At Dixons Unity, we are united behind the common purpose of empowering young people from all cultures and backgrounds to improve their life chances and develop a lifelong love of learning which enriches the local community. Our curriculum is designed and delivered in order to work towards achieving this aim. By the end of their journey through Dixons Unity Academy, a student of computing will: At the end of years 7 and 8 students will have been exposed to the following: programming in code and block based languages, E-Safety, presentation, spreadsheet, hardware and software, web design, data representation and control systems. Students will therefore become responsible, competent, confident and creative users of information and communication technology. At key stage 3 they will have experienced; understanding of key algorithms that reflect computational thinking; programming languages to solve computational problems; understand simple Boolean logic; understand the hardware and software components that make up computer systems; understand how instructions are stored and executed within a computer system; undertake creative projects that involve selecting, using, and combining multiple applications and understand a range of ways to use technology safely, respectfully, responsibly and securely. Those students studying Creative iMedia will develop a wide range of knowledge and skills to work in the creative media sector. This includes transferable skills such as research, planning and review and working with others. Overall students will be able to understand pre-production skills used in the creative and digital media sector. They will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Students will also understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief. Students will also be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief. Finally, they will understand the purpose and properties of interactive multimedia products, be able to plan and create an interactive multimedia product to a client’s requirements and review it, identifying areas for improvement. Our uniting sentence is: We provided students with a curriculum that developed a wide range of computing skills and developed an appreciation of the creative media sector, in order to contribute effectively in this fast and ever growing exciting digital sector. In order to truly appreciate the subject and develop a deep schema, computing has been sequenced with the following rationale: At key stage 3 students are taught content that they can then embed in Key stage 4. They are therefore given a hands on approach in undertaking the above topics. At key stage 3, students work through learning diaries, which are designed for students to follow a sequence of lessons, feedback on what they have learnt and complete spacing and retrieval practice to ensure knowledge is embedded. At key stage 4 there is a practical approach to the units covered where students are taught how to use basic and advanced tools to create a variety of products to a high standard. Within the Creative iMedia qualification, students complete four units of work, three of which involve completing a variety of products (a digital graphic, a multimedia product and a multipage website) and assessment is through assignment brief completion. The fourth unit is an external exam, which focuses on pre-production skills where students develop their understanding of the client brief, timeframes, deadlines and preparation techniques that form part of the creation and planning process. There will be opportunities for retrieval practice and exploration activities to allow students to develop their skills in preparation for their formal assessment in the form of assignments. We also use spaced practice in developing the skills to the exam component and preparing for answering exam questions. These components use Level one / two Pass, Merit and Distinction grading criteria. Creative iMedia is a vocational subject, which therefore means through the majority of the time, it provides students with the opportunity to demonstrate their skills in assignment based tasks, rather than the traditional preparation for examinations as would be with GCSE subjects. The course does have one examination element, which is completed in year 11. Our Computing curriculum addresses Social Disadvantage through: Students are provided with access to computing facilities and a range of software that they otherwise may not be able to access. When completing Creative iMedia, we have weekly after school intervention sessions where we can focus on key areas whilst giving one-to-one help. We ensure that intervention is proactive and data driven, on a regular basis staff address the gaps identified from in-class or cycle assessment data in order to offer provision to eradicate these differences. We use intervention folders in classrooms, which are used on a daily basis, which identifies the disadvantaged students (and SEND / PP) and then where a weekly plan is used to ensure intervention is taking place to help students progress. Revision guides are provided for students to use. We also use previous exam questions as spacing and retrieval practice in Learn Nows and as homeworks. In regards to KS3, students are provided with learning diaries for each area taught and spacing and retrieval practice of homework and DIRT feedback is completed in these diaries. Our curriculum in Computing / Creative iMedia supports the personal development of students by: In KS3 the project completed on e-safety provides students with the opportunity to focus on how to stay safe online. The completion of work in the units studied in Creative iMedia encourage independent working in completing their assignments, creativity in the planning and design of their products (e.g. multipage website / digital graphic) and awareness of the digital media sector. Studying Creative iMedia equips students with a range of creative media skills and provides the opportunities to develop transferable skills such as research, planning and reviewing what they have completed. Our belief is that homework should consist of purposeful and deliberate practice and interleaved revision of what is taught in lessons. This knowledge is secured and applied through metacognitive quizzing and low-stakes tests Opportunities are built in to the curriculum to make links to the world of work in support of our careers advice and guidance that all students receive: Digital Media plays an important part in many areas of our everyday lives and is an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Creative iMedia provide students with specific and transferable skills and a solid foundation in understanding and applying this subject. Creative iMedia students are provided with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. Creative iMedia students will be able to see how completing this course develops their skills to focus on possible future careers such as a games designer, graphic designers and web development. Completing this course can also provide students with the opportunity to further their education into A Levels or apprenticeships. Opportunities to build an understanding of the social, moral, spiritual and ethical issues are explored through: In years 7 and 8 students get the opportunity to discuss personal and online safety in depth during e-safety learning. In years 9-11 there are a range of units which makes the students explore areas such as plagiarism and copyright design and patents act with other legislation as it applies to the use of ICT in creative media, e.g. the computer misuse act and data protection. We also look at how creative media can affect the quality of life experienced by people with disabilities and the responsibility to meet individuals’ access requirements. Creative iMedia also helps students to appreciate that creative media contributes to the development of our culture and to our highly technological future. It also focuses on showing students that they need to show cultural awareness of their audience when communicating with creative media, this involves focusing on who their client is in the client brief when designing and producing the product required, taking their needs into account. The Computing / Creative iMedia curriculum is designed to explore cultural domains that go beyond the specification, yet also effectively prepare students for success in their GCSE examinations: At key stage 3, students learn many IT skills (e.g. spreadsheets and presentations) which can be transferred into many other subjects. These practical transferable skills students master such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and the future. Creative iMedia provides students with the opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. At key stage 4, students will have the opportunity to learn about how the changes in working practices due to the use of ICT in creative media have impacted upon the environment e.g. fewer carbon emissions due to more online/remote working and therefore less travel and environmental issues connected to the production, and disposal of ICT resources used in creative media. At key stage 4, students will also explore the effect on natural resources in the creation and of ICT systems used in creative media including the environmental impact of digital devices and their use.