RAEDWALD ACADEMY TRUST
Key Stage 3 ICT Policy

Origins of the Curriculum

Our Key Stage 3 ICT programme of study is derived from the National Curriculum for Computing (Key Stages 3) and aligned with the Department for Education's guidance on Digital Functional Skills. This underpins Parkside Haven's commitment to delivering a high-quality, inclusive education within an Alternative Provision setting.

The curriculum is designed to ensure that every KS3 pupil — regardless of the length of their placement — has access to an engaging ICT experience that reflects the expectations of mainstream education but remains responsive to their individual contexts and starting points.

Designed for Alternative Provision (AP) Our pupils arrive each with different experiences and levels of ICT knowledge. To accommodate this, our KS3 curriculum focuses on developing the core elements of digital literacy and safe, confident technology use. The curriculum is designed to identify and address gaps in pupils' digital skills, preparing them for future study and safe participation in an increasingly digital society, as such we have consciously omitted Computer Science and. Information Technology as part of our curriculum.

Where the support is offered in their mainstream setting (or agreed as part of their pathway offer), pupils will follow the curriculum provided by their home schools, or ICT may be omitted from their fractional offer entirely (and delivered by the homeschool, where appropriate).

Pathways	Roll Status (full time/fractional)
KS3 Haven (6-24 weeks)	Dual Roll – fractional placement
Haven Highly Complex Yr9 (up to 2 years)	Dual Roll – fractional placement

Aims

The Parkside Haven KS3 ICT curriculum is underpinned by the National Curriculum's aims for Digital Literacy. By the end of Key Stage 3, our pupils will:

- Understand and apply key concepts of computer science where appropriate, including problem-solving and data representation, through accessible, age-appropriate tasks.
- Evaluate and apply information technology critically and analytically to solve real-life problems in everyday contexts.
- Become responsible, competent, confident, and creative users of ICT, able to participate safely and thoughtfully in the digital world.
- Develop digital literacy, communicating ideas effectively using a range of digital media and understanding online safety, data protection, and ethical use of technology.

Content and Sequencing

The fundamental areas of our KS3 ICT curriculum include:

🌐 Digital Literacy
- Becoming confident, safe, and responsible users of digital tools and devices
- Understanding online safety, data privacy, and responsible digital citizenship

- Communicating and presenting ideas effectively using a range of digital media (e.g. slideshows, documents, basic websites)
- Evaluating the impact of technology on individuals, society, and the environment
- Understanding how to protect themselves and others in online spaces

The KS3 curriculum at Parkside Haven enables pupils to participate confidently in digital activities at school, at home, and in future learning. Pupils develop core knowledge and practical skills while exploring real-world applications that help them understand how technology shapes modern life.

Adaptation of Teaching is based on a diet of high-quality teaching (EEF, 2022), comprehensive induction, baseline assessments and ongoing teacher evaluation. We recognise that many of our pupils have limited prior experience in practical artmaking and may have missed key foundational learning due to inconsistent school attendance. For this reason, practical skills are prioritised, and tasks are structured with built-in scaffolding, modelling, and differentiation to support accessibility. Curriculum design draws on principles from cognitive science—such as Rosenshine's Principles of Instruction and dual coding—to enhance engagement and retention.

Induction, Individual Learning Plans (ILPs) and SEND information guide the support needed, which may include:

- Use of overlays for Irlen's syndrome or dyslexia
- Additional scribing or use of technology
- Explicit vocabulary instruction, sentence starters and frameworks for scaffolding writing
- Practical learning and visual aids
- Flexible groupings and targeted interventions to close gaps in prior knowledge

These assessments identify each pupil's subject-specific knowledge and SEND requirements. Pupils are taught through our pedagogical approach (EDI – explicit direct instruction).

RAEDWALD ACADEMY TRUST
Key Stage 3 ICT Policy
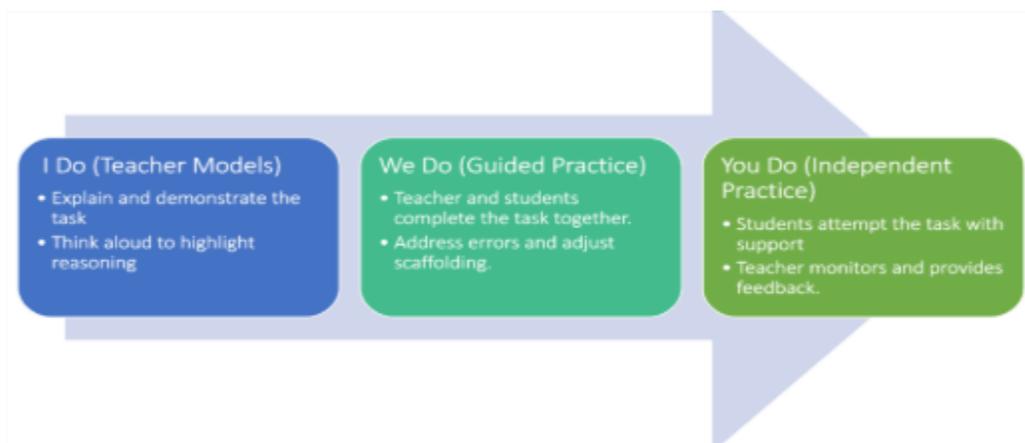
The curriculum is delivered flexibly to reflect the unique nature of Alternative Provision. It balances full coverage with adaptability, ensuring pupils on short or part-time placements gain meaningful knowledge and skills that fit their needs.

Overview of Units of Study

Term	Autumn	Spring	Summer
Year 7	TBC	TBC	TBC
Year 8	TBC	TBC	TBC
Year 9	TBC	TBC	TBC

Assessment and Outcomes

Formative assessment is embedded throughout KS3 ICT lessons. Teachers regularly check understanding through questioning, observation, and low-stakes tasks. Ongoing assessment through our RAG system provides timely feedback and informs responsive teaching. Termly summative tasks are mapped directly to the curriculum's objectives and give pupils the chance to demonstrate progress and apply their learning in real contexts.

Assessment outcomes help shape individual learning plans, support reintegration decisions, and inform next steps in pupils' wider education. Beyond measurable skills, the intended outcomes include increased confidence, critical thinking, and the ability to communicate ideas responsibly and creatively through digital means. Progress data is used diagnostically to refine planning and ensure all learners receive the right support.

ICT and the Wider Curriculum

Cultural Capital

At Parkside Haven, we believe every pupil should develop the knowledge, skills, and attitudes needed to participate fully in modern life and the workplace. The KS3 ICT curriculum builds cultural capital by teaching real-world digital skills that reduce disadvantage and broaden pupils' horizons. Pupils gain experience using up-to-date technologies and learn how these tools shape everyday life and the world of work.

SMSC (Spiritual, Moral, Social and Cultural Development)
ICT at KS3 helps pupils reflect on how technology impacts them and the wider world. Tasks are rooted in real-life contexts, encouraging pupils to think about audience, purpose, and ethical considerations. This approach promotes responsible use, digital empathy, and thoughtful decision-making.

British Values
The ICT curriculum supports the promotion of British Values, including respect, resilience, and teamwork. Pupils learn to solve problems, reflect on their work, persevere through challenges, and collaborate effectively. They practise listening to others, respecting different views, and working cooperatively towards shared goals.

Careers
Digital skills are an essential foundation for many careers. The curriculum helps pupils understand the practical relevance of ICT and the role it plays in further education, training, and employment. Pupils gain insight into how digital literacy supports future career choices.

Reading
Reading and literacy are woven throughout ICT lessons. Pupils learn to read and interpret digital content, instructions, and information critically and confidently. Key vocabulary is taught explicitly and reinforced through displays, glossaries, and classroom activities. Standards of literacy and clear communication are consistently modelled and promoted.

Wider School Life
Pupils also practise digital skills informally through school activities, such as break-time coding clubs, safe use of school devices, and collaborative digital projects. These opportunities build confidence and reinforce responsible technology use.

Final Statement
Parkside Haven's KS3 ICT curriculum ensures that every pupil leaves with the essential knowledge and digital literacy needed to thrive safely, responsibly, and creatively in an increasingly digital world.