Dudley Academies Trust Computing Strapline: Digitally Literate Citizens

Statement of Curriculum Intent – The Link Academy 2020-2021

2020/21

The Link Academy is built on strong relationships. A happy school, we are at the heart of our community and provide an excellent educational experience for students from years 7 through to 11. Everything we do is driven by our core values, which are underpinned by honesty and integrity. We believe the potential our learners hold in terms of their personal achievement is limitless. We will empower them to go forward, prepared for whatever challenges they face with absolute confidence, aware that they have the knowledge, skills and qualities needed to succeed.

Dreaming big	Rewarding effort	Leading together	Respecting each other and our world	Learning that inspires
Computing is based around the 3 strands of the National Curriculum Programme of Study. These are Computer Science, Information Technology and Digital Literacy. Units of work at key stage 3 have elements of these strands to ensure a balanced curriculum and to support student's progression from years 7 to 11. The three strands each have a progression pathway to define the	Through a culture of high expectations, our learners will recognise that consistent hard work, attendance, and a positive attitude will be rewarded. Alongside the use of the school's reward policy of merits and praise postcards. Learners will receive regular verbal praise and those with a positive attitude to Computing will be invited to attend after school sessions and extra-curricular activities.	Within the Computing curriculum, working with others plays a large role. Pupils are encouraged to use collaborative learning with a focus on problem solving within small groups. For example, learners are encouraged to use the SNOT (Self, Neighbour, Other, Teacher) method to find solutions to problems. This encourages learners to think for themselves, work collaboratively and use other sources of information such as the	Computing allows pupils to explore many important aspects of the world which we live in. The curriculum has been designed to build the learners confidence in using technology and understanding key concepts of life in the digital age. Learners will gain an understanding of the opportunities and issues faced in using modern technology. E-safety plays a vital role in everyday life and learners need to be equipped with	Learning opportunities are created with inspiration in mind. Tasks within lessons are design to ensure that students are challenged, and the work is engaging. Pupils are given the chance to build on prior knowledge to embed new information into their long-term memory. The language used by teachers and support staff will promote a positive mind set emphasising positive behaviour, effort, and resilience. We are

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attainment of pupils based on the "Computing at School" guidance for KS3. They provide a framework to help students organise knowledge and build upon prior learning. Furthermore, it provides scope for learners to link ideas and concepts together to give a "big picture" of the subject.		internet before asking for help from the teacher. This allows learners to develop a resilience, strength of character and essential personal skills that they will be able to transfer to other aspects of their lives.	the knowledge and skills to be able to stay safe when using the internet. Other aspects of the Computing curriculum allow pupils to explore a wider range of issues from the treatment of Alan Turing in KS3 to ethical and cultural concerns of computing in KS4.	conscious of the role that literacy and vocabulary plays and we explicitly teach the meaning of subject-specific language using word consciousness.

Curriculum Framework

Our curriculum framework places high value on excellent practice and research evidence to inform the overarching curriculum principles outlined below. These principles emphasise the importance of effective curriculum design, intelligent sequencing of knowledge and meaningful assessment that informs learning. Our expert teachers implement evidence informed methods to maximise learning and retention of knowledge and skills, meaning the level of challenge in the curriculum outlines the level of challenge in our classrooms.

Knowledge (content)

- Curriculum content is knowledge-rich, tackles misconceptions and builds on prior learning.
- Knowledge and skills are introduced with a clear structure of progression.
- Progress is learners understanding, recalling, and linking key aspects of the curriculum.
- Home Learning is used to practice and embed knowledge and skills effectively.

Teaching & Learning

- Teachers understand that learning is the long-term retention of knowledge and the ability to transfer it to different contexts (skills).
- Teachers employ evidence informed teaching methods to improve learning and knowledge retention.
- Teachers actively seek opportunities to improve their teaching through their active engagement with the Teacher Development Programme and the Trust wide CPD programme.
- Teachers are responsive in their teaching and continually tailor support for those learners at risk of underachievement (Closing the Gaps).

Assessment & Feedback

- Assessment is underpinned by the three strands of Computing: Computer Science, Information Technology and Digital Literacy.
- The purpose of assessment is to improve students' learning and inform teachers' planning.
- Formative assessment takes precedence over summative assessment.
- Summative assessment includes cumulative knowledge (and skills).
- Key Assessment Points (KAPs) are meaningful, informative, and considerate of teacher workload.
- Feedback is an essential part of teaching and takes many forms; formal marking is only one method and therefore is not relied upon solely to improve learning.
- Verbal feedback should be an integral part of the learning environment

Wellbeing

- Staff and learner wellbeing are central to the academy's values.
- Learners are encouraged to recognise the importance of learning beyond that which is examinable.
- The academy calendar is strategically planned and implemented to be considerate of staff workload whilst not compromising student learning.
- Each curriculum identifies and capitalises upon opportunities to support the Social Emotional Mental Health development of our learners.

Reading & Academic Vocabulary

- We develop a culture of reading at every opportunity within the academy day.
- Reading is wide, varied and challenging at an age appropriate level.

- Learners are supported to read fluently and in depth for pleasure and knowledge.
- Every opportunity is taken to develop and use academic vocabulary across the curriculum.

Leadership

- The SMART curriculum is typified by a dynamic process of curriculum design, implementation, and review. This allows a continuous cycle of review and prioritises curriculum improvement.
- Curriculum Maps are planned, developed, and evaluated regularly to focus on well-sequenced learning, challenge, and progression.
- A Trust wide quality assurance process is central to the work of leaders at all levels both in the academy and the Trust's central team.