

ICT Policy

Albany Academy

Origins of the Curriculum

Our Key Stage 4 ICT programme of study is derived from the Department for Education Guidance on Digital Functional Skills Curriculum content. It reflects our commitment to delivering a high-quality, inclusive education within our Alternative Provision setting. It is designed to ensure that all students, regardless of placement length, have access to a broad, challenging curriculum that mirrors the standards and expectations of mainstream education. The curriculum aims to complement the learning provided by students' home schools while preparing them for successful progression into post-16 education, training, or employment.

Our pupils come from a wide range of home schools, resulting in entries for examinations across multiple exam boards. In recognition of this diversity, we have designed our curriculum with reference to the Department for Education's content guidance, rather than aligning with any single specification. This approach enables us to deliver a broad and balanced programme that prioritises the development of key knowledge and transferable skills essential for success across all exam boards. The curriculum is intentionally structured to identify and address gaps in learning, ensuring that pupils are well-prepared and equipped with the foundational understanding needed to achieve their best possible outcomes in their Functional Skills examinations. In addition to the ICT education provided by their home schools, Albany aims to equip students with the knowledge and skills required to be entered for a Digital Functional Skills qualification at Entry Level 3 or Level 1, as determined in collaboration with their home school.

At Albany Academy, ICT at Key Stage 4 is delivered in a way that is responsive to the individual needs of our cohort. Our Alternative Provision setting allows teachers the flexibility to adapt the curriculum, guiding students through the assessment objectives in a manner that supports their personal progression.

Content and Sequencing

The fundamental areas of our ICT curriculum include:

- using devices and handling information
- creating and editing

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- communicating
- transacting
- being safe and responsible online

The ICT curriculum at Albany aims to enable students to safely initiate and participate in digital and online activities in the workplace and other real-life contexts. Students can gain confidence and fluency in their use of digital knowledge and skills, developing a positive attitude towards the use of those skills. They will develop an appreciation of the importance of digital skills in the workplace and in life generally. Pupils will be able to demonstrate their knowledge and skills by applying these to complete tasks and activities, and the curriculum provides a basis for further study, work and life.

The units and learning objectives are organised to build sequentially to support the progressive development of skills, while also providing regular opportunities to revisit and consolidate prior learning. This approach helps embed and secure knowledge over time. While our intent is to deliver coverage of the Department of Education content guidance, adaptations are made where necessary to meet the individual needs of pupils, particularly those on fractional placements. Instruction is tailored through the use of scaffolding, modelling and effective task design, drawing on principles from cognitive science (e.g., Rosenshine; Fiorella & Mayer), to ensure that all lessons are accessible, stimulating, and appropriately challenging for every learner.

It is important to note that this policy is written to reflect the fractional curriculum offer of this pathway. Dependent on a student's prior educational experiences, refinements or adaptations may be made to the curriculum content using the programmes of study to ensure it remains appropriate and responsive to their individual needs and circumstances.

Overview of units of study: Table

	Autumn	Spring	Summer
Year 1	Using Devices and Handling Information Creating and Editing Communicating Being Safe and Responsible Online	Using Devices and Handling Information Creating and Editing Communicating Being Safe and Responsible Online	Using Devices and Handling Information Creating and Editing Transacting Being Safe and Responsible Online

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Year 2	Using Devices and Handling Information Creating and Editing Communicating Being Safe and Responsible Online	Using Devices and Handling Information Creating and Editing Communicating Being Safe and Responsible Online	Using Devices and Handling Information Creating and Editing Transacting Being Safe and Responsible Online
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Assessment and Outcomes

Formative assessment is embedded throughout all aspects of ICT teaching. Teachers continuously monitor students' progress through a range of classroom activities, discussions, and observations. These ongoing assessments provide immediate feedback and inform responsive teaching. In addition, termly summative assessments can be implemented using bespoke tasks that are closely aligned with the unit's learning objectives. These assessments not only inform future planning but also help identify areas for targeted intervention or extension. Progress is tracked systematically, and assessment data is used diagnostically to support reintegration, personalised support, and sustained progression. The intended outcomes of the curriculum extend beyond measurable ICT gains to include enhanced confidence, creativity, cultural awareness, and self-expression. Assessment data is used both to evaluate individual student progress and to inform broader curriculum development and instructional practice.

The Albany ICT curriculum aims to equip individuals with the essential digital skills needed for both work and everyday life, with a focus on practical application meaning it is relevant to real-life and workplace contexts. This will increase students' opportunities and success in the digital age.

ICT and the Wider Curriculum

Cultural Capital

At Albany Academy, we believe it is essential for all students to develop the cultural knowledge, skills, and behaviours that will enable them to thrive in society and the world of work. The ICT curriculum is designed to build students' cultural capital, preparing them for their next steps in life. This is achieved through the teaching of real-life, practical ICT skills aimed at addressing social disadvantage. All pupils are given opportunities to use current technologies, visit environments where these technologies are applied, and understand the role of STEM across various industries.

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SMSC (Spiritual, Moral, Social and Cultural Development)

ICT helps students make sense of the world around them by exploring the connection between digital skills and everyday life. All learning scenarios are grounded in real-world problems, requiring students to consider the audience for whom they are designing solutions. This approach encourages thoughtful judgement and supports the development of reading and comprehension skills through purposeful, context-driven learning.

British Values

The ICT curriculum promotes British values, particularly resilience, through problem-solving and the mastery of complex skills. Students are encouraged to learn from their mistakes and are supported in developing their understanding. They are taught that improvement comes through practice, reflection, and collaboration, reinforcing the importance of listening to others and working as part of a team.

Careers

ICT offers a wide range of career opportunities, and our curriculum is designed to help students understand the real-world relevance of digital skills. By developing transferable skills, students are better prepared for the next stage of education and for life beyond school.

Reading

Reading is embedded throughout ICT lessons. Students are actively encouraged to read and are supported in understanding key vocabulary. Staff promote high standards of literacy, articulacy, and the correct use of standard English. Classroom displays reinforce key command words, and the use of e-readers enables all students to access definitions and explanations of subject-specific terminology, both in lessons and in wider contexts.

Wider School Life

Additional opportunities to be active and engaged during break and lunchtime allow pupils to practise their ICT skills in informal settings. These moments also support the development of collaboration and cooperation, which are essential in both digital and team-based environments.

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