

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

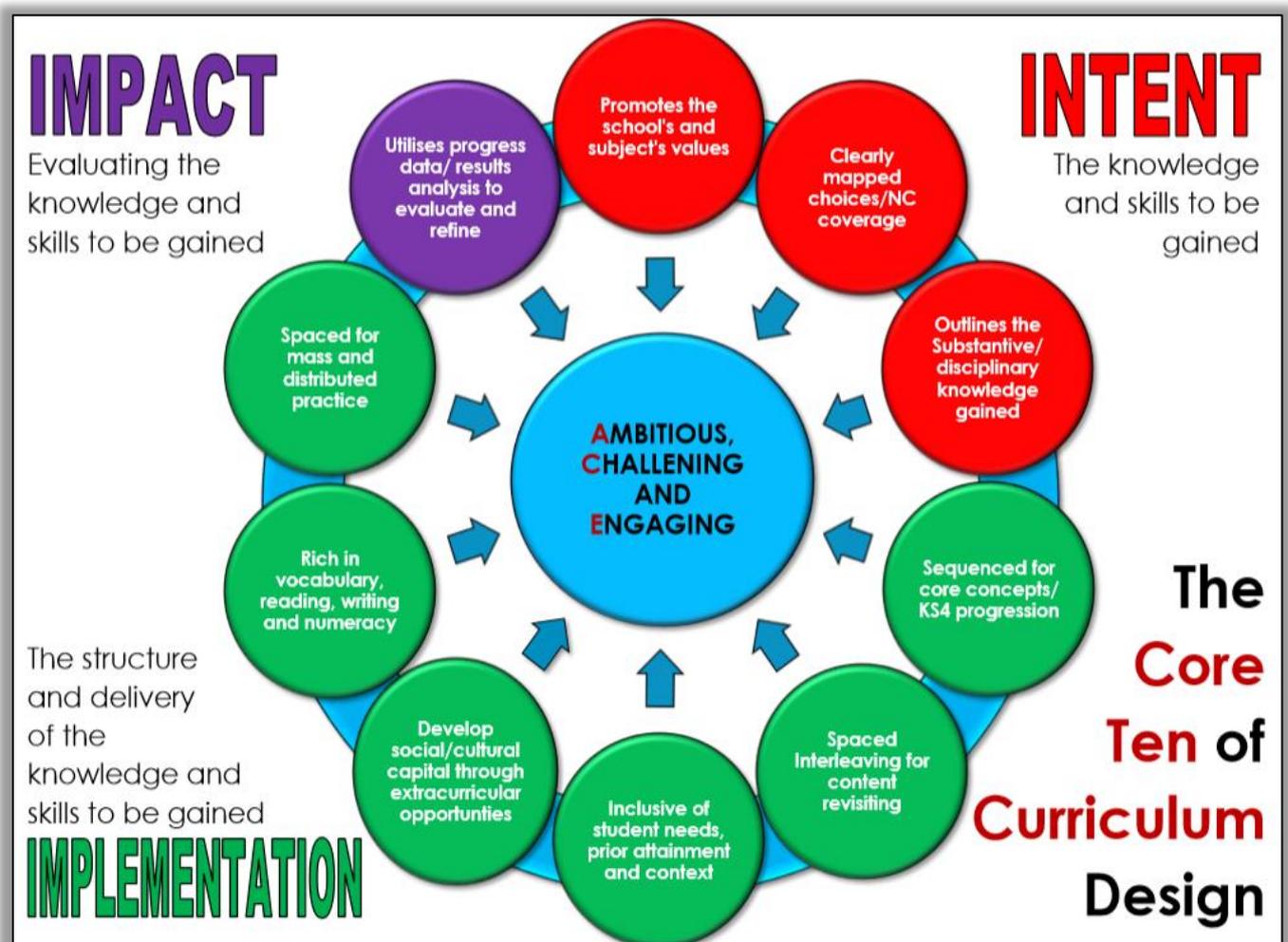
Key Stage 4

Subject: OCR Cambridge National iMedia

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS3 and to KS5
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	<p>Unit/Topic</p> <p>R081 Preproduction skills</p> <p>Purpose, uses and content of: Mood boards, mind maps, visualisation diagrams and storyboards.</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p>	<p>R081 Preproduction skills</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p> <p>Create the following preproduction documents: Mood boards, mind maps, visualisation diagrams and storyboards.</p>	<p>R081 Preproduction skills</p> <p>Understand File formats.</p> <p>Review preproduction documents.</p> <p>Identify areas for improvement in preproduction documents.</p>	<p>R082 Creating Digital Graphics.</p> <p>Understand the purpose and properties of graphics including file formats, types and uses.</p> <p>Plan the creation of a digital graphic based on user needs by creating: a work plan, visualisation diagram, identifying assets and resources, considering legal and ethical implications.</p>	<p>R081 Preproduction skills</p> <p>Exam Revision</p> <p>R082 Creating Digital Graphics.</p> <p>Source assets needed to create a digital graphic.</p> <p>Create a digital graphic based on user requirements.</p>	<p>R082 Creating Digital Graphics</p> <p>Ensure the technical capability of assets used.</p> <p>Create a digital graphic based on user requirements.</p> <p>Appropriately export digital graphics.</p> <p>Review digital graphic against user requirements and Identify areas for improvements.</p>

	Specification/ Assessment Objective	<p>Learning Outcome 1: Understand the purpose and content of pre-production</p> <p>Learning Outcome 2: Be able to plan pre-production</p>	<p>Learning Outcome 2: Be able to plan pre-production</p> <p>Learning Outcome 3: Be able to produce pre-</p>	<p>Learning Outcome 3: Be able to produce pre-production documents</p> <p>Learning Outcome 4: Be able to review pre-production documents</p>	<p>Learning Outcome 1: Understand the purpose and content of pre-production</p> <p>Learning Outcome 2: Be able to plan pre-production</p>	<p>Learning Outcome 3: Be able to create a digital graphic</p>	<p>Learning Outcome 3: Be able to create a digital graphic</p> <p>Learning Outcome 4: Be able to review a digital graphic</p>
	Powerful Knowledge	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Review and adaptation skills.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Review and adaptation skills.</p>

<p>Mass Practice</p>	<p>Purpose, uses and content of: Mood boards, mind maps, visualisation diagrams and storyboards.</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations.</p> <p>Assessed upon completion of each preproduction document with a DIRT / feedback task.</p> <p>Also assessed through exam style questions to support knowledge with a mixture of multiple choice, short and extended answers.</p>	<p>Interpret client requirements to produce a work plan, production schedule, and hardware / software needs, legal and ethical obligations based on a case study.</p> <p>Create the following preproduction documents: Mood boards, mind maps, visualisation diagrams and storyboards.</p> <p>Assessed upon completion of each preproduction document with a DIRT / feedback task.</p> <p>Also assessed through exam style questions to support knowledge with a mixture of multiple choice, short and extended answers.</p>	<p>Understand File formats e.g. JPER, RAW, WAV.</p> <p>Review preproduction documents: Mood boards, mind maps, visualisation diagrams and storyboards.</p> <p>Identify areas for improvement in preproduction documents based on self and peer review.</p> <p>Assessed upon completion of each preproduction document with a DIRT / feedback task.</p> <p>Also assessed through exam style questions to support knowledge with a mixture of multiple choice, short and extended answers.</p>	<p>R082 unit is controlled assessment and is formally assessed through written reports, creation of preproduction documents and digital asset (graphic). Pupils have opportunity to self and peer assess work at appropriate intervals in line with exam board regulations.</p> <p>Understand the purpose and properties of graphics including file formats, types and uses. E.g. colour depth, resolution, file size.</p> <p>Plan the creation of a digital graphic based on user needs by creating: a work plan, visualisation diagram, identifying assets and resources, considering legal and ethical implications.</p>	<p>Source assets needed to create a digital graphic following clients brief and consideration of legal restrictions.</p> <p>Create a digital graphic based on user requirements.</p> <p>Assessed upon completion of each preproduction document with a DIRT / feedback task.</p> <p>Also assessed through exam style questions to support knowledge with a mixture of multiple choice, short and extended answers.</p>	<p>R082 unit is controlled assessment and is formally assessed through written reports, creation of preproduction documents and digital asset (graphic). Pupils have opportunity to self and peer assess work at appropriate intervals in line with exam board regulations.</p> <p>Ensure the technical capability of assets used through review and testing.</p> <p>Create a digital graphic based on user requirements.</p> <p>Appropriately export digital graphics.</p> <p>Review digital graphic against user requirements and Identify areas for improvements through review and testing.</p>
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	<p>Distributed Practice</p>	<p>Builds upon Year 9 Produce a graphic project.</p> <p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>DNA: Online Mini quiz recapping previous learning and introducing new topics. Review of task brief.</p>	<p>Builds upon Year 9 Produce a graphic project.</p> <p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>DNA: Online Mini quiz recapping previous learning and introducing new topics. Review of task brief.</p>	<p>Builds upon Year 9 Produce a graphic project.</p> <p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Exam style question practice enabling pupils to spot command word and form an appropriately structured response.</p> <p>DNA: Online Mini quiz recapping previous learning and introducing new topics. Review of task brief.</p>	<p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Project management skills: time keeping, organisation, Gaant charts, meeting the customer brief, peer and self - review.</p> <p>Revisit and build upon the following skills from R081:</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p> <p>Create the following preproduction documents: Mood boards, mind maps, visualisation diagrams.</p> <p>DNA; Reread the client brief. Cross check last lessons work against the brief and note down</p>	<p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Project management skills: time keeping, organisation, Gaant charts, meeting the customer brief, peer and self - review.</p> <p>Revisit and build upon the following skills from R081:</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p>	<p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Project management skills: time keeping, organisation, Gaant charts, meeting the customer brief, peer and self - review.</p> <p>Revisit and build upon the following skills from R081:</p> <p>Understand File formats.</p> <p>Review preproduction documents.</p> <p>Identify areas for improvement in preproduction documents.</p> <p>DNA; Reread the client brief. Cross check last lessons work against the brief and note down potential amendments. Set a plan of action for current lesson.</p>
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					potential amendments. Set a plan of action for current lesson.		
What are the key concepts to be covered?	Ability to understand the purpose of and ability to create preproduction documents. The importance of meeting the requirements of a customer brief. Knowledge of legal and ethical obligations. Purpose and uses of different Hardware / software. Understand File formats e.g. JPER, RAW, WAV. Understand the purpose and properties of graphics including file formats, types and uses. E.g. colour depth, resolution, file size. Confident users of the Adobe suite and office package. Understand File formats.						
What prior knowledge, at KS3, are you assuming they have?	Integrated office skills e.g. sending work through email /formatting skills. Pupils are comfortable using word and Powerpoint in particular. Pupils can save, share and organise work effectively. Pupils have had learnt the basics of Photoshop. Some prior understanding of legal, social, environmental considerations. Ability to peer / self- review effectively.						
What knowledge do they need to have a successful start to Year 11?	Ability to understand the purpose of and ability to create preproduction documents. The importance of meeting the requirements of a customer brief. Knowledge of legal and ethical obligations. Purpose and uses of different Hardware / software. Confident users of the Adobe suite and office package.						
How are topics spaced between unrelated topics?	Sequencing allows pupils to attempt external exam twice. Knowledge of R081 topics (completed first) supported learning of all other units.						

11	Unit/Topic	<p>R087 – create an interactive multimedia product</p> <p>Purpose, uses and key elements and limitations of different multimedia products</p> <p>Hardware, software and file format needs.</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p>	<p>R087 – create an interactive multimedia product</p> <p>Plan the creation of an interactive multimedia product based on user needs by creating: a work plan, visualisation diagram, identifying assets and resources, considering legal and ethical implications</p> <p>Review multimedia product against user requirements and Identify areas for improvements.</p>	<p>R085: Create a multipage website</p> <p>Purpose, uses and key elements and limitations of different multimedia products</p> <p>Hardware, software and file format needs.</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p>	<p>R085: Create a multipage website</p> <p>Plan the creation of an multipage website based on user needs by creating: a work plan, visualisation diagram, identifying assets and resources, considering legal and ethical implications</p> <p>Review multipage website product against user requirements and Identify areas for improvements.</p>	<p>R081 Preproduction skills</p> <p>Exam Revision</p>	N/A
	Specification/ Assessment Objective	<p>Learning Outcome 1: Understand the uses and properties of interactive multimedia products</p> <p>Learning Outcome 2: Be able to plan interactive multimedia products</p>	<p>Learning Outcome 3: Be able to create interactive multimedia products</p> <p>Learning Outcome 4: Be able to review interactive multimedia products</p>	<p>Learning Outcome 1: Understand the properties and features of multipage websites</p> <p>Learning Outcome 2: Be able to plan a multipage website</p>	<p>Learning Outcome 3: Be able to create multipage websites using multimedia components</p> <p>Learning Outcome 4: Be able to review a multipage website</p>	<p>Learning Outcome 1: Understand the purpose and content of pre-production</p> <p>Learning Outcome 2: Be able to plan pre-production</p> <p>Learning Outcome 3: Be able to produce pre-production documents</p> <p>Learning Outcome 4: Be able to review pre-production documents</p>	N/A

	<p>Powerful Knowledge</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Review and adaptation skills.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Digital Literacy: Providing pupils with the knowledge and skills to use a variety of media software programs.</p>	<p>Employment skills: Project management and organisation.</p> <p>Creative / Entrepreneurial skills: Encouraging pupils to seek creative solutions based on user / client requirements.</p> <p>Review and adaptation skills.</p>	<p>N/A</p>
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<p>Mass Practice</p>	<p>R087 unit is controlled assessment and is formally assessed through written reports, creation of preproduction documents and digital asset (graphic). Pupils have opportunity to self and peer assess work at appropriate intervals in line with exam board regulations.</p> <p>Purpose, uses and key elements and limitations of different multimedia products for example PPT, websites, flash animations etc.</p> <p>Hardware, software and file format needs. Definitions, types, limitations, user requirements, compatibility.</p> <p>Interpret client requirements to produce a work plan, production schedule,</p>	<p>R087 unit is controlled assessment and is formally assessed through written reports, creation of preproduction documents and digital asset (graphic). Pupils have opportunity to self and peer assess work at appropriate intervals in line with exam board regulations.</p> <p>Plan the creation of an interactive multimedia product based on user needs by creating: a work plan, visualisation diagram, identifying assets and resources, considering legal and ethical implications</p> <p>Review multimedia product against user requirements and Identify areas for improvements through review and testing.</p>	<p>R085 unit is controlled assessment and is formally assessed through written reports, creation of preproduction documents and digital asset (graphic). Pupils have opportunity to self and peer assess work at appropriate intervals in line with exam board regulations.</p> <p>Purpose, uses and key elements and limitations of different multimedia products for example PPT, websites, flash animations etc.</p> <p>Hardware, software and file format needs. Definitions, types, limitations, user requirements, compatibility.</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p>	<p>R085 unit is controlled assessment and is formally assessed through written reports, creation of preproduction documents and digital asset (graphic). Pupils have opportunity to self and peer assess work at appropriate intervals in line with exam board regulations.</p> <p>Plan the creation of an multipage website based on user needs by creating: a work plan, visualisation diagram, identifying assets and resources, considering legal and ethical implications</p> <p>Review multipage website product against user requirements and Identify areas for improvements.</p>	<p>Depended on pupils needs based upon outcome of mock exams / knowledge audits.</p>	<p>N/A</p>
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		hardware / software needs, legal and ethical obligations e.g. ethical hacking.					
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	<p>Distributed Practice</p>	<p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Project management skills: time keeping, organisation, Gaant charts, meeting the customer brief, peer and self - review.</p> <p>Revisit and build upon the following skills from R081:</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p> <p>Create the following preproduction documents: Mood boards, mind maps, visualisation diagrams.</p>	<p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Project management skills: time keeping, organisation, Gaant charts, meeting the customer brief, peer and self - review.</p> <p>Revisit and build upon the following skills from R081:</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p> <p>Understand File formats.</p> <p>Review preproduction documents.</p> <p>Identify areas for improvement in preproduction documents</p>	<p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Project management skills: time keeping, organisation, Gaant charts, meeting the customer brief, peer and self - review.</p> <p>Revisit and build upon the following skills from R081:</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p> <p>Create the following preproduction documents: Mood boards, mind maps, visualisation diagrams.</p> <p>DNA; Reread the client brief. Cross check last lessons work against the brief and note down</p>	<p>Integrated office skills e.g. sending work through email /formatting skills. Assessments designed to not be linear and contain previous learning.</p> <p>Project management skills: time keeping, organisation, Gaant charts, meeting the customer brief, peer and self - review.</p> <p>Revisit and build upon the following skills from R081:</p> <p>Interpret client requirements to produce a work plan, production schedule, hardware / software needs, legal and ethical obligations</p> <p>Understand File formats.</p> <p>Review preproduction documents.</p> <p>Identify areas for improvement in preproduction documents</p>	<p>Depended on pupils needs based upon outcome of mock exams / knowledge audits.</p> <p>DNA: Online Mini quiz recapping previous learning and introducing new topics. Review of task brief.</p>	<p>N/A</p>
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	DNA; Reread the client brief. Cross check last lessons work against the brief and note down potential amendments. Set a plan of action for current lesson.	DNA; Reread the client brief. Cross check last lessons work against the brief and note down potential amendments. Set a plan of action for current lesson.	potential amendments. Set a plan of action for current lesson.	DNA; Reread the client brief. Cross check last lessons work against the brief and note down potential amendments. Set a plan of action for current lesson.		
What are the key concepts to be covered?	Ability to understand the purpose of and ability to create preproduction documents. The importance of meeting the requirements of a customer brief. Knowledge of legal and ethical obligations. Purpose and uses of different Hardware / software. Understand File formats e.g. JPER, RAW, WAV. Understand the purpose and properties of graphics including file formats, types and uses. E.g. colour depth, resolution, file size. Confident users of the Adobe suite and office package. Understand File formats.					
What knowledge do they need to have a successful start to Year KS5?	As above.					
How are topics spaced between unrelated topics?	Sequencing allows pupils to attempt external exam twice. Knowledge of R081 topics (completed first) supported learning of all other units.					

IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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10	Social/ Cultural Capital	<p>Master slide links each lesson to relevant careers for example project.</p> <p>Providing students with essential workplace skills for example digital literacy in office package, project management skills.</p> <p>Ability to follow detailed instructions independently whilst coming up with a unique solution to a problem.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p> <p>Careers talk: Careers in graphics designer.</p>	<p>Master slide links each lesson to relevant careers for example director.</p> <p>Providing students with essential workplace skills for example digital literacy in office package, project management skills.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p>	<p>Master slide links each lesson to relevant careers for example digital artist.</p> <p>Providing students with essential workplace skills for example digital literacy in office package, project management skills</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p>	<p>Master slide links each lesson to relevant careers for example graphics designer.</p> <p>Providing students with essential workplace skills for example project management, reflective learners with a growth mind-set, moral / legal obligations of technology.</p> <p>Weekly CatchUp - Club for pupils who are behind / absent / in need of additional support</p> <p>Lloyds Banks Careers Webinar. Based on a careers in ICT.</p>	<p>Master slide links each lesson to relevant careers for example game asset designer.</p> <p>Providing students with essential workplace skills for example digital literacy in office package, project management skills.</p> <p>Ability to follow detailed instructions independently whilst coming up with a unique solution to a problem.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p>	<p>Master slide links each lesson to relevant careers for example photo editor.</p> <p>Providing students with essential workplace skills for example project management, reflective learners with a growth mind-set, moral / legal obligations of technology.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p> <p>Visit to Bletchley Park – history of the Computer.</p>
	Tier 2/3 Vocabulary	<p>Use of key terms throughout and revisiting in starters and plenaries for example storyboard, visualisation diagram, client.</p> <p>Key terms on master slide throughout.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries for example storyboard, visualisation diagram, client.</p> <p>Key terms on master slide throughout.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries for example storyboard, visualisation diagram, client.</p> <p>Key terms on master slide throughout.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries for example toolbar, file type, resolution.</p> <p>Key terms on master slide throughout.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries for example storyboard, visualisation diagram, client.</p> <p>Key terms on master slide throughout.</p>	<p>Use of key terms throughout and revisiting in starters and plenaries for example toolbar, file type, resolution.</p> <p>Key terms on master slide throughout.</p>

	<p>Reading</p>	<p>Read briefs, case studies, tasks. For example the client brief/ requirements of a childrens party planner.</p> <p>Reading / writing is a professional, customer focused tone for example create mood board for a childrens party planner.</p> <p>Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.</p>	<p>Read briefs, case studies, tasks. For example the client brief/ requirements of a gardener.</p> <p>Reading / writing is a professional, customer focused tone for example story board for gardener.</p> <p>Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.</p>	<p>Read briefs, case studies, tasks. For example the client brief/ requirements of a bike repair shop.</p> <p>Reading / writing is a professional, customer focused tone for example visualisation diagram for bike repair shop.</p> <p>Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.</p>	<p>Read briefs, case studies, tasks. For example reading a client brief based on a pre released case study scenario.</p> <p>Reading / writing is a professional, customer focused tone for example creating pre-production documents brief based on a pre released case study scenario.</p> <p>Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.</p>	<p>Read briefs, case studies, tasks. For example the client brief/ requirements of a cake designer.</p> <p>Reading / writing is a professional, customer focused tone for example mind map for a cake designer.</p> <p>Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.</p>	<p>Read briefs, case studies, tasks. For example reading a client brief based on a pre released case study scenario.</p> <p>Reading / writing is a professional, customer focused tone for example creating pre-production documents brief based on a pre released case study scenario.</p> <p>Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.</p>
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	Writing	<p>Reading / writing is a professional, customer focused tone for example for example create mood board for a childrens party planner.</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Exam style questions practiced at regular intervals using exam language, key words and case studies.</p> <p>Digital writing skills in Office and Outlook support other subjects for example word processing a script.</p>	<p>Reading / writing is a professional, customer focused tone for example for example story board for gardener.</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Exam style questions practiced at regular intervals using exam language, key words and case studies</p> <p>Digital writing skills in Office and Outlook support other subjects. For example creating a mind map in publishing software.</p>	<p>Reading / writing is a professional, customer focused tone for example for example visualisation diagram for bike repair shop</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Exam style questions practiced at regular intervals using exam language, key words and case studies</p> <p>Digital writing skills in Office and Outlook support other subjects. For example creating a story board in presentation software.</p>	<p>Reading / writing is a professional, customer focused tone for example for example creating pre-production documents brief based on a pre released case study scenario.</p> <p>Digital writing skills in Office and Outlook support other subjects for example sending an email in outlook.</p>	<p>Reading / writing is a professional, customer focused tone for example for example mind map for a cake designer.</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Exam style questions practiced at regular intervals using exam language, key words and case studies</p> <p>Digital writing skills in Office and Outlook support other subjects for example word processing a script.</p>	<p>Reading / writing is a professional, customer focused tone for example for example creating pre-production documents brief based on a pre released case study scenario</p> <p>Digital writing skills in Office and Outlook support other subjects for example creating a visualisation diagram in word processing software.</p>
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	<p>Numeracy</p>	<p>To enable learners to demonstrate analytical and interpretation skills (of situations and/or Results) and the ability to formulate valid well-argued responses based on exam style case studies.</p> <p>Completing Gaant charts based on exam style scenario.</p> <p>Financial costings based on a case study scenario in exam style format.</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or Results) and the ability to formulate valid well-argued responses based on exam style case studies.</p> <p>Completing Gaant charts based on exam style scenario.</p> <p>Financial costings based on a case study scenario in exam style format.</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or Results) and the ability to formulate valid well-argued responses based on exam style case studies.</p> <p>Completing Gaant charts based on exam style scenario.</p> <p>Financial costings based on a case study scenario in exam style format.</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief (pre released at the start of each academic year)</p> <p>Completing Gaant charts based on assignment brief (pre released at the start of each academic year)</p> <p>Presenting numerical data e.g. graphs / charts. For example creating digital pie charts.</p> <p>Financial costings based on a case study scenario. (pre released at the start of each academic year)</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or Results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief. (pre released at the start of each academic year)</p> <p>Completing Gaant charts based on exam style scenario.</p> <p>Financial costings based on a case study scenario in exam style format.</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief (pre released at the start of each academic year)</p> <p>Presenting numerical data e.g. graphs / charts. For example creating digital pie charts.</p> <p>Completing Gaant charts based on assignment brief (pre released at the start of each academic year)</p> <p>Financial costings based on a case study scenario (pre released at the start of each academic year)</p>
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How does the PoS support students with SEND needs?

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QA: staff attend SEND training/progress is tracked/referrals are made/parents and carers are informed

<p>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</p>	<p>Support:</p> <p>Using the local area as context for scenarios to enable increased application and engagement.</p> <p>Levelled masterslide with clear outcomes.</p> <p>Seating plans.</p> <p>Differentiation in tasks.</p> <p>Individual support based on individual pupils needs.</p> <p>Sequencing supports development of core skills at the start.</p> <p>Setting / pathways between computer science and iMedia.</p> <p>Afterschool catch up club.</p> <p>One 2 one support</p> <p>Challenge:</p> <p>Modelled answers / access to previous learners work to better understand level of detail required in controlled assessments.</p> <p>Stretch task available for each lesson focusing on top mark band / wider knowledge in coursework and higher level skills in the exam unit to ensure pupils understand the requirements of analysis and synoptic questions.</p>
<p>How does the PoS offer contextual content appropriate to Amington students?</p>	<p>Data suggests for computer science gap between PP and non PP. SEN and non SEN. Lack of female uptake.</p> <p>Seating plans.</p> <p>External speakers could be female role models. Ensure that case studies / tasks represent all particularly females.</p> <p>Using the local area as context for scenarios to enable increased application and engagement.</p>

11	Social/ Cultural Capital	<p>Master slide links each lesson to relevant careers for example game designer.</p> <p>Providing students with essential workplace skills for example project management, reflective learners with a growth mindset, meeting client briefs / needs.</p> <p>Ability to follow detailed instructions independently whilst coming up with a unique solution to a problem.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p>	<p>Master slide links each lesson to relevant careers for example mobile application engineer.</p> <p>Providing students with essential workplace skills for example project management, reflective learners with a growth mindset, meeting client briefs / needs</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p>	<p>Master slide links each lesson to relevant careers for example web developer.</p> <p>Providing students with essential workplace skills for example project management, reflective learners with a growth mindset, meeting targets</p> <p>Ability to follow detailed instructions independently whilst coming up with a unique solution to a problem.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p> <p>Careers Talk: Computing at University.</p>	<p>Master slide links each lesson to relevant careers for example security analyst.</p> <p>Providing students with essential workplace skills for example project management, reflective learners with a growth mindset, meeting targets.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p>	<p>Master slide links each lesson to relevant careers for example project manager, film director, digital artist</p> <p>Providing students with essential workplace skills for example digital literacy in office package, project management skills.</p> <p>Weekly CatchUp – Club for pupils who are behind / absent / in need of additional support</p>	<p>N.A.</p>
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	Tier 2/3 Vocabulary	Use of key terms throughout and revisiting in starters and plenaries for example transition, navigation, buttons. Key terms on master slide throughout.	Use of key terms throughout and revisiting in starters and plenaries for example transition, navigation, buttons. Key terms on master slide throughout.	Use of key terms throughout and revisiting in starters and plenaries for example navigation, button bar, banners. Key terms on master slide throughout.	Use of key terms throughout and revisiting in starters and plenaries for example navigation, button bar, banners. Key terms on master slide throughout.	Use of key terms throughout and revisiting in starters and plenaries for example storyboard, visualisation diagram, client. Key terms on master slide throughout.	N.A.
	Reading	Read briefs, case studies, tasks. for example reading a client brief based on a pre released case study scenario. Reading / writing is a professional, customer focused tone for example creating pre-production documents brief based on a pre released case study scenario. Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.	Read briefs, case studies, tasks. for example reading a client brief based on a pre released case study scenario. Reading / writing is a professional, customer focused tone for example creating pre-production documents brief based on a pre released case study scenario. Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.	Read briefs, case studies, tasks. for example reading a client brief based on a pre released case study scenario. Reading / writing is a professional, customer focused tone for example creating pre-production documents brief based on a pre released case study scenario. Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.	Read briefs, case studies, tasks. for example reading a client brief based on a pre released case study scenario. Reading / writing is a professional, customer focused tone for example creating pre-production documents brief based on a pre released case study scenario. Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.	Read briefs, case studies, tasks. for example the client brief/ requirements of a childrens party planner. Reading / writing is a professional, customer focused tone for example create mood board for a childrens party planner. Development of understanding key exam command words for example recall, evaluate, understand, demonstrate, interpret, create, apply, analyse, recommend.	N.A.

	Writing	<p>Reading / writing is a professional, customer focused tone for example</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Digital writing skills in Office and Outlook support other subjects for example word processing a script.</p>	<p>Reading / writing is a professional, customer focused tone for example</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Digital writing skills in Office and Outlook support other subjects for example creating a visualisation diagram in word processing software.</p>	<p>Reading / writing is a professional, customer focused tone for example</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Digital writing skills in Office and Outlook support other subjects. For example creating a mind map in publishing software.</p>	<p>Reading / writing is a professional, customer focused tone for example</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Digital writing skills in Office and Outlook support other subjects. For example sending an email in outlook.</p>	<p>Reading / writing is a professional, customer focused tone for example</p> <p>Introduction of exercise books to improve note taking / revision skills.</p> <p>Exam style questions practiced at regular intervals using exam language, key words and case studies</p> <p>Digital writing skills in Office and Outlook support other subjects.</p>	N.A.
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	Numeracy	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief (pre released at the start of each academic year)</p> <p>Presenting numerical data e.g. graphs / charts based on pupil research (optional)</p> <p>Completing Gaant charts based on assignment brief (pre released at the start of each academic year)</p> <p>Financial costings based on a case study scenario. (pre released at the start of each academic year)</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief (pre released at the start of each academic year)</p> <p>Presenting numerical data e.g. graphs / charts based on pupil research (optional)</p> <p>Completing Gaant charts based on assignment brief (pre released at the start of each academic year)</p> <p>Financial costings based on a case study scenario. (pre released at the start of each academic year)</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief (pre released at the start of each academic year)</p> <p>Completing Gaant charts based on assignment brief (pre released at the start of each academic year)</p> <p>Financial costings based on a case study scenario. (pre released at the start of each academic year)</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief (pre released at the start of each academic year)</p> <p>Completing Gaant charts based on assignment brief (pre released at the start of each academic year)</p> <p>Financial costings based on a case study scenario. (pre released at the start of each academic year)</p>	<p>to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses based on controlled assessment assignment brief (pre released at the start of each academic year)</p> <p>Completing Gaant charts based on exam style scenario</p> <p>Financial costings based on a case study scenario. (pre released at the start of each academic year)</p>	N.A.
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<p>How does the Implementation Plan meet the ACE curriculum design?</p>	
<p>Ambitious</p>	<p>Ambitious: Delivery of challenging concepts and ideas. Covers a wide range of topics including all of NC. Linked to intent and careers document. Modelled answers / access to previous learners work to better understand level of detail required in controlled assessments. Stretch task available for each lesson focusing on top mark band / wider knowledge in coursework and higher level skills in the exam unit to ensure pupils understand the requirements of analysis and synoptic questions</p>
<p>Challenging</p>	<p>Delivery of challenging concepts and ideas. Lessons created at high level of stretch for age group. Modelled answers / access to previous learners work to better understand level of detail required in controlled assessments. Stretch task available for each lesson focusing on top mark band / wider knowledge in coursework and higher level skills in the exam unit to ensure pupils understand the requirements of analysis and synoptic questions.</p>

Engaging	<p>Ordering across the 2 year cycle with base skills covered at the beginning and repeated and developed upon in controlled assessment units.</p> <p>External speakers could be female role models.</p> <p>Ensure that case studies / tasks represent all particularly females.</p> <p>Using the local area as context for scenarios to enable increased application and engagement</p>
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What are the current strengths of the Implementation Plan?

Fulfils the national curriculum criteria / criteria from specification.

Gives pupils the required building block skills to succeed at KS5 / allows pupils to make informed pathway decisions.

Allows pupils 2 attempts at the exam to achieve full potential.

Cultural Capital: 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.

Strong interweaving and building on prior knowledge.

Created in conjunction with and checked by NCCE.

What specific actions have to be taken in response to the above? Please consider:

- Core concept changes;
 - Space interleaving changes;
 - Modifications to ensure an ACE curriculum design;
 - CPD for teachers in your subject area;
 - Additional research you have to consider as part of this review.
- Explore CPD opportunities for CMI and GMA.
- Created in conjunction with and checked by NCCE, regular updates and QA to take place.
- Use support network of trust and partner schools through the NCCE.
- Use governors / external links to create a clear program for extra-curricular activities such as trips and speakers.