Broadening Horizons

We aim to broaden horizons by introducing software tools that can be used for a wide range of purposes. Many of the tools introduced are free and available for students to use at home. We ensure that students understand how software can be used in the real world, e.g. to plan an event or manage finances. We also introduce students to hardware and software that many students may not have access to outside of school, including Micro:bits, the Adobe suite, Microsoft Office, Chromebooks and PCs.

Careers

We run a series of 'Careers in the Curriculum' weeks in our school. For ICT, this week takes place in December. Students take part in a number of activities to encourage them to think about how what they learn in the classroom can be applied in a number of future careers including: IT Manager, Software Developer, Data Scientist, Web Developer and Information Security Analyst.
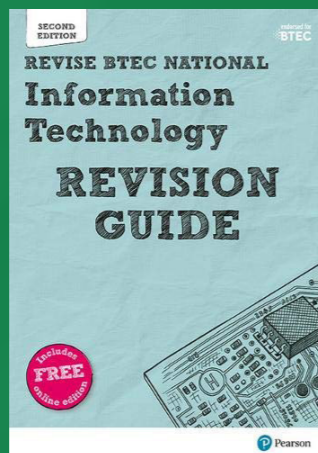
Immerse Yourself

Recommended Revision Sources

Revise BTEC National Information Technology Revision Guide

Revise BTEC National Information Technology Units 1 and 2 Revision Workbook

SECOND EDITION

Material in BTEC

REVISE BTEC NATIONAL

Information Technology

REVISION GUIDE

Includes FREE online edition

Pearson

Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson based prizes.

SUBJECT LEVEL REWARDS

Reward scheme: star of the week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

Contact

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KnowItAll Ninja E-Learning

Students are provided with a subscription - free of charge - to the KnowItAll Ninja e-learning platform, which uses gamified e-learning principles to support their learning.

INFORMATION TECHNOLOGY
Curriculum Newsletter

YEAR 13

```
10
11   React.useMemo(() => {
12      const result = badges.filter(badge =>
13         const nameComplete = `{badge.firstName
14         const normalizeQuery = query.toLowerCase();
15
16         return nameComplete.includes(normalizeQuery);
17   });
```

Curriculum Intent

In Computing we aim to provide an engaging, challenging, well sequenced curriculum which is broad and balanced, covering a range of computing and ICT topics. We aim to develop our students into 21st Century Digital Citizens who are able to use digital technology safely and responsibly, and to teach students both how to use technology effectively, with an understanding of how it works.

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

- The Removal of Barriers to Learning
- Developing Skills for Learning
- Developing Personal Attributes
- Enriching Student Experiences and Broadening their Horizons

The Computing and IT Department's core purpose is to deliver an engaging and challenging curriculum through outstanding teaching and learning. Our aim is for students to develop skills and knowledge to prepare them for a future in a world where the use of technology is fully embodied.

Have your say!

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.

Year 13 Curriculum

Unit 1: Information Technology Systems

Students explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. They will examine issues related to the use of IT systems and the impact that they have on organisations and individuals.

Unit 2: Creating Systems to Manage Information

Students will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. They will examine a given scenario and develop an effective design solution to produce a database system. Students will then test their solution to ensure that it works correctly.

Unit 3: Using Social Media in Business

Students will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. They will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. Students will then implement the plan of developing and posting content and interacting with others. Finally, they will collect data on the business use of social media and review the effectiveness of their efforts.

Unit 5: Data Modelling

Students will investigate the fundamentals of the decision-making process. They will find out how using data modelling provides the computational ability to compare consequences, and determine a preferred course of action. Students will develop the skills and techniques necessary to create complex spreadsheets in order to produce accurate information that informs decision making. Students will examine a scenario and then design, develop and test a spreadsheet; they will review their spreadsheet and make refinements based on user feedback.

Assessment Points

Pearson BTEC Level 3 National Extended Certificate in Information Technology

Unit 1: Information Technology Systems. This unit is externally assessed through a written examination set and marked by Pearson. The examination is two hours in length. Learners will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations. Students are regulary assessed through BRAG tasks, low stakes retrieval practice quizzes, end of topic tests and mock exams. Unit 5: Data Modelling. This unit is internally assessed through two practical assignments will examine a scenario and then design, develop and test a spreadsheet; students will review their spreadsheet and make refinements based on user feedback, providing an evaluation of the effectiveness of the alternatives produced. Students are regularly assessed through low stake retrieval practice quizzes, BRAG tasks, practice assignments and end of topic tests.

THE COMPUTING WAY

We respect and look after computer equipment

We use **problem decomposition** to **break problems down into achievable goals**

We use the internet to support our learning

We are not afraid to experiment using trial / error / undo

We organise our work with suitable filenames & folders

We use formatting skills to make our work presentable

We recognise that computing & IT is vital to careers now & in the future

We listen carefully & make notes during **demonstrations**

We use technology responsibly & lawfully

We use technology to solve problems

WICKERSLEY PARTNERSHIP TRUST

SUBJECT WAYS

The Computing Way

The Computing Way is designed to help students become young subject specialists and has a key focus on the vital skills needed to achieve their full potential in this subject area.