



## Lydiard Park Academy

### Department Curriculum Intent, Implementation and Impact Statement 2022 – 2023

#### Computing, IT, Business, Economics and Travel & Tourism (CIBETT)

##### Introduction – Overall Department Intent

The CIBETT department values the holistic development of all learners and the curriculum subjects taught within are integral in ensuring our pupils receive a knowledge rich and inspirational curriculum that equips them with a broad and balanced experience of the business, technological and cultural diversity of the world. Pupils will learn a wide range of specialised topics within each subject which spans the basic core knowledge, through to the more complex technical topics. The knowledge rich curriculum we offer will lead to a well-rounded view and understanding of the world they live in.

##### Department implementation: 5 keys to turning *Potential into Performance*

<b>Knowledge, Skills &amp; Mastery</b>	<p>Our CIBETT curriculum underpins the whole school ethos of providing pupils a knowledge rich educational experience. We enhance the requirements of the National Curriculum for England by continually evaluating current schemes of learning to ensure we are stimulating national shifts and changes in cultures, to prepare pupils for everyday living. This in turn, allows us as a department to provide high quality lessons through a wide range of themes to prepare them for the skills and knowledge they need to progress into future careers, thus developing academic excellent and aspiration.</p> <p>The Computing and IT curriculum in Key Stage 3 intends to submerge pupils into all factors of Computing and IT, including programming, digital literacy, practical skills and online safety. All KS3 pupils complete Baseline Tests to gauge prior/current capability in the subject. Within KS3 pupils will study topical components of all three subject disciplines, which is outlined in our curriculum maps, to allow them to experience the depth and range of these specialist areas as well as ensuring pupils cover all requirements of the Computing National Curriculum.</p> <p>At Key Stage 4 pupils have the opportunity to further their study of Business, Computer Science, IT, Creative iMedia and Travel &amp; Tourism by opting to study qualifications in these respective subjects.</p> <p>The curriculum has been designed as a pupil-centred curriculum, covering age-appropriate topics and practical skills to address the needs of each year group, i.e., Term 1 Year 7 would need an introduction to secondary school systems. Lessons are scaffolded to ensure all pupils including pupil premium, FSM, EAL and SEN, can access the learning and skills required, and pupils are stretched through challenge tasks built into the lesson. We are continually working in partnership with teams outside the faculty to ensure a smooth transition and appropriate progression and challenge between KS2, KS3, KS4 and KS5.</p> <p>Topics are reviewed annually to ensure the curriculum remains at the cutting edge of technology. They build upon previous learning and will enhance each pupil's knowledge and skills with the intention of preparing them for further education and the outside world. There are cross-curricular links within each subject, which expand the learning and promote the breadth and depth of pupil knowledge. Pupils study Data Representation which develops a cross-curricular link with Maths. Assessment provides opportunities for pupils to reflect upon their learning journey, review and check their progress and retention of knowledge through retrieval practice and personal learning checklists.</p>
<b>Literacy &amp; Numeracy</b>	<p>High levels of literacy, articulacy and numeracy are fundamental in ensuring the best outcomes for our pupils in all CIBETT disciplines. Across the academic year, there are a wide range of reading opportunities through the whole school approach of topic texts designed to encourage both literacy and cultural awareness. At KS3, we have planned strategic reading tasks that are topic specific linked to the current scheme of work and which allow all pupils access to a wide range of genres. Examples of articles include 'Coding for Kids', 'Future Technology', 'Ethics of Computing'. This encourages pupils to practice extracting relevant information and deepen their knowledge then demonstrating their comprehension by completing knowledge retrieval quizzes for each. Over time the intention is that pupils will link thoughts and opinions to their learning and develop a sense of depth and breadth to their experiences of the role of technology and business in the wider world. At Key Stage 4, pupils engage in written responses and discussion in class which explore their interests and opinions.</p>



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	<p>Extended written responses are a critical element across all subject disciplines. At KS4, pupils are supported in developing the skill to write an extended written response at every opportunity, including in the form of lesson activity and fortnightly homework.</p> <p>Cross-curricular links with English and Maths are identified and acknowledged at relevant points in the curriculum, e.g., Binary and Boolean Logic (Maths), Audience and Purpose (English).</p>
<p><b>Entitlement &amp; Engagement</b></p>	<p>In CIBETT, we echo the whole school concept of ‘spirit of adventure’ through the schemes of work we have produced to map out our curriculum. To demonstrate this, pupils are guided through their curricula with big-picture thinking of individual subjects learning journey’s, complemented with topic PLCs (personalised learning checklists). These outline all the content covered within each unit.</p> <p>Enhancing the school notion of ‘spirit of adventure’ and curriculum exposure further, pupils are entitled to engage in extra-curricular activities. These activities include trips to Thorpe Park, the National Computing Museum and residential trips to London and New York. Our curriculum is flexible enough to take advantage of competitions and extra-curricular opportunities as they arise. Examples include participation in the Student Investor Challenge, Robotics Club, Code Club and Inspiring Digital Enterprise Award (IDEA).</p> <p>All classes throughout CIBETT are taught as mixed ability classes, where support is offered within lessons to ensure that the individual needs of pupils are fully met. All subjects at KS4 and KS5 that CIBETT offers are optional, and chosen during the options process. The uptake is highly positive across our subject disciplines.</p>
<p><b>Aspiration &amp; Wellbeing</b></p>	<p>Pupil well-being is at the heart of CIBETT and we are keen to widen our pupils’ cultural exposure and help support them to magnify their own expectations and aspirations for the future. We encourage pupils to have an enquiring approach, questioning the world we live in and having opportunities to investigate all viewpoints thus providing balance. Our aim is to provide pupils with the transferable skills they need to progress to their next steps, as well as ensuring they are equipped for their everyday life by adapting our teaching to cultural shifts, considering SMSC and British Values and our own ‘Think of the other person’ ethos.</p> <p>Pupils are inspired through in-school events. For example, they explore the importance of being safe online through the annual ‘Internet Safety Day’. The faculty hosts talks and workshops from external businesses to promote career pathways. Pupils develop leadership skills, confidence, ambition and general interest in CIBETT subjects through external visits.</p> <p>Within the KS3 curriculum, topics such as ‘mental health’ and ‘health and safety’ are taught to ensure the whole-being of a pupil is addressed. All staff within the faculty are either tutors or pastoral leaders, supporting the whole school ethos and well-being both pastorally as well as in the classroom.</p>
<p><b>Community, Respect &amp; Enrichment</b></p>	<p>In CIBETT, all pupils partake in regular online safety lessons as part of their curriculum which compliments the Trust Online Safety Policy. These are tailored to each year group and age range to encourage pupils to develop knowledge, awareness of community and respect online. This includes the impact of actions or events that can happen online and sign posting what to do if issues occur, with examples of lessons including social media, privacy and security.</p> <p>All staff within the department are proactive with all elements of CPD comprising of teaching initiatives such a Rosenshein, as well as subject specific opportunities, ensuring they are developing key skills, knowledge, careers and cultural capital opportunities.</p> <p>The department contributes to the wider school community through the development of Duke of Edinburgh, led by a member of the CIBETT faculty. The hope is this will develop the core skills of leadership, organisation, resilience, independence, communication and aspiration (LORICA). We have links to local educational providers and businesses that create opportunities for pupils to interact with the wider community, as well as enrich them to the world awaiting post-18.</p>



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These opportunities promote tolerance, cultural diversity, British values as well as evolving skills and attributes in order for Lydiard Park Academy pupils to be kind, knowledgeable and safe in the world of today.

#### Curriculum Implementation

- At KS3 all pupils have computing timetabled for one lesson a week.
- At KS4 all CIBETT subjects are timetabled for two lessons a week in Year 10 and three lessons a week in Year 11. The curriculum model in each subject area allows for the foundations of each course to be taught and practiced. In Year 11, the more specific, and depth of topics are taught, alongside retrieval from Year 10. This ensures the foundations are built upon and extended in each subject to allow pupils the build up to their final examinations.
- At KS5 all CIBETT subjects are timetabled for five lessons a week in both Year 12 and Year 13.