








Section 3: A road map for managing change

How do I create an inspiring and engaging curriculum?

Complete the *What is 'curriculum'? What is 'creativity'? What is innovation'?* planning sheet individually, and then come together and agree departmental definitions. Next, watch the three videos and have a look at the associated resources, which illustrate what creative and innovative computing lessons look like. Then complete the *Our vision for a creative and innovative curriculum* planning sheet as a department.

		Book	CD-ROM	Website
	<p>Planning sheet: <i>What is 'curriculum'? What is 'creativity'? What is 'innovation'?</i> <small>© Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.</small></p>	✓ Page 22	✓	✓
	<p>Video: <i>Teaching computing through dance</i> <small>© Crown Copyright 2013. This content is available under the Open Government Licence v2.0.</small></p>		✓	✓
	<p>Activity: <i>Creating an animation (Teaching computing through dance)</i> <small>© Sarah Lawrey 2014.</small></p>		✓	✓
	<p>Video: <i>Beating the clock – sorting networks</i> <small>© CSUnplugged. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.</small></p>		✓	✓
	<p>Activity: <i>Beating the clock – sorting networks</i> <small>© CSUnplugged. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.</small></p>		✓	✓
	<p>Video: <i>Teaching computing to all</i> <small>© Hodder Education 2014. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.</small></p>		✓	✓
	<p>Planning sheet: <i>Our vision for a creative and innovative curriculum</i> <small>© Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.</small></p>	✓ Page 23	✓	✓

What do my students need and how much time do I have to teach them?

Using the *What prior knowledge do students starting GCSE need?* information sheet to help you consider the implications for students starting the KS3 National Curriculum Programme of Study for Computing in Year 8 or Year 9, identify what each year group needs and the time you have available to teach them. Remember that what you do at Key Stage 4 – delivering the statutory requirements to those students not following a Level 2 qualification and teaching Level 2 qualifications in Computer Science or Information Technology to those who are – will impact on your staffing and room allocation at Key Stage 3, as will your vision for an innovative and creative curriculum.

		Book	CD-ROM	Website
	Information sheet: <i>What prior knowledge do students starting GCSE need?</i> © Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.	✓ Page 24	✓	✓

Do I need to change my entire Key Stage 3 schemes of work or can I reuse aspects of my Key Stage 3 ICT schemes of work?




Review your existing schemes of work against your vision for an innovative and creative curriculum:

- Ask yourself, 'Is what we're offering here what we want to offer in the future?' Flag those aspects of your schemes of work that **do** fit with your vision or are useful even if they don't set the world alight; you can consider later whether they demonstrate computational thinking and meet the requirements of the 2014 Key Stage 3 National Curriculum Programmes of Study for Computing.
- Get rid of those aspects of your schemes of work and associated activities that **do not** fit with your vision. Hopefully you'll be motivated to seek out activities to take their place, once you see that you are not throwing out all your schemes of work and are able to develop those activities you know your students enjoy and get value from.

How do I pull together new schemes of work?



Using the *Planning Key Stage 3 spreadsheet*, identify which aspects of the Key Stage 3 curriculum are covered by the bits of your existing schemes of work you are keeping. Then use the *Interactive Progression Pathways Tool* and Section 5 of this toolkit to fill in the gaps in your schemes of work and to ensure that all your activities encourage computational thinking. Remember to consider progression as you compile your schemes of work. The *How to develop schemes of work* information sheet provides further guidance on this process.

The *Interactive Progression Pathways tool* is an interactive website that links the National Curriculum Programmes of Study bullet points, the Progression Pathways statements and the Computational Thinking Framework statements, and generates a list of associated teaching and learning resources. Once a list of resources has been generated you can share it using a unique weblink or email it to yourself or others.

		Book	CD-ROM	Website
	Planning sheet: <i>Planning Key Stage 3 spreadsheet</i> © Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.		✓	✓
	Interactive: <i>Interactive Progression Pathways tool</i> © Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.		✓	✓
	Information sheet: <i>How to develop schemes of work</i> © Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.	✓ Page 25	✓	✓

Use the *Time to reflect 2* planning sheet to consider the effects that implementing the new curriculum will, or could, have on you and your school and then, as a department, agree the milestones for the next 12 months using the *Milestones* planning sheet.

Finally, update and add to the presentation you created at the end of Section 2 so that it clearly presents your vision for a creative and innovative curriculum underpinned by computational thinking, and explains how you are going to set about fulfilling this vision. Your presentation may need to acknowledge that some staff will find the changes daunting and will need extra support. Remember that this is a two or three year process, and your vision may develop and change over time, so consider how you will share information with the Senior Leadership Team and colleagues in other departments in the future. You may also want to take this opportunity, if you haven't already done so, to write to parents and carers to explain what is happening.

		Book	CD-ROM	Website
	Planning sheet: <i>Time to reflect 2</i> © Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.	✓ Page 26	✓	✓
	Planning sheet: <i>Milestones</i> © Crown Copyright 2015. This content is free to use under the Open Government Licence v3.0.	✓ Page 27	✓	✓

