REMOTE LEARNING MODULE

Subject: CS Year 7
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Subject:	CS		Teacher (if applicable):	CMI / GMA / ACR / GLC
Year:	7		Ability/Class (if applicable):	Mixed
Module title:	Introduction to ICT			
Duration:	4 weeks ☐	6 weeks ☐	8 weeks ☐	Other:

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?
To support the learning of pupils a remote environment whist skill keeping in line with the subject aims and Academy values.

Aims - what do you want pupils to be able to know and do by the time they finish this module?
Are responsible, competent, confident and creative users of information and communication technology. Become digitally literate in order to able to use, and express themselves and develop their ideas through, information and communication technology Become digitally literate in order to become active participants in a digital society and workplace.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?
Brave: Empower pupils to become digitally literate in order to able to use, and express themselves and develop their ideas through, information and communication technology. Ambitious: Delivery of challenging concepts and ideas. Kind: To become digitally literate in order to become active participants in a digital society and workplace.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
Unit: Introduction to ICT	undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of

Topics:	devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
1. Emails 2. Presentation Skills 3. E Safety 4. British Values	Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

How to send an email effectively.

How to stay safe online in relation to their age.

How to conduct remote learning effectively and safely.

Implementation

KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the next academic year, or key stage?
Emails: Send a formal email over school system with attached files. Presentation Skills: Create a professional presentation using a variety of formatting skills based on a client brief. E Safety: Staying safe in a digital world. British Values: Promoting rule of law, equality and safety	These key concepts will support the vast majority of the rest of the computer science curriculum, as a a lot of tasks and projects involve the use of email, presentations and the use of internet (e-safety)

LEARNING	
Synchronous – what are the synchronous aspects of the module, including new material taught?	**Asynchronous** – what are the asynchronous aspects of the module, including deliberate practice?

Live demonstrations (MS Teams) though screensharing on how to;
 	
    ▪ Access emails
    ▪ Use functionalities of Outlook (signature, attachments, priority etc.)
    ▪ How to create a purposeful presentation (one that suits a target audience)
 	
Live talking (MS Teams)
    ▪ E-Safety information (How to stay safe online etc.)
    ▪ British Values
	Deliberate practice:
	
	    ▪ Composing emails
	    ▪ Creating documents
	    ▪ Using functionalities of email (attachments, signatures etc.)
	    ▪ Creating a presentation to suit a target audience
	    ▪ Reading on how to stay safe online
	    ▪

ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	**Disengagement** – how are you going to ensure students who are not engaging with this module are identified and supported?
Print resources and materials as a booklet and post home.	Contact pupil via Edulink. Contact home via Edulink. Contact home via phonecall. Contact home via CL. Contact home via SLT.
FEEDBACK	
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	**Review Points** – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?

Online test using Microsoft Forms (done through MS Teams). (Paper based document where required)	**2 Weeks**	Exit Ticket (British Values / Outlook) (Uploaded to MS Teams, marked via MS Teams using a Rubric)	
	4 Weeks	Exit Ticket / Written Questions (Presentation skills) (Uploaded to MS Teams, marked via MS Teams using a Rubric)	
	6 Weeks	Exit Ticket / Written Questions (E-Safety/Staying safe online, marked via MS Teams using a Rubric)	
	8 Weeks	End of unit test Via Microsoft Forms (uses MS Teams)	
	Other	*n/a*	

Delivery – Lesson 1 is provided as an example

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	2	Remote (live on MS Teams and remote as study)	☒	BEBRAS Computational Thinking Questions	What	To be able to recognise your own personal values and understand what British values are
		Blended (live in classroom and remote as study)	☐		Why	To better understand our core values
					How	You will be able to discuss examples of values such as living in a democracy and the rule of law

	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Information on identity and core British values What makes people unique? Delivered either as a live MS teams lesson, or through written document/presentation	Live MS Teams lesson, students can respond to questions posed by Tutor in the live chat box	Tutor can explain their own identity, what makes them unique. Demonstrate/Provide an example coat of arms	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Independently, students create their own coat of arms. (done on computer where possible, on paper in other situations)	Evaluate what the student has created to identify themselves. Written feedback posing questions such as "What things do you think you have in common with other	n/a	

		students at the school?" via teams upload and rubric		

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2	Number of lessons in cycle:	Remote (live on MS Teams and remote as study) ⊠			What	
					Why	
		Blended (live in classroom and remote as study) ☐			How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly) Exit Ticket provided to students Students upload responses to MS Teams Tutor responds to Exit Ticket with Rubric	Asynchronous (remote)

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
3	Number of lessons in cycle:	Remote (live on MS Teams and remote as study) ⊠			What	
					Why	
		Blended (live in classroom and remote as study) ☐			How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

4	Number of lessons in cycle:	1) Lesson Type (remote or blended)			2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	☒			What		
		Blended (live in classroom and remote as study)	☐			Why		
						How		
		4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)

5	Number of lessons in cycle:	1) Lesson Type (remote or blended)			2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	☒			What		
		Blended (live in classroom and remote as study)	☐			Why		
						How		
		4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asyn chro

Cycle 6

1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Remote (live on MS Teams and remote as study)	☒		What	
Blended (live in classroom and remote as study)	☐		Why	
			How	

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

6 — Number of lessons in cycle:

Cycle 7

1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Remote (live on MS Teams and remote as study)	☒		What	
Blended (live in classroom and remote as study)	☐		Why	
			How	

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

7 — Number of lessons in cycle:

8	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	☒		What	
					Why	
		Blended (live in classroom and remote as study)	☐		How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	☒		What	
					Why	
		Blended (live in classroom and remote as study)	☐		How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

		1) Lesson Type (remote or blended)			2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
10	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	⊠			What	
						Why	
		Blended (live in classroom and remote as study)	☐			How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	Asynchronous (remote)