DEEP DIVE:

Curriculum area: ICT

Belle Vue School

Cornfields School

'Improving life chances'

INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)
   Only when we can answer this question do we move on to the next question.

2. How should we best deliver this programme of study? (Implementation)
   Only when we can answer this question do we move on to the next question.

3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

CURRICULUM AREA: ICT

Intent

With the increasing importance of computers in daily life, we believe our pupils should be curious about technology and explore advancements with fun and creativity. We aim for pupils to be imaginative, responsive and skilful, to grasp an understanding of ethics and to practice coding with due diligence.

The ICT curriculum is designed to enable every pupil to access education in computing at varying levels, depending on their ability and progress. Some pupils have advanced programming skills, whereas others do not have any computer expertise. Therefore, we intend to provide an opportunity for everyone to learn, explore and to achieve relevant certifications bespoke to their ability and interest. All five courses have been designed to develop the essential variety of skills pupils decide to have in their future.

Implementation

We designed our ICT education with two main pathways. The first is using computers and software. The second pathway focuses on coding and includes both Scratch programming and Arduino Projects. By teaching in this way, we can encourage our pupils to acquire necessary computing knowledge and those who choose to can proceed to advanced learning and coding skills. The advantage of these pathways is it allows pupils to learn how computers and essential software work, while also learning coding and experiencing the practical use of programming.

We ensure all pupils have the opportunity to learn about basic computer skills such as browsing the internet safely, or learning about hardware. We transfer such learning to other curriculum areas including English and employability lessons. For example, presentations can be prepared in presentation software, or CVs can be designed with a text-editing programme.

Scratch and Arduino Projects allow a hands-on experience and teach programming in a fun and creative way. Pupils can use specialist software to express their artistic imagination, creating artwork with Processing and composing music with LMMS.

Our introduction to computing forms a foundation for progress to Functional Skills, or GCSE Computer Science. Scratch provides a fun way to learn about coding for beginners. Those who want to explore coding further can move into Arduino Projects to study higher-level coding and familiarise themselves with electronic hardware.

Impact

Our pupils have the opportunity to obtain a range of ICT qualifications including Functional Skills, GCSEs and AQA Unit Awards.

With such a range of ICT courses, our pupils will become familiar with the basic features of computers and software. Some of our pupils will develop into coding skills and others will complete the curriculum for GCSE Computer Science. Those who wish to excel in programming have the opportunity to explore Scratch and – if more advanced – Arduino Projects. Our differentiated scheme of work will allow our pupils to achieve computer literacy that meets their targets. The desired impact is to build confidence about new technology and enable them to use it wisely.

IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short – we aim to reverse and eradicate the known correlation between poor outcomes in life – and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards – and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum – with effective sequencing, structure and implementation – will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and – and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.