CLAYTON HALL ACADEMY
Faculty and Department Curriculum and Assessment Handbook

Name of Faculty/Department: 21st Century Technology/**Digital Studies and Creative iMedia**

Our Curriculum Intent

The Technology team aim to develop resilient, independent and confident students who have practical and evaluative skills and analytical knowledge in our wide range of vocational subjects.

Students are encouraged to foster globally responsible attitudes through investigating materials, technological developments and an understanding of sustainability on a local, national and international level.

All our subjects include an understanding of how the world works and going forward to anticipate jobs that have not yet even been created. Technology is an ever-expanding discipline that has problem solving at its core, is academic as well as practical, involves learning through doing and we hope above all, enjoyable.

Gold Standard Teaching and Learning in Digital Studies and Creative iMedia

Goal Orientated (Planning for Progress)
· Data driven Seating plans (highlighting DP, HAPs, MAPs, LAP, SEN)
· Students will engage in a Starter Task in every lesson (this can be a written or an oracy task).
· Differentiated Blooms, learning objectives displayed clearly.
· Students understand the Big Picture, what they are learning and why: links to prior learning made clear.
· Clearly identified links to Personal Development (RIC).
· Highly effective questioning to identify and address misconceptions.
· Formative and Summative Assessment to diagnose and inform next steps.
· Model excellence and how to achieve it.
· Revisit and 'low stakes' testing e.g. Starter and Plenary quizzes to make connections and support recall.

Open dialogue (Feedback for improvement)
· High quality feedback is given in response to specific pieces of work.
· Progress tracked on student's assessment maps.
· Regular formative assessment will be varied and impactful e.g. framed as a question as opposed to a comment.
· Live marking is encouraged to manage workload and teachers are encouraged to have 'purple pen in hand' when they are intervening with students during the lesson.
· Literacy corrections in line with stickers.
· Student response to feedback (DIRT) using green pen.
· Self and peer-assessment used to develop independence.

Learning Environment
· Positive Learning Environment created by mutually respectful relationships (staff/pupil + pupil/pupil).
· Adults consistently model the values of the school and support curriculum intent.
· Engaged, enthused and independent learners- Lighting Fires Curriculum.

· Reward effort and resilience by providing opportunities for students to speculate, investigate, and make mistakes.

· Consistent application of the Consequence and Achievement system.

· Students show pride in their learning through the presentation of their work:

      o Neat organised books/folders with Assessment maps and Target stickers

      o Date and title underlined with a ruler- classwork and home study clearly identified

      o Support should be provided for students who miss lessons, either through Teams or via email.

Differentiation for Challenge and support

· Use of data and student information to plan for individual needs. (Prior Attainment, FFT 20/5 Target data, SEND)

· Differentiated learning outcomes (these can be verbalised or displayed in the classroom)

· Stretch and challenge- upholding high expectations for HAPs (Over 50% of our cohort)

· Targeted questioning- include all students and make students think, using open and follow up questions to expand understanding. No hands up.

· Improve oracy in the classroom; students respond to questions or contributions in full sentences (talk for writing).

· Additional intervention for disadvantaged, Vulnerable, VIP, with a particular focus on Narrowing the Word Gap.

Long Term Curriculum and Assessment Plan – Key Stage 3

Year 7

When	What we are Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	General ICT skills such as word processing E-Safety knowledge Using Teams and Office 365	Baseline test for pupils to show their current level of ICT knowledge Cyber Bullying Poster Work submitted via Teams	Next: Aut 1 Yr 8
Autumn 2	Basic PPT skills, Internet Research skills How computers work (input/output etc)	PPT skills Computer Systems report	Next: Aut 1 Yr 11 – Multimedia project Yr 9-11 Business studies
Spring 1	Basic PPT skills, Internet Research skills Minecraft world design, evidencing skills	PPT skills Minecraft worlds and Evaluation and evidence document	Next: Aut 1 Yr 11 – Multimedia project Sum 2 Yr 8 – game design
Spring 2	Storyboarding an Animation, Draw + skills, Report writing	Animation and Evaluation	Next: Spr 1 Yr 10 – animation unit Yr 9-11 Business studies – report writing skills
Summer 1	Extended (e.g. Animation) PPT skills, Internet Research skills	Extended PPT skills document	Next: Aut 1 Yr 11 – Multimedia project
Summer 2	Python programming skills - the basics of creating programming projects using the language Python	A selection of Python programs Code that makes a "turtle" move around the screen	Next: Spr 2 Yr 8 Yr 9-11 Computer Science

Year 8

When	What we are Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Desk-top Publishing skills Pupils will analyse existing publications and identify good aspects of poster design as well as areas of improvement. Pupils will plan out their own poster through a visualisation document and then create a logo for their final product. Pupils will then create their logo and final product (poster) for a fictional music festival taking place at Clayton Hall Academy. Pupils will refresh how to use Teams and Office 365. Pupils will consolidate their knowledge of Teams and Office 365 through teacher demonstrations and short activities based around these platforms.	The planning phases of the poster design will be subject to teacher feedback (on Teams). There are peer assessed tasks on completion of the final product (music festival poster). The final product will be assessed and graded to a set criteria. Pupils will have access to a PLC (Personalised Learning Checklists) to assess their strengths in Office 365 and Teams.	
Autumn 2	Database theory and practical skills. Pupils will learn how to use a database, including the use of different data types. Using Microsoft Access, pupils will build a database and use filtering and queries to interrogate a database of fictional murder suspects.	Pupils will be assessed on various database tasks throughout the unit.	
Spring 1	Web authoring theory and practical skills.	Pupils will be assessed on their completed website.	

When	What we are Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	Pupils will identify aspects of good web design as well as aspects of web design that could be improved. Pupils will then plan and create a website (for a fictional music band) using WebPlus software.		
Spring 2	Python Programming Pupils will learn the basics of Python programming. They will learn to identify basic data types (integers, strings, and Booleans) and produce algorithms and coded solutions to given scenarios. Pupils will create a 'chatbot' - a virtual assistant – using the Python programming language.	Python written assessment where coding concepts (such as data types and example code) are tested.	
Summer 1	Spreadsheet practical skills	A practical spreadsheet assessment using Excel	
Summer 2	Kodu 3D Video-Game creation	A game project	

Long Term Curriculum and Assessment Plan – Key Stage 4 – Creative iMedia

Year 9 – New specification J834 - in Draft Stage only – no CA units available yet

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	**Theory R093 Creative imedia in the media industry (mandatory) 70 marks** Topic 1 The Media Industry and Topic 2.1 – 2.4	Topic 1 assessment – the Media Industry exam questions	**Theory R093 Creative imedia in the media industry** - Product design, Jobs in the media industry, Distribution, H&S, Mind maps, Mood boards, Visualisation, Storyboards, Scripts, File Types, Digital media sectors, Work Plans, Test Trackers, Animation, Editing, Graphics.
Autumn 2	Theory R093 Creative imedia in the media industry Topic 2 Factors Influencing Product Design 2.5 and Topic 3.1 - 3.4	Topic 2 assessment – Factors Influencing Product Design exam questions Mini practical project - designing a book cover	KS3 DTP unit - creating a poster for a festival KS3 PowerPoint unit - Presenting facts about a TV programme
Spring 1	Theory R093 Creative imedia in the media industry Topic 3 Pre-Production Planning 3.5 and Topic 4 Distribution Considerations	Topic 3 and 4 assessment – exam questions Mini practical project	KS3 File types - for graphics, videos, audio, animation
Spring 2	**CA R094 (mandatory) 50 marks Visual Identity and digital graphics - CA task not allocated yet**		Skills covered in **Theory R093 Creative imedia in the media industry (mandatory)** link to this unit
Summer 1	CA R094 **Visual Identity and digital graphics** (mandatory) 50 marks	Assessed as first submission	KS3 DTP unit - creating a poster for a festival KS3 File types
Summer 2	Revision of **Theory R093 Creative imedia in the media industry (mandatory)** CA R094 **Visual Identity and digital graphics** (mandatory) 50 marks	PPE 1 - R093 Creative imedia in the media industry Assessed as final submission	Autumn 1 and 2 and Spring 1 **Theory R093 Creative imedia in the media industry (mandatory)**

Year 10 – Current Specification – J817

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Complete Graphics Coursework (R082) - creating an A5 Advert for a magazine competition	Assessed as first submission Exam question starters	R081 Pre-Production Skills H&S, Mind maps, Mood boards, Visualisation, Storyboards, Scripts, File Types, Digital media sectors, Work Plans, Test Trackers
Autumn 2	Improvement time for Graphics - creating an A5 Advert for a magazine competition Theory refresh – R081 Pre-Production Skills	Assessed as final submission Exam question starters	R081 Pre-Production Skills - see Autumn 1
Spring 1	Mini Animation project - creating an animated advert for a fizzy drink	Marked as per CA standards and Mark bands Exam question starters based on R086 – creating an animation	R081 Pre-Production Skills- - see Autumn 1
Spring 2	Research topics and planning for animation unit R086 – Creating an animation for a Robot Toy advert	Exam question starters	R081 Pre-Production Skills - see Autumn 1 Types of animation, Techniques in animation, Export, File types
Summer 1	Robot Toy advert animation created and Evaluated	Assessed as first submission Exam question starters	R081 Pre-Production Skills - see Autumn 1 Test Trackers
Summer 2	Improvement time for Animation unit - R086 – Creating an animation for a Robot Toy advert Theory refresh – R081 Pre-Production Skills	Assessed as final submission PPE 1 - R081 Pre-Production Skills	

Year 11 – Current Specification J817

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Mini Multimedia project - creating a multimedia presentation for a travel blogger. Video, audio, animation, Text and graphics content Theory recap for R081 Pre-Production Skills	Marked to exam standard R087 PPE 2 - R081 Pre-Production Skills	R081 Pre-Production Skills H&S, Mind maps, Mood boards, Visualisation, Storyboards, Scripts, File Types, Digital media sectors, Work Plans, Test Trackers, Animation, Editing, Graphics
Autumn 2	Research topics and planning for multimedia unit - R087 – creating a multimedia (interactive) presentation for a Health and Fitness Centre	Exam question starters	Skills covered in R081 Pre-Production Skills - see Autumn 1 - link to this unit KS3 PowerPoint unit
Spring 1	Multimedia presentation for a Health and Fitness Centre planned and created Theory refresh – R081 - Pre-Production Skills	Exam question starters PPE 3 - Pre-Production Skills	R081 Pre-Production Skills R082 – creating a digital graphic R086 – creating an animation
Spring 2	Multimedia presentation for a Health and Fitness Centre evaluated	Assessed as first submission Exam question starters	R081 Pre-Production Skills
Summer 1	Improvement time for Multimedia Theory refresh – R081 Pre-Production Skills	Assessed as final submission Exam question starters	R081 Pre-Production Skills

Key Stage 4 Examination Overview
Exam Board Details: OCR

OCR R081 25% Examination
R082/R087/R086 75% Controlled Assessments

What resources could I buy or borrow that will help my child?
School revision resources for R081
OCR Cambridge Nationals revision guide: Pre-production skills and creating digital graphics. ISBN 978 1471 886683

What are the key websites or Apps that my child could use?
OCR Creative I-Media

What can I do to encourage my child to take a further interest in Digital Studies and Creative I-Media?
Talk to child about their lessons
Investigate Creative I-Media in everyday life – book covers, animation, websites, posters etc

What after school or other extracurricular activities are available in Digital Studies and Creative I-Media and when are they?
Coursework and revision support sessions with staff