



The Computing/Business Department will seek to ensure that all pupils:

- Achieve the highest possible attainment.
- Benefit from a curriculum which contains: Breadth, balance, relevance, differentiation, progression and continuity.
- Develop confidence and understanding of Literacy, Numeracy.

Curriculum Intent

Students are central to everything that we do. Our curriculum is designed to:

- Offer a differentiated pathway to a robust and respected qualification that is appropriate to the individual learners' needs and abilities.
- Increasing their confidence and giving them a greater understanding of themselves.
- It encourages pupils to consider the world around them and apply theoretical knowledge to real world situations and scenarios.
- It encourages experimental attitudes and develops a wide range of practical skills.
- Prepares them effectively for adult and working life.
- Promotes the wellbeing and resilience of students as well as their academic learning.

The aims of our curriculum are to:

- Equip students with the knowledge and skills needed for a modern technological life.
- Provide equality of opportunity for all our students.
- Offer a broad and balanced approach to learning, ensuring relevance, challenge, progression and continuity in all its structured activities.
- Provide programmes of learning which suit the learning styles of individual students.
- Allow flexibility to meet the needs of each student – thus ensuring that all students can achieve at least their expected attainment and progress.
- Develop global awareness.
- **Business:** An awareness of business ethics and morals and how they differ between countries.

We will strive to ensure that all members of its community have safe and pleasant conditions in which to work. The atmosphere should be one which reflects commitment, tolerance, care and respect, whilst celebrating the success of those who are part of the community.

Curriculum

The curriculum at Wolstanton is aimed to provide a personalised experience for our students, designed to meet their individual needs. This is achieved by:

- Treating all students as individuals.
- Planning learning to meet the needs of all of our students.
- Offering a comprehensive range of subjects to be studied within the department.
- Focusing on developing students' skills.
- Providing different curriculum pathways.
- Providing a range of extended learning experiences outside of the classroom.
- Ensuring students have access to high quality information, advice and guidance.



Years 7, 8, 9 Curriculum Intent

In Years 7 to 9 the aim is to improve our students' skills and knowledge across a broad range of topics based on computing within the world. To achieve this, In Computing students develop an understanding of a large range of computer software that includes a multitude of programming experiences. Students work creatively independently and intelligently by learning to think and react as computer designers and programmers. In this way students develop an appreciation of Computing within the world around us and learn to understand how it is integrated into everyday life.

Key Concepts

The Key concepts that underpin the study of Computing are to provide pupils with the analytical, communication and technical skills they require to be active participants in an exciting and dynamic world filled with technology. The Computing Department aims to enhance the students' ability to perceive, think, make decisions and tackle problems accordingly with resilience and determination until a solution is found.

Key Processes

The Key processes of "Analyse, think and try" will be developed by experimenting with a range of challenges across many types of software.

The process of "Understand and Evaluate" will be developed through the continual testing, evaluation and improvement of projects undertaken.

Key Skills

- Students will continue to gain resilience by working through tasks and creating solutions using various pieces of software.
- Students will need to review and refine work more critically, becoming reflective learners.
- Building on the skills learned in other projects students will start to combine software and skills to enable them to tackle larger projects as they progress through the key stage.

KS3 information

Content Year 7-9

In Year 7-9, students will use a number of different pieces of software to design and create solutions to set projects that enable students to develop a wide range of practical skills, using a variety of software and techniques. Students will be expected to develop a portfolio of work that will illustrate their development and progress through the different software used.

Methods of Assessment

- Peer and self-assessment throughout the project, at the end of which a Grade W-9, will be issued via teacher assessment.
- Students reflect on and evaluate their own and others' work, adapting and refining their own solutions throughout.
- They analyse, select and question critically, making reasoned choices when developing personal work.
- They develop ideas and intentions when creating solutions.



- They organise and present their own material and information in appropriate forms.

Independent Learning Expectations

Students will regularly be given extension work to complete at home. They should expect about thirty minutes to one hours work from their teacher.

Independent Learning

Tasks set once every two to three weeks which reinforce classroom learning or prepare students for lessons to come are expected to be completed in the students' own time.

Specialist Equipment

All specialist equipment needed is supplied in class.

Years 10 & 11 Curriculum Intent

KS4 Information:

Information Technology and Digital Literacy

Pupils need to have a firm grounding in Information Communication Technology and Digital Literacy for most careers, for entry into further education and for recreation. It is hoped that the study of the subject will also provide pupils with the analytical, communication and technical skills they require to be active participants in an exciting and dynamic world.

Course:

OCR I-Media (1 GCSE equivalent) Course Code: J817

Course Details:

The course offered is based on the study of computer software programs with some theory work on the use of computers in media. The software studied will vary but will include some of the software in the following list:

- Word processing software
- Web authoring software
- Sound editing software
- Film editing software
- Image manipulation software

Assessment:

Pupils will be assessed against two main objectives:

- Knowledge and understanding
- Application of knowledge to practical situations.



Assessment Procedures:

On-going assessment to produce 3 portfolios of work and 1 paper-based exam.

Pupils will be assessed against the following objectives:

AO1: Investigation and properties of a digital product

AO2: Planning a digital product

AO3: Creating a digital product

AO4: Reviewing a digital product

Grades:

Awards are made at Fail, Pass Level 1, Merit Level 1, Distinction Level 1, Pass Level 2, Merit Level 2, Distinction Level 2 and Distinction * Level 2

Portfolio Requirements:

Portfolio work is based on showing knowledge and skill with a variety of computer software and is based on real business situations and scenarios. This work has allocated time within lessons but work in pupils' own time will be required if deadlines are missed.

Independent Learning Expectations

Pupils will be set targets to achieve and to achieve these targets they are expected to complete work in their own time when required. During theory lessons homework will be set to be completed by pupils in their own time.

Study Support

Pupils are given the opportunity to complete work at lunchtime and after school, on days convenient to staff, starting September and throughout the academic year.

Specialist equipment

All specialist hardware and software are provided in the ICT suites.

Business Studies

Business Studies has long been recognised as a desirable qualification whether entering the world of work or further education and is seen as a useful foundation for a place in the workplace or as an indication of the ability to study. It is the study of businesses in the real world and how employees, consumers and customers interact with the business world. The Qualification is highly relevant to today's employment market and students practise and develop skills used in the workplace gaining a real insight into a range of sectors and industries.

Course:

OCR Business Studies GCSE Course Code: J204



Course Details:

Business Theory Concepts	
Course Section 1 <i>(Written Paper Exam, 1 hour 30 mins worth 50% of course)</i>	Course Section 2 <i>(Written Paper Exam, 1 hour 30 mins worth 50% of course)</i>
Business Activity Enterprise and Entrepreneurship in business, planning in business, business levels of ownership, aims and objectives in business, stakeholders in business and business growth Marketing The role of marketing, Market research, Market segmentation and the marketing mix People Human resources in business, organisational structures, communication in business, recruitment and selection, motivation and retention, training and development and employment law.	Operations Production processes in business, Quality assurance, sales process and customer service, Consumer laws, important of business location and working with suppliers Finance The role of financial functions in business, sources of finance, revenue, costs, profit and loss, breakeven and cash flow Influences on Business Ethical and environmental considerations, the economic climate and Globalisation

Assessment:

Two paper-based exams each out of 80 Marks comprising 50% each (1 hour 30 mins) which are externally assessed.

Grades:

GCSE Grades 1-9

Independent Learning Expectations

Students will be set targets to achieve and to do this they are expected to complete work in their own time when required. This can be in the form of work from home or utilising the many after school sessions offered in Business Studies across the year.

Computer Science:

Computing is the study of how computers and computer systems work and how they are constructed and programmed. Its primary aspects of theory, systems and applications are drawn from the disciplines of Technology, Design, Engineering, Mathematics, Physical Sciences and Social Sciences. Computing is a discipline, like mathematics or physics, that explores foundational principles and ideas (such as techniques for searching the Web), rather than artefacts (such as particular computer programs), although it may use the latter to illuminate the former.

Course:

OCR Computer Science GCSE Course Code J276



Course Details:

Computing Theory – Computing fundamentals, reliability and the real world, development cycles, ethical, legal and environmental considerations, binary, HEX, ASCII, Images as code, Sound as code, Hardware, CPU, CPU features, memory, secondary storage, input/output devices, operating systems, utility programs, application software, Database Management Systems, Networks and the Internet, Network Protocols and layers

Programming – Pseudocode and algorithms, flow diagrams, high level vs machine code, selection (IF, CASE), iteration (FOR, WHILE and REPEAT), variable and constants, data types, common operators, one-dimensional arrays, lists, dictionaries, syntax and syntax errors. We also look at the importance of translators, interpreters and facilities of languages

Assessment:

Two paper based written exams each out of 80 Marks comprising 50% each (1 hour 30 mins) which are externally assessed.

Grades:

GCSE Grades 1-9

Independent Learning Expectations

Students will be set targets to achieve and to achieve these targets they are expected to complete work in their own time when required. This can be in the form of work from home or utilising the many after school sessions offered in Computing across the year.

Specialist Equipment

All specialist hardware and software are provided in the ICT suites.

Literacy within Computing and Business Studies

The department is committed to encouraging all students to develop their literacy skills. Throughout both Key Stages students create written evaluations of their work and are required to carry out Internet research. The department have built into some lessons Literacy tasks that are highlighted as literacy alerts and spelling and grammar are checked and issues highlighted when written work is assessed as part of the marking policy.

Numeracy within Computing and Business Studies

The department is committed to the improvement of numeracy within school. Indeed, it is an essential skill in both Computing and Business Studies from work with spreadsheets, databases, hexadecimal and binary conversion to basic accounting for business the students are regularly faced with numerical challenges throughout their journey through Computing in KS3 into their options in KS4.