**Business, Computer Science and IT Faculty Intent**

Our faculty offer is designed to meet the abilities, interests and aspirations of our Bridgewater students by providing them with an interesting and challenging curriculum. Our curriculum develops student’s **computational** **logic, problem solving, algorithmic writing** and **creative talents** using a variety of **real-world software applications**. We offer opportunities for students to bring together substantive and disciplinary knowledge, by ensuring they understand the impact that technology has on the ways in which business and organisations work including how they use technology to develop and market products, how new technological devices have impacted how organisations interact and communicate with customers and how technology has facilitated customer interactions on a large scale for example through events. Thus, supporting the whole school intention of developing confident, responsible individuals that can access aspirational work opportunities when they leave the care of the Business, Computing and IT faculty.

To enable this to happen our curriculum in planned around the following **6 Bridgewater dimensions:**

**Six Dimensions of the BWH Curriculum**

**Clarity around the sequence of learning over 5 years.** There is a clear 5 year curriculum plan that insures that at KS3 pupils have opportunities to sequence learning using a thematic approach across the three disciplines within the faculty; Computer Science, ICT and Impact of Technology. Once pupils make their option choices the sequence of learning is dependent on the subject they study. Planning for all GCSE and Vocational courses is reliant on a spiral curriculum model where key skills and concepts are re-visited throughout the courses with opportunities to apply knowledge and understanding in order for pupils to have the opportunity to achieve at the highest level/grade.

**Clarity around the knowledge and the application of knowledge.** Knowledge that pupils need to know, retrieve and apply is dictated by the National Curriculum and Examination specifications. This is shared with staff via detailed long and medium term plans that include assessment opportunities and tasks, key vocabulary and clear learning objectives and outcomes. Pupils are provided with knowledge organisers at KS3 and for examination based KS4 units. Pupils are aware of the knowledge they are retaining and their ability to apply knowledge via feedback from formative and summative assessment.

**Vocab and literacy.** Key vocabulary is highlighted in all medium term planning. There is an expectation that staff use subject specific vocabulary when producing resources and interacting with students and that students know the meaning of key vocabulary and can apply them in both their oral and written work. Key command words are used in all KS4 assessments and are being drilled down into Year 9 assessment. At a whole school level, the use of Lexonics is used to enable students to employ and transfer meaning across subjects in particular the faculty will embed the use of this software for the higher level of learners within our subject areas.

**Subject content which is Aspiring, Inspiring and ‘Real World Learning'** All content in the Business, Computer Science and ICT faculty is real world based. The purpose of the qualifications on offer is to provide pupils with an insight into the world of the Business and Technology Employment Sector developing their skills and ability to identify and manage risk. This is achieved though units of work that focus on; E-safety, cyber security, impact of technology, setting up a business, marketing and enterprise activity, business operations, and coding.

**Memory and Cognition.** A thematic approach is followed at KS3 which requires pupils to retrieve knowledge year on year as they revisit each theme. Knowledge organisers are provided for all units of Study at KS3 and KS4. Knowledge retrieval is an intrinsic part of every lesson at KS3. At KS4 the use of knowledge retrieval strategies is influenced by the assessment approach for the unit of work. At KS3 Quick fire questions are used at the beginning of lessons to refocus students and mid/end of unit assessments are knowledge based. Similarly at KS4 regular knowledge retrieval activities are used to enable students to develop what they know and what they need to know.

**Assessment. Clarity around the end points and the assessment of what students know and can do.** At key stage 3 there is mid unit and end of unit formative assessment opportunities which enable progress to be measured and misconceptions and gaps in learning addressed during the unit and at the start of the following year when that theme is re-visited. Summative assessment takes place at the end of the unit to identify current rate of attainment.

At KS4 assessment is dependent on the course of study. In BTEC Enterprise and Digital IT pupils assessment is via controlled assessment tasks that are assessed on a lesson by lesson basis against clear success criteria provided by the exam board. For the exam based element pupils are provided with regular formative assessment opportunities to assess knowledge retrieval, understanding and application. GCSE Computer Science students are formatively assessed approximately every 10 lessons of contact and face summative and cumulative and summative assessment at the end of each unit of work.