

## **Maple Medical PRU**

### **ICT (iMedia) Policy**

#### **Intent**

The ICT curriculum aims to

Enable pupils to develop their theoretical knowledge and understanding of ICT as well as opportunities to apply and develop skills and knowledge

A key element to the policy is to enable and encourage students to take responsibility for their own learning and creativity. As their teachers we will equip them with the skills needed to access further education and employment.

Ensure that all pupils have equal access to learning, providing appropriate levels of challenge and support to enable everyone to achieve their full potential

Support pupils' spiritual, moral, social and cultural development

#### **Principles/values/connections to wider school aims**

This policy is based on the Maple vision, values and aims which is our commitment to:

- Creating an educational provision which is safe, caring and nurturing and enable pupils to learn and staff to grow
- Respect, equality, individuality and achievement at all levels of ability and age
- Provide a happy and stimulating environment where pupils can achieve their full potential
- Remove as many barriers to learning as possible
- Have high expectations of teaching and learning and reward achievement

This policy is written in conjunction with the School Development Plan and supports these specific aims within those documents in the academic year 2019/20.

For all teachers to share good practice via peer observations

Ensure all pupils have access to an appropriate KS4 curriculum including Mulberry

Measure progress of SEND pupils

#### **Implementation**

##### **Content**

The ICT qualification we follow at Maple is -

## OCR Cambridge Nationals iMedia Level 1/2 award/certificate

Pupils who complete the two mandatory units will gain the Award which is equivalent to half a GCSE qualification; if they complete the two mandatory units plus two other optional units they will gain the Certificate which is equivalent to a full GCSE qualification. Only students who join us having completed other units at their mainstream schools will compete the certificate.

Students will complete the two mandatory units that are made up of one exam and one set of coursework assignments.

Most pupils at Maple will complete the award equivalent to a half GCSE and consisting of two units, but for some may join us having already completed other units which we can use to top them up to the certificate.

- Pupils will study the following units –
- The mandatory exam unit RO81 which focuses on the pre-production skills required for creating iMedia products
- The mandatory unit RO82 which focuses on the design and creation of a digital graphic product within the confines of a fictional clients requirements.

Pupils study ICT in Year 10 and Year 11 with curriculum time of two hours a week. This is supplemented around the exam season with suitable exam preparation based homework and revision tasks.

Pupils in KS3 follow a framework of study designed to give them a broad understanding of ICT hardware and software which allows them to access all courses they may have the opportunity to study if and when they were to return to mainstream education.

There is one teacher with responsibility for teaching ICT who is supported by a none specialist teacher. The role involves adapting and amending the curriculum to suit individual pupil need, lesson planning including preparing resources and teaching, liaising with teaching assistants, record keeping, pupil feedback, data tracking, providing data for the SLT, inviting outside professionals and speakers into Maple to deliver practical sessions and activities, keeping updated on curriculum changes, attending professional development courses and liaising with colleagues in other schools.

## **Aims**

The aim of the ICT curriculum is

- To equip pupils with a broad understanding and knowledge of ICT
- For pupils to be actively engaged, enthused and inspired by their experiences and to take their new skills either into further/higher education or the workplace
- Develop their researching skills
- Help students deepen their knowledge to allow it to be committed to long term memory
- Give pupils regular opportunities to improve their work
- Enable all pupils to access the curriculum by adopting a range of teaching strategies and styles and adapting resources to meet individual pupil needs
- To develop the skills to take responsibility for their own learning including research, investigation and evaluation of each topic, with support where needed to enable all pupils to be able to access the content of the qualification
- To promote literacy, numeracy and research skills and collaborate with staff from other subjects where there are cross-curricular links to ensure the best learning experience for pupils
- To develop an awareness of the different careers which are available within ICT sectors
- Provide homework when appropriate which complements and builds on knowledge and understanding from each topic
- Offer support/catch up/homework/revision sessions at lunchtime and after school to enable pupils to catch up and/or raise their levels of achievement
- To track the progress of all pupils and take appropriate targeted intervention to enable them to reach their full potential

## **Impact**

- Utilise their skills in a multitude of different lessons and their personal lives
- To gain a recognised qualification which will equip pupils to move onto further/higher education or employment
- To have a greater awareness of careers within ICT sectors
- To develop skills which they will need in further/higher education and the workplace including working independently, researching information, applying their knowledge, problem solving, analysis and evaluation of evidence, working to deadlines, communication and team work
- Develop confidence in their own abilities and take a pride in their achievements
- Pupils are involved in their own learning and progress: verbal and written feedback is discussed as part of the learning process and they are able to make adjustments or improvements they need to make

- Pupil progress is carefully tracked and interventions implemented if expected progress is not being made
- Pupils are able to attend catch up/homework sessions at lunchtimes or after school to enable them to achieve or exceed their full potential
- Parents/carers receive regular feedback on the progress of their son/daughter

### **Equal Opportunities**

All pupils have access to an ICT qualification if they attend on days when it is timetabled.

### **Mulberry**

ICT is not taught as a discrete subject in Mulberry, but ICT skills are taught via cross curricular work.

ICT is used to research and present work in a range of subjects using Word, Publisher and Powerpoint.

ICT is used regularly to engage students in learning across all subject areas and all students have access to an iPad, laptop and interactive large screen.

### **Health and Safety**

Some pupils at Maple are vulnerable due to their life experiences and/or severe and enduring mental health issues. Everyone is advised when sensitive topics will be taught and are able to opt out if they wish. Pupils with medical conditions and/or disabilities may struggle to work on computers but will be supported wherever possible.

### **Homework**

Homework is set regularly to complement and build on knowledge and understanding of the curriculum. Opportunities are given every week for pupils to complete homework either at lunchtime or after school with support. The homework policy for Maple is available on the school website.

### **Resources**

A wide range of resources are used to teach iMedia including text books, revision guides, interactive whiteboard packages, articles in the local and national news, exam board resources and exam papers in addition to teacher produced resources.

### **Assessment**

Pupils are involved in the assessment process and receive regular verbal and written feedback on their class work and homework. They peer mark and self mark when

written work has been completed and receive generic feedback on their Assignments to enable improvements to be made.

Regular exam assessments are completed with detailed class feedback to raise understanding and enable pupils to make progress ready for their GCSE exam.

Maple use a tracking system and give termly feedback to parents on their son/daughters progress and interventions are implemented where pupils are not making expected progress. These include catch up sessions each week at lunchtime and/or after school.

### **Monitoring and evaluation**

The ICT and iMedia curriculum is monitored and evaluated each year and any amendments made if necessary eg change of optional units. The curriculum is monitored by the SLT which includes informal discussions, lesson observations, learning walks, peer observation, drop ins, work scrutiny and appraisal and CPD discussions. The Management Committee monitor the curriculum through discussion and feedback with the Head Teacher.

### **Monitoring and review of policy**

The SLT and Management Committee are responsible for monitoring the implementation and review of this policy through observation, discussion, appraisal/CPD meetings review of record keeping and discussions with Management Committee members. The ICT Policy is reviewed every two years.

**Policy Approval date :** .....

**Review date:** .....