This leaflet is for teachers who were unable to attend the national training. It summarises the main points and is best used as part of a departmental meeting.

Other Key Stage 3 National Strategy materials can be found on the website at www.standards.dfes.gov.uk/keystage3

What is the Key Stage 3 National Strategy?

The Key Stage 3 National Strategy aims to raise standards by strengthening teaching and learning across the curriculum for all 11 to 14 year olds. There are five strands: English, mathematics, science, ICT and foundation subjects. Over 200 ICT teachers in 173 schools in 16 LEAs piloted the ICT strand this year.

All strands promote these features of good teaching:

- **high expectations** and clear objectives conveyed to pupils in simple language: ‘What I am looking for is pupils who can …’;
- both **medium- and short-term planning** that clearly identifies the progression for pupils;
- **structured lessons**, with an engaging starter, new skills and ideas introduced in well-planned stages in the main part of the lesson, and a summary of the lesson in a concluding plenary;
- **challenging and engaging activities and tasks** to interest both girls and boys;
- **manageable differentiation** based on work common to all pupils in a class, with targeted support to help those with less experience, and genuine challenge for the more able;
- **interactive teaching** of whole classes, small groups and individuals, using a combination of exposition, demonstration, modelling, instruction and dialogue;
- **effective questioning**, giving pupils time to think, air views and hear the views of others, and to explain and justify their reasoning and decisions;
- **time for pupils to reflect** on their learning and progress, and evaluate their own and other pupils’ work.

What is the ICT strand for learners?

Through Key Stage 3 pupils will become increasingly independent, discerning users of ICT. They will:

- develop an **ability to judge when and how** to use ICT;
- be able to make judgements about the **quality and reliability** of the products they have developed;
• engage in increasingly complex tasks with a clear focus, efficiency and rigour.

The recommendation of the Strategy is that schools provide one hour per week of discrete teaching throughout the key stage to ensure the delivery of the yearly teaching objectives for ICT.

What is the Framework for teaching ICT capability: Years 7, 8 and 9?

The Framework is a key document for ICT teachers. It was developed during the ICT pilot and is similar to the Frameworks for English, mathematics and science. It gives practical advice on meeting the National Curriculum requirements for ICT capability. It interprets the programme of study for ICT in Key Stage 3 and builds on the DfES/QCA publication *ICT: a scheme of work for Key Stage 3*.

One of the main purposes of the ICT Framework is to set out teaching objectives for ICT for each of Years 7, 8 and 9 that:

- are based on the National Curriculum programme of study for ICT in Key Stage 3;
- build on what pupils have learned in Key Stage 2 and develop their knowledge, skills and understanding in Key Stage 3;
- ensure that ICT skills are integrated with and taught alongside knowledge and understanding in a range of contexts.

The structure of the yearly teaching objectives

The objectives are organised into three themes, each of which is broken down into three key concepts, as outlined in the table.

<table>
<thead>
<tr>
<th>Finding things out</th>
<th>Developing ideas and making things happen</th>
<th>Exchanging and sharing information</th>
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<tbody>
<tr>
<td>Using data and information sources</td>
<td>Analysing and automating processes</td>
<td>Fitness for purpose</td>
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<td>Searching and selecting</td>
<td>Models and modelling</td>
<td>Refining and presenting information</td>
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<td>Organising and investigating</td>
<td>Control and monitoring</td>
<td>Communicating</td>
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The fourth theme of Reviewing, modifying and evaluating work as it progresses is integrated into the other three themes.

An example of progression from Year 7 to Year 9 is illustrated below.

The example selected is the first part of the first key concept (Using data and information sources) from Finding things out.
### Where can I find out about teaching and learning of ICT capability?

The training pack given to your subject leader contains two sample teaching units for ICT, Year 7, unit 1, and Year 8, unit 1. They are designed to support teachers by:

- exemplifying the link between the Framework teaching objectives and effective teaching;
- demonstrating the use of structured lessons in ICT including starters, main activities and plenaries;
- describing direct, interactive teaching;
- suggesting how activities can be modified to include all pupils.

The accompanying video demonstrates all of the above using lessons from unit 7.1.

### What are the key activities for the ICT subject leader in the autumn and spring terms?

- Use the Strategy's subject audit document to complete a review of Key Stage 3 ICT.
- Start to review your scheme of work for Key Stage 3 ICT against the Framework.
- Get feedback on this core training from the head of ICT and any other teacher of Key Stage 3 ICT who attended the training.
- Consider the sample teaching units and reflect on current teaching practice.

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<table>
<thead>
<tr>
<th>Finding things out</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
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</thead>
<tbody>
<tr>
<td><strong>Using data and information sources</strong></td>
<td>Understand that different forms of information – text, graphics, sound, numeric data and symbols – can be combined to create meaning and impact.</td>
<td>Understand how the content and style of an information source affect its suitability for particular purposes, by considering: - its mix of fact, opinion and material designed to advertise, publicise or entertain; - the viewpoint it offers; - the clarity, accessibility and plausibility of the material.</td>
<td>Select information sources and data systematically for an identified purpose by: - judging the reliability of the information sources; - identifying possible bias due to sampling methods; - collecting valid, accurate data efficiently; - recognizing potential misuse of collected data.</td>
</tr>
</tbody>
</table>

Objectives highlighted in colour are related to Reviewing, modifying and evaluating work as it progresses.
• Decide who is to attend the second core training day on Assessment, standards and target setting.

If you work in an Additional support school:

  Work with your consultant to complete the subject audit and develop points for action.
  Review your teaching style and assess whether any principles outlined in the Strategy could be usefully incorporated.
  Consider the optional training on offer and choose teachers to attend. The optional training units are: Communication: text and graphics; Modelling; Handling data; Control; and Sound and video.
  Watch and discuss one or two of the lessons on the video provided by the Strategy.

**What support is available for teachers of ICT?**

**Consultant support**

Over the next three years all schools will receive support from a Key Stage 3 ICT consultant. The consultant will help teachers to plan and deliver lessons and will provide training. Teachers in additional support schools will also be able to take advantage of demonstration lessons, coaching and other in-class support.

**Training**

There will be a range of training available. All schools will receive core training which in this first year consists of the Launch of the ICT Strategy and in the spring term, Assessment, standards and target setting. In addition some schools will receive extra funding to attend 'optional training' as described above.

**A subject audit document**

The audit of Key Stage 3 ICT includes an analysis of pupils' performance and teaching and learning. It will help departments to identify action points for Key Stage 3 ICT, to incorporate in the school's own improvement plan.

**Sample teaching units**

In the first year sample teaching units for Years 7 and 8 will be available to schools on a phased basis. These will help you reflect on current practice.