

## School scenarios

### School A

The school currently runs one-hour lessons in discrete ICT teaching in Year 7 and Year 8 that it plans to extend to Year 9 for the first time in the next academic year. Up until now there has been a circus model in Year 9 whereby all pupils receive a six-week block of ICT taught by ICT-literate mathematics and English teachers. The school has used or adapted all the units in Year 7 and Year 8 except for the modelling units 7.4 and 8.4. It does not intend to use unit 8.5 this year, because of time commitments. The school has three ICT teachers who have been on all the training days and taught Year 7 and Year 8. However, one of the teachers is leaving in the summer and her ICT commitments are being taken over by a current mathematics teacher in the school who has some ICT skills but no knowledge of the Strategy. End of Key Stage 3 assessment of pupils is based on a portfolio of ICT work from Year 8, supplemented by a Year 9 project during their six-week cycle. The project mainly focuses on the areas of communication and data handling.

### School B

The school currently teaches discrete ICT in Year 7 only, with a small amount of cross-curricular application in Year 8 and Year 9. The school plans to put discrete ICT-teaching on the timetable in September for all years. The Year 7 pupils were taught all of the Year 7 units as written. The mathematics department did some of the modelling work from 8.4 in Year 8 and the geography department did some web query work from 8.1. Otherwise, very little ICT is taught in Year 8 or Year 9 at present. There is one full-time experienced ICT teacher who has attended most of the training and six teachers who do a couple of lessons each. Arrangements for end of Key Stage 3 assessment are unsatisfactory and based largely on the mathematics and geography work done in Year 8.

### School C

This is a high-performing school which has had discrete teaching of ICT for all years across Key Stage 3. However, the lessons have been very skills-based rather than objective-based. The department has seen the approaches of the sample teaching units and decided that some modifications need to be made to their scheme of work. They have not taught any of the sample teaching units and, rather reluctantly, admit that some changes need to be made to their skills-based approach. They suspect that they may have over-estimated teacher assessment at Key Stage 3, even though it involved substantial marking of ICT skills tests they designed themselves. One teacher attended Launch training but the other three ICT staff have attended no further courses.