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ICT, amenability and the BBC digital curriculum service in England:

Supplement 1, January 2005



Becta

British Educational Communications
and Technology Agency

This document, published in January 2005, supplements Becta's report to the DCMS, *ICT, amenability and the BBC digital curriculum service in England*, published in the autumn of 2004.

It should be read in conjunction with that report.

Annex

National Curriculum for England: amenability findings for subjects and key stages in the BBC's Year 1 commissioning plans

3a) Citizenship at Key Stage 2

The learning requirements for citizenship at this key stage, along with personal, health and social education (PHSE), are set out in non-statutory guidelines developed by QCA. The overall document is divided into four sections and a breadth of opportunities section. The four sections are:

- developing confidence and responsibility and making the most of their abilities
- preparing to play an active role as citizens
- developing a healthy, safer lifestyle
- developing good relationships and respecting the difference between people.

In the second section, which relates to citizenship, the learning requirements are inter-related. For example, pupils may 'reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences' (2e) while learning 'that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment' (2j). For this reason, to require the BBC digital curriculum service to deal with up to 50% of these, but not to deal with the others, would be to require it to produce pedagogically unsound resources.

Measuring 50%

The BBC's proposals cover half the key stage, and they may therefore develop resources for the equivalent of up to three units of the QCA scheme of work.

Amenability statement

There are no outcomes judged to be **not** amenable in citizenship at Key Stage 2.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

Becta maintains that any judgements reached on the ICT amenability of learning outcomes are made for the purposes of this exercise only and are restricted to use in this context. Any judgements made by Becta do not imply that 'amenable' learning outcomes should be taught by ICT, nor do they imply any view on *how much* ICT is appropriate for any key stage in any subject.

Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3b) Design and technology at Key Stage 3

The learning requirements for design and technology at Key Stage 3 can be considered in two broad groups, firstly:

- developing, planning and communicating ideas (1a–h)
- working with tools, equipment, materials and components to produce quality products (2a–e)
- evaluating processes and products (3a–c)

and, secondly, knowledge and understanding of:

- materials and components (4a–d)
- systems and control (5a–g)
- structures (6a–c).

The requirements have been examined for amenability. Together, the requirements in the first group describe a set of inter-related 'holistic' skills of the type described in section 4.3.4 of the main report. Since pupils develop these skills in the context of each other – for example, redesigning to take account of problems with making – to require the BBC digital curriculum service to deal with some of them, but not others, would be to require it to produce pedagogically unsound resources.

Measuring 50%

The BBC may select up to 50% of the outcomes in the three 'knowledge and understanding' sections: that is, sections 4, 5 and 6.

Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 3 design and technology, Becta judges that there are no outcomes that are **not** amenable to ICT in the programme of study for England in design and technology at Key Stage 3.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3c) English at Key Stage 2

The learning requirements for English at Key Stage 2 are organised into three broad themes: speaking and listening, reading, and writing. The requirements have been examined for amenability.

In En1 on speaking and listening, sections 1a–f and 2a–e might be considered non-amenable if taken in isolation and out of context. Sections 1 and 2 concern speaking and listening. While it would be difficult to argue that the requirements under these headings could be taught via ICT, it is clear that ICT might be used to support and extend the learning. Further, these requirements address key aspects of the subject, and describe 'holistic' or 'integrated' skills that are part of effective learning in the subject. Given these considerations, it is appropriate to judge these learning outcomes as amenable to ICT.

It should be noted that it is vital that all pupils experience English as a 'live' interactive language used by many different individuals and groups in real time and in real contexts. Pupils also need to have real experience of handling printed texts of all kinds as well as to read them on screen, and must be able to write on paper as well as on computer. The tangible and interactive aspects of working in English are particularly pertinent to the teaching and learning in Key Stage 2, although by no means exclusively so. However, there are many contexts in which the programmes of study at all key stages are amenable to ICT, and might be enhanced through the use of ICT.

Measuring 50%

The BBC may select up to 50% of those outcomes judged to be amenable by Becta.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Amenability statement

The following outcomes are judged to be **not** amenable in English at Key Stage 2:

En1: 3a–f

En3: 5a, 5b.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3d) Geography at Key Stage 3

Geography at Key Stage 3 is organised into four themes:

- geographical enquiry and skills
- knowledge and understanding of places
- knowledge and understanding of patterns and processes
- knowledge and understanding of environmental change and sustainable development.

The first of these describes a holistic, or integrated, group of skills. Good pedagogy demands that they should be taught and learned in an integrated fashion, and for the reasons already given (see section 4.3.4 of *ICT, amenability and the BBC digital curriculum service in England*), these skills are not included in the list of learning outcomes against which the 50% would be measured.

The remaining three sections list aspects of geographical knowledge and understanding. The statements in these sections describe aspects of places, patterns and change which are interdependent, and cannot be taught or learned in isolation from each other. For example, requirement 3d, 'to explain how and why changes happen in places, and the issues that arise from these changes', cannot be taught without touching on 3c, 'to describe and explain the physical and human features that give rise to the distinctive character of places'.

The statements have been examined for amenability. We note that while requirement 2b, 'to select and use appropriate fieldwork techniques and instruments', might be considered non-amenable at first sight, ICT-mediated resources might reasonably be developed to support, consolidate and extend this learning.

Measuring 50%

Since the requirements of the programme of study for geography at Key Stage 3 are either part of a holistic knowledge/skill set or are interdependent and cannot be taught entirely separately, the BBC may develop resources for the equivalent of up to half the QCA scheme of work units in the key stage. It should be noted that this measure refers to the 'size' and scope of units, and not to their content.

Amenability statement

There are no outcomes judged to be **not** amenable in the programme of study for geography at key stage 3.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3e) History at Key Stage 1

The programme of study for history at Key Stage 1 is organised into five broad themes:

- chronological understanding
- knowledge and understanding of events, people and changes in the past
- historical interpretation
- historical enquiry
- organisation and communication.

Together, the requirements under these headings describe a set of inter-related holistic knowledge and skills of the type described in section 4.3.4 of *ICT, amenability and the BBC digital curriculum service in England*. Since pupils develop these in the context of each other – for example, chronological understanding in the context of historical enquiry – to require the BBC digital curriculum service to deal with some of them, but not others, would be to require it to produce pedagogically unsound resources.

Measuring 50%

Since the requirements of the programme of study for history at Key Stage 1 form a holistic knowledge/skill set, the BBC may develop resources for the equivalent of up to half the QCA scheme of work units in the key stage. It should be noted that this measure refers to the 'size' and scope of units, and not to their content.

Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 1 history, Becta finds that there are no outcomes judged to be **not** amenable in the programme of study for history at Key Stage 1.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3f) Physical Education at Key Stage 2

ICT can help to maximise the effective use of the weekly entitlement to physical education (PE), and of the range of activities undertaken during the time available. In other words, effective ICT use in the subject will support the actual doing of activities rather than detract from them. This is an important principle in the context of determining the amenability of learning outcomes in the PE curriculum to being taught by ICT.

The learning requirements for PE are set out under four broad headings:

- acquiring and developing skills
- selecting and applying skills, tactics and compositional ideas
- evaluating and improving performance
- knowledge and understanding of fitness and health.

Together, the requirements under these headings describe a set of integrated or 'holistic' knowledge and skills of the type described in section 4.3.4 of *ICT, amenability and the BBC digital curriculum service in England*. Since pupils develop these skills in the context of each other – for example, being taught to 'identify what makes a performance effective' (3a) in the context of learning how to 'plan, use and adapt strategies ...' (2a) – to require the BBC digital curriculum service to deal with up to 50% of these, but not to deal with the others, would be to require it to produce pedagogically unsound resources.

Alongside these outcomes, the 'breadth of study' section outlines five areas of activity, each with an accompanying set of outcomes: dance activities, games activities, gymnastic activities and swimming activities, athletic activities, outdoor and adventurous activities. The set of outcomes for each of these areas of activity also forms a holistic whole. For example, learning to 'swim unaided for a sustained period of time over a distance of at least 25m' will involve learning to 'use a range of recognised strokes and personal survival skills'.

Some of the statements in the breadth of study do not lend themselves individually to being taught via ICT ('to swim unaided', for instance). However, there is a variety of ways in which ICT can, for example, support the overarching outcome of becoming a safe, competent swimmer, such as through demonstrating techniques, supplementing verbal feedback and developing children's observational and evaluative assessment.

Measuring 50%

Becta will consult with QCA in assessing the BBC's coverage proposals for Key Stage 2 PE since much of the information required to establish the 50% measures is contained in custom and practice and national expectation.

Amenability statement

Based on both the inspection of the individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 2 PE, Becta judges that there are no outcomes that are **not** amenable in the programme of study.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk>].

3g) Science at Key Stage 1

Sc1 in science lists a group of related holistic or integrated skills of scientific investigation. These lists are judged to be of the type described in section 4.3.4 of *ICT, amenability and the BBC digital curriculum service in England*, for which good pedagogy requires that they should be taught and learnt in an integrated way. These then are considered to be amenable for the purposes of this exercise but, as detailed in section 4.5 of the report, will not be included when determining the question of 50% coverage.

The remaining requirements have been examined for amenability. For many of these, appropriate learning and teaching requires first-hand physical exploration and experience of the real world as described in section 4.3.3 of the report. An example of this is:

Pupils should be taught to sort objects into groups on the basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or nonmagnetic]

Science Key Stage 1, Sc3 1b

It would not be fitting or appropriate to introduce the teaching and learning of this type of aspect of science and mathematics through the medium of ICT, since pupils' understanding in the abstract of patterns of behaviour of natural phenomena is founded on their personal physical experience of the real world. However, it is also the case that ICT-based resources might be used to consolidate, extend and apply understanding of these previously encountered concepts.

The BBC has made it clear to Becta that in developing resources for Key Stage 1 science it intends to focus on developing skills of problem solving, consolidating knowledge and understanding, and investigation rather than the teaching of concepts. It is in this sense, then, that the learning outcomes are considered amenable, and only to the extent that resources develop and apply experience that has come from the real world.

Measuring 50%

The BBC may select up to 50% of those outcomes judged to be amenable by Becta. For the purposes of determining 50%, Sc1 science is not included in the equation, as this would constitute double counting.

Amenability statement

There are no outcomes judged to be **not** amenable in the programme of study for science at Key Stage 1.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

4a) **Field studies for pupils with severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) at Key Stages 3 and 4**

Field studies is not a specified curriculum area within the National Curriculum in England. However, learners with SLD/PMLD working within local and other environments on 'field study' skills will be developing skills relevant to the programmes of study of many National Curriculum subjects. The integrated programme essential to these learners will use a range of relevant and meaningful contexts to develop life skills.

These pupils generally have complex needs, and require the development of early skills such as attending to stimuli, or anticipating (predicting) the behaviour of familiar objects and people. In England, the P-scales describe such behaviour at a series of eight levels that lie below level 1 of the National Curriculum.

While personal physical experience of the environment is of enormous importance to the learning of these pupils, ICT-based resources can supplement and extend the environment, adding to the range of experiences available. For example, a resource inspired by a trek through the rainforest can provide aspects of the visual and auditory features of moving through heavy vegetation, though clearly it does not itself constitute an experience of the rainforest.

Such resources can extend and support learning in all the aspects covered in this proposal, and for that reason there are no non-amenable outcomes.

Measuring 50%

Many pupils with these difficulties are likely to be working below level 1 of the National Curriculum, so learning outcomes drawn from the National Curriculum – while relevant for planning – do not form a suitable basis for measuring 50%. In this area, the BBC proposal has described twenty 'contexts', which between them cover the range of environments (for instance, home environment, school environment or seaside) that can be experienced by pupils locally and further afield. This approach forms an acceptable basis for measuring 50%.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Amenability statement

There are no outcomes judged to be **not** amenable.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate.

4b) Financial capability at Key Stage 4

In July 2000 the DfES published *Financial capability through personal financial education*. This non-statutory document developed from the Government's intention to support the topic of financial capability within the framework of citizenship and PHSE. QCA, in its own guidance on the citizenship and PHSE frameworks, had emphasised the significance of this topic within the framework.

Management of personal finance occurs increasingly through ICT (using budgeting software, for instance) and through online channels (such as online banking and tax returns). In addition, sources of information on financial matters are frequently based online. ICT is thus both an important tool and also a context for learning across the three strands of learning within the document:

- financial understanding
- financial competence
- financial responsibility.

With the agreement of Becta, the BBC has chosen to use the learning outcomes in this document as the basis for its provision for financial capability at Key Stage 4.

Measuring 50%

In this subject, the learning outcomes specified in the appendix to the document *Financial capability through personal financial education* published by the DfES should be used as the basis for determining the 50%.

Amenability statement

Based on the inspection of the learning outcomes set out in the appendix to *Financial capability through personal financial education, Guidance for schools at Key Stages 3 and 4* and an assessment of the role of ICT in the development of knowledge and skills in financial capability, Becta finds that there are no outcomes judged to be **not** amenable in the guidance.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate.

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