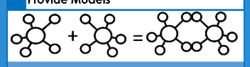
**1a) Intent:** This qualification gives students a range of computing skills that will support them in any walk of life and to run a business. It also enables them to confidently tackle coursework for other qualifications. The course will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

**1b) Careers and further study:** This qualification is ideal for those wanting to make IT, Computer Science or Cyber Security their profession but is also extremely valuable for any young person entering the world of work. Almost every job in the 21st Century will require a certain level of IT skills in order to participate fully in the company or to be self-employed. This will enable our students to add digital literacy to their CVs not just in a superficial way but with a deeper understanding of some topics than the employers they will be working for.

**2) Implementation:** The course is undertaken in our computer rooms and combines theory and the student's ability to use applications on the computer in a business context. Unit 1, ICT in Society, covers the wide range of uses that ICT has today from mobile phones and social media to security systems and school registers and how these are used. It is assessed by External Online exam and is worth 40% of the qualification grade. Unit 2, ICT in Context, is worth 60% of the qualification and students will be taught to solve problems in vocational settings using databases, spreadsheets, automated documents and images. Unit 2 is assess internally via a controlled assessment.

## Implementation – Pedagogical approaches including Rosenshine principles of instruction

| Daily Review | New Material in Small Steps | Ask Questions | Provide Models | Guide Student Practice | Check Student Understanding | Obtain High Success Rate | Scaffolds for Difficult Tasks | Independent Practice | Weekly and Monthly Review |
|---|---|---|---|---|---|---|---|---|---|
|  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. |  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. |  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. |  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. |  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. |  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. |  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. |  Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship. |  Independent practice produces 'overlearning' - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory. |  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. |
| • 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. | • Teachers define and chunk the steps for students to follow when learning new material. These steps are agreed across the department. | • Teachers use cold calling, pair share and stretch it TLAC strategies to check for mastery. Questions are pre-planned. | • The visualiser is used across the department. Teachers will 'live' model to demonstrate how to construct analytical and creative texts. | • Tasks and activities have been designed so that automaticity can be achieved. Repetition and revision is built into tasks. | • Specific mastery checks are embedded into SOLS so that teachers can check for mastery. | • We use I do, We do, You do to build students retention of key procedural knowledge and support automaticity. | • Scaffolds are pre-planned so that there is consistency across the department. Testing includes memorisation of scaffolds. | • Students repeat activities and tasks at spaced intervals to support learning of key procedural knowledge as well as knowledge. | • 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** | 1.1 How IT is used | 1.2 How Data and Information is used and Transferred | | 1.3 Impacts of IT and Cyber Security | 2.1 Databases | 2.2 Spreadsheets | | **Yr10/12 PPES** | 2.3 Automated Document |
| **Year 11** | 2.4 Images | Coursework Database | **Year 11/13 PPES** | Coursework Spreadsheet | Coursework Automated Document | Coursework Images | **Year 11/13 PPES** | GCSE Exams and revision | |

**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-**