



The Poplar Adolescent Unit
Therapeutic Education Department

ICT ASSESSMENT POLICY

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ICT Assessment Policy

Interactive Communication Technology (ICT) is not a core subject in secondary education – rather, it is a general subject offered at KS3, with an option to study at KS4, GCSE level, when a student enters year 10.

At Poplar, we recognise the value and divergent uses of ICT across the entire curriculum, and deliver it as a timetabled subject activity for one hour a week; it is of course, practiced a lot more.

We have a wide range of interests and abilities across our cohort, therefore we aim to

- Set common tasks that are open ended and can have a variety of results
- Provide differentiation by task level and expectation, and by level of support
- Offer resources that encourage the young person to work across a selection of IT applications
- Raise self-esteem by realising outcomes that are structured, aesthetically pleasing and where possible resulting in accreditation

If the student studies ICT as a GCSE or A Level subject we will follow the scheme of work set by their home school, using resources provided by that school that are appropriate and current.

If a student is at KS3 level, has not taken IT as an option, or is currently not in education or training, they can access our options to study towards an OCR Functional Skills certificate at one of 3 levels, using our newly proposed interactive learning platform from Hodder Education.

Assessment points –

Phase 1 – on induction, the student will have a discussion with the tutor based around previous experience in ICT, including hobbies and interests that can be used for inspiration. The student is asked to produce an A4 sheet to include a set list of applications and processes towards a front cover document for their initial task, giving us an idea of baseline levels and support likely to be needed.

Phase 2 – The student is shown a range of options from a project book, based around OCR Functional Skills level 2. These tasks cover a range of outcomes and can be found in the course file. The exercises lay down a pro forma for the student to work within, ensuring that all areas of the ICT framework are covered as advised in National curriculum guidelines. During this 2 week (approx.) period the student would be expected to produce 2 pieces of work.

Phase 3 – If this stage of treatment is entered into, we would work with the student to develop their skills through tutor direct and self-taught methods through our learning resources. The resulting body of work can lead to an entry for OCR functional skills ICT, leading to nationally recognised accreditation.

Assessment is undertaken through lesson observation and critique of work. Discussing the work with the student on an ongoing basis enhances their evaluative skills and challenges them to raise their levels and their aspirations. The lead teacher for ICT will set levels periodically, and also assist other staff in delivery of ICT skills across the curriculum, diverging into other subject areas.