

RMA Curriculum statements 2025 – 2026

Subject	Digital Technology (ICT)
Key Stages /Years	Key Stage 3, optional at KS4

Intent	Implementation	Impact
The digital technology curriculum across KS3 and KS4 is designed to ensure that all pupils develop the digital knowledge, practical skills, and confidence needed to participate safely and successfully in an increasingly technological world. The curriculum aims to build secure foundations in digital literacy, computational thinking, and creative digital skills, while preparing pupils for further study, employment, and everyday life. The curriculum also aims to:	The digital technology curriculum is carefully sequenced from KS3 to KS4 to ensure cumulative knowledge and skill development. KS3 introduces core digital literacy, basic programming, online safety, and creative media skills. KS4 builds on this foundation through more advanced digital applications, problem-solving tasks, and accredited qualifications where appropriate. Teaching and Learning Approaches Teaching is adapted to meet the needs of SEMH pupils through: • Clear routines and predictable lesson structures to reduce anxiety and support engagement • Explicit teaching of key knowledge, vocabulary, and digital processes • Modelling and guided practice to build confidence before independent work	By the end of KS3 and KS4, pupils: • Demonstrate secure digital literacy and can use a range of software confidently • Understand key digital technology and computing concepts, including basic programming, data handling, and computer systems • Apply problem-solving and computational thinking skills to real-world tasks • Communicate effectively using digital tools and appropriate technical vocabulary

• Provide a safe, predictable learning environment where pupils can explore technology without fear of failure • Build confidence, resilience, and independence through hands-on, success-focused tasks • Develop responsible digital citizens who can navigate online spaces safely and make informed choices • Strengthen problem-solving, logical thinking, and communication skills • Support emotional regulation by using structured routines, clear expectations, and engaging, practical activities Across KS3 and KS4, the curriculum ensures that all pupils—regardless of need or starting point—develop essential digital competencies, including	• Chunked tasks and scaffolded instructions to support focus and reduce cognitive load • Practical, hands-on learning using real software, devices, and applications • Opportunities for creativity, such as digital graphics, presentations, coding projects, and multimedia work • Trauma-informed and relational approaches to support emotional regulation and positive behaviour Curriculum Content Across KS3 and KS4, pupils engage with: • Digital literacy and functional digital technology skills • Online safety, digital wellbeing, and responsible use of technology • Basic and intermediate programming (e.g., Scratch, Python, block-based and text-based coding) • Data handling, spreadsheets, and information management • Creative media, including graphics, presentations, and digital design • Understanding computer systems, networks, and hardware • Problem-solving and computational thinking	• Navigate online environments safely and responsibly • Show increased independence, resilience, and confidence when using technology • Produce digital work that reflects progress over time and readiness for further study or employment Beyond academic outcomes, pupils also show: • Improved emotional regulation through structured, engaging digital technology tasks • Stronger communication and teamwork skills • Greater confidence in using technology for learning, creativity, and everyday life • A sense of achievement and pride in practical digital projects
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using software effectively, understanding how computers work, and applying computational thinking to real-world problems.	Assessment and Feedback Assessment is ongoing and varied, including: • Low-stakes quizzes and retrieval tasks • Practical digital projects • Oral explanations and demonstrations • Coursework-style tasks at KS4 • Summative assessments and mock examinations where relevant Feedback focuses on building confidence, addressing misconceptions, and improving digital communication and problem-solving skills.	Pupils leave KS4 equipped with the digital knowledge, practical skills, and personal confidence needed for post-16 pathways, employment, and safe participation in a digital society.
Enrichment	Friday afternoon enrichment (optional)	