – Establishing an Esports Organisation	Unit 1 – Esports Games, Teams and Tournaments	Unit 1 – Esports Games, Teams and Tournaments	Yr10/12 PPES Unit 3 – Streaming for Esports
Year 11	Unit 3 – Streaming for Esports	Unit 3 – Streaming for Esports	Year 11/13 PPES	Unit 4 – Plan for an Esports Event	Unit 4 – Plan for an Esports Event	Year 11/13 PPES

3)Impact:

Data analysis of Summer exam series 2023

Y10 Grades	All students in subject %	SEN %	Disadvantaged (PP) %	Males %	Females %	Students to target	Action	Outcomes
9-7								
9-5								
9-4								
9-1								

Destinations:

- University-
- Apprenticeships-
- Work placements-