

Assignment 1.2: Continuity and progression in the development of IT capability.

This part of the assignment is concerned with progression in both the short-term (within one unit of a scheme of work) and long-term (over a number of years). In it, you have to evaluate an extended scheme of work you planned and taught to pupils in Key Stage 3, and then place this in the context of the development of IT capability from Key Stages 2-5.

Aims of this part of the assignment

As you develop during your PGCE year, your ability to plan and evaluate lessons will increase, and the criteria you use to guide both of these activities may change. One aim of this part of the Assignment is to give you an additional opportunity to demonstrate aspects of that progression against the Standards for Award of QTS. In addition, it gives you the opportunity to demonstrate that you meet other Standards (for example those concerning progression between Key Stages and knowledge of examination requirements) evidence for which might not be obvious from observations of your practical teaching.

The document [Assignment 1 and the Standards for QTS](#) gives information on the Standards this part of Assignment 1 addresses - and hence of the criteria against which it will be assessed. Please note however that in addition to the specific Standards, all coursework is expected to be of an acceptable standard of written English. To help you write at an acceptable level, the document '[Writing Hints](#)' lists a number of the more common mistakes BTs make when writing their coursework.

What this part of the assignment is *not* about

It is essential that you realise that this part of Assignment 1 will *not* be assessed on the quality of the lesson plans it contains. It will be assessed (in part) on the quality of the evaluations you make of the lesson plans - and of any improvements you suggest to them. The assignment is *about* these lesson plans but it is not *of* them. One useful way to think of this is to imagine that you are evaluating a sequence of lesson plans given to you by someone else. If you think of it in this way, you are less likely to spend time describing and justifying the lessons plans and more time critically evaluating them.

This is the biggest single mistake previous cohorts of BTs have made when writing drafts of similar assignments - to justify what was done rather than to evaluate it. It is the latter for which you will be given credit, not the former. This does not mean of course that you should say that everything you did was wrong - this is not the form of criticism required - but that you should try and be as dispassionate as possible in your evaluation.

What you have to produce

You have to examine progression within the scheme of work you planned and taught and place this within the context of the development of a pupil's IT capability from Key Stage 2 to 5. It may be useful to think of these as two distinct parts of the assignment - one in which you examine aspects of progression within your lessons and the other in which you relate these to longer-term issues of progression and development. Excluding appendices the total work should be approximately 4000 words in length.

Help in planning and structuring your work is given on the next page. It is not required that you follow this format (in particular you may find it preferable to write about the specifics of your scheme of work before the general context), but it is required that the work covers the areas mentioned in the exemplar format in a coherent manner which is easy for the reader to follow.

Introduction

Here you need to say what you have done and why. You need to give the context for what follows, e.g. that it is based on teaching a sequence of (specify how many) lessons on (specify - which topic and exam syllabus) to Key Stage 3 pupils (specify the Year) of (specify range of attainment) and then 'talk the reader through' the structure of the work so that they know what is coming, and why. The outline scheme of work and lesson plans and associated evaluations should be put in appendices - see below.

Part 1- setting the work in the context of the development of IT capability

Your discussion needs to consider the following aspects - although not necessarily as distinct sections.

What is meant by IT capability and how can it be taught?

You should use examples from the literature to discuss the nature of IT capability, and the difference between it and skills. You then need to relate the general content of your scheme of work to this discussion, by indicating which aspects of capability and skills it seeks to develop. This should include linking the learning objectives to the IT National Curriculum for Key Stage 3.

Progression 5-19

Having linked the objective of the sequence of lessons to the National Curriculum for Key Stage 3 you should then discuss (with examples) how the National Curriculum and DfEE schemes of work for Key Stages 2-3 plan for the development of this aspect of capability. Finally, you should indicate how and to what extent GCSE and Post 16 syllabi continue to develop this aspect of capability - specific examples from named syllabi are required.

Part 2 - progression within the scheme of work

Having discussed the overall learning objectives of the scheme of work within the context of the development of capability 5-19, you need to evaluate how these were developed within the lesson plans you used.

Please note that:

1. You should not give a blow-by-blow account of the lessons, rather you should give an overall picture of the sequence of lessons. Give the lesson plans (and the evaluations you made of the lessons at the time) as appendices and refer to these where relevant.
2. While your discussion needs to discuss the aspects listed below, it does not need to do so in the same order or via similarly named distinct sections.
3. In a number of the following sections, it is suggested that you may choose to rewrite one or more lesson plans to illustrate your argument. The easiest way to do this is to choose a selection of the lesson plans which you can rewrite to illustrate all the points you wish to make, put these as another appendix and refer to them as required.

Progression in Learning objectives

You need to critically examine the learning objectives set for the lessons and discuss both the extent to which they *are* learning objectives rather than activities for the children, and the extent to which there was progression in them during the sequence. In the light of your discussion here you may choose to rewrite a lesson plan to show how your setting of learning objectives has improved with experience or map out how you might better plan for progression of more than one lesson - therefore providing additional evidence that you meet this aspect of the Standards.

Differentiation

You need to examine the range of strategies for differentiation used in the lesson plans and how (and to what extent) you planned for differentiated progression. This examination should contain references to the literature on differentiation. Again, should you feel that the range used is unduly limited, (for example consisting mainly of 'differentiation by support') you should take the opportunity to rewrite one or more lesson plans - again providing additional evidence that you

meet this aspect of the Standards. Note that you should include as part of this section a discussion of your provision for children with Special Educational Needs.

Misconceptions

What misconceptions (if any) does the literature report that pupils have in this area and how did you take account of these in your planning and teaching?

Use of ICT

Here you should consider your use of ICT in the teaching of IT - examining for example the software you used to teach the particular aspect of capability and the use you made of ICT tools such as the overhead projector, video, interactive whiteboard and programmes such as RM Tutor.

Assessment and feedback

Here you should discuss the range of types of assessment you used (both diagnostic, formative and summative; and formal and informal); the feedback you gave to the pupils; and the extent to which this information was used to plan for progression both within an individual lessons and from lesson to lesson during the sequence. Again, discussing these questions could involve you in rewriting a lesson plan to show how you would now plan for assessment.

You need to give examples of (marked) pupils' work and the feedback you gave them on it, and discuss issues that arose in this. Three aspects of this are particularly important: how easy it was to use a lesson's products to provide evidence that individuals had met the learning objectives set for that lesson; how well they allowed you to assess against the IT National Curriculum; and how you gave feedback to the pupils on both the skills and capability aspects of the lesson/scheme of work. (If the examples are long put them in an appendix and if they are computer files attach them on a floppy disc or CD-ROM.)

Summary

Finally, there needs to be an overall evaluation of the scheme – and what you feel you have learnt from completing the task.

Appendices

Your assignment should contain (at least) the following as appendices:

- An outline of the Scheme of Work: for this you should use the [pro-forma](#) devised by the DfEE. (Further details of the DfEE Schemes of Work can be found in the relevant section of the course web site and at: http://www.standards.dfee.gov.uk/schemes2/secondary_ICT/).
- Your lesson plans and the associated lesson evaluations.
- Example(s) of rewritten lesson plans to illustrate points made in the assignment.
- Marked examples of pupils' work and of the feedback given to them.

When you should do this part of the assignment

You should plan to write this part of Assignment 1 on the basis of an extended scheme of work you have taught to pupils in Key Stage 3 during the first two terms of your PTE. This will allow you to write a draft over the Easter vacation. Note - if you are using a scheme that you taught on PTE 1 you will need to keep (marked) examples of pupils' work and the feedback given for your discussion of assessment. We will discuss Assignment 1.2 in the final week of the Christmas term and in the session on February 11th.

Handing-in dates

You should hand in a draft of Assignment 1.2 by April 8th and will receive feedback by May 24th.

You may use this to improve your draft before the final handing in date for Assignment 1 - June 14th.