Tollbar MAT
Family of Academies

Tollbar Academy

ICT

Intent

Within the Tollbar Academy ICT Faculty, we provide all students with a rich, fulfilling and deep education. We aim to broaden their minds and raise students' expectations, empowering them with knowledge and skills that will enrich our local and wider community.

We aim to provide a platform for their future success in the world and our students will play a vital role in that. The ICT Faculty recognises the challenges presented by the local context of North East Lincolnshire, and against this backdrop, seeks to raise aspirations amongst all our students. Our intention is to ensure students have high expectations of themselves and an ambitious vision for their future.

The ICT Faculty's intent is for all students to experience an exceptional quality of education, enabling them to thrive, not only academically, but also in terms of their personal development. The educational journey is designed to meet the needs of all learners, in being both ambitious, and also in removing any potential barriers to learning.

The ICT curriculum equips students with the knowledge, skills and cultural capital needed to be highly successful and to make a positive contribution to society. It promotes learners' mental, spiritual and intellectual development, and provides exceptional quality of movement through the different phases of their education.

The ICT curriculum will allow our students to understand how different technologies are used in the modern world and establish a deeper knowledge of ICT.

Through challenging teaching, exceptional personal development and comprehensive one to one support, the ICT Faculty intends to ensure that all students leave the Academy well-prepared for the next phase of their education or training.

Implementation

Key Stage 3

The Year 7 curriculum features the Video Editing topic where students understand what videos are, what they are used for, camera shots and angles, planning, designing and creating their own video from a brief, allowing their creativity to shine through. This is delivered at the end of Year 7, following on from the Computer Fundamentals unit due to the demands of a more advanced piece of software used, 'Movie Plus'. Students also have the chance to use additional pieces of hardware, such as headphones and drawing tablets, which are studied and learned about in the previous unit. It helps as their digital literacy skills will have improved over the two units and, after learning about the hardware and software, they can now put more of their knowledge into practice here. This finishes off the year nicely and flows agreeably to another creative topic at the beginning of Year 8. They are kept together this way as there are more advanced design skills needed in the Digital Graphics unit. With the design brief given, they may use their cultural experiences from the summer holidays to influence their design work.

In Year 8 we start with the Digital Graphics unit of work which tests students' design skills. They learn about colour theories, typography and create their own digital graphic linking to a brief. Design skills are always important and embedding skills and understanding in this unit links to the next unit which is Scratch Programming. Rooting skills from Digital Graphics by designing their own backgrounds for the sprites to be programmed on, shows the significance of sequencing skills appropriately. Scratch Programming is scheduled here as students need design skills as stated above, and the National Curriculum encourages students to learn a specific programming language. This is a new program for a number of our students.

Key Stage 4

Students will use Year 9 to work on their skills, building and grounding the work ready for KS4 where they will embed what they have learned with the theory and put that into practice when given design briefs in KS4. They will use elements from all schemes of work and combine them to complete the specific tasks outlined by the examination board.

Key Stage 5

Students are taught by a team of specialist teachers, and learn in many ways. Teaching includes, research, studying videos, multi-media resources, discussion, presentations,

and group tasks all being used to develop a deep understanding of the subject topics. In addition to developing learners' understanding of how different technologies are used in the modern world and establishing a deeper knowledge of computer systems, the course also provides opportunities for learners to apply their knowledge and skills to developing technologies and understand their positive and negative impact on today's society, making it relevant to their own lives.

Impact

The curriculum equips students with the skills that they need for the real world as we study a vast range of programs in detail. We educate students about how to stay safe from the very first scheme of work and refer to this throughout their time at Tollbar Academy; it is vital they know how to stay safe in the real world and in later life. Real-life scenarios are given to emphasise the importance of the topic/safeguarding issue so they are aware of how to stay safe in situations which may occur outside school.

Within the ICT curriculum, expectations are high in terms of the amount of content delivered, especially the rigorous amount of coursework at KS4. The schemes of work are planned to focus on practising skills and then executing the skills in a final assessment where ample time is given to put everything into practice. The skills are split up like a 'jigsaw', where a variety of topics/programmes are explored which merge together to meet, and often exceed, the National Curriculum expectations