



Curnow School Computing and Communication Policy Statement

INTENT – School (Access)

All staff at Curnow School are involved in the teaching of computing paying due regard to a pupils chronological, their developmental stage and keeping them safe. It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the teaching of computing can offer by enabling the pupil's to use the knowledge they gain to choose and adapt how they use information technology to enhance their learning and aid their ability to communicate with others.

“A high-quality computing education equips pupils to understand and change the world through computational thinking. It develops and requires logical thinking and precision. A computing education also ensures that pupils become digitally literate- able to use, and express themselves through, information technology- at a level suitable for future workplace and as active participants in a digital world.” (DfE, February 2013, Computing programmes of study KS 1-4)

Developing capability in computing enables all pupils to become part of the rapidly changing world in which technology is an essential part. Through our Computing Curriculum, Curnow School will teach knowledge, skills and understanding in ways that match and challenge pupil's abilities to give them some skills for life beyond school to access the world around them.

All pupils at Curnow School experience Computing as part of the Understanding the World curriculum and it is of vital importance within our curriculum offer.

Teaching Computing can help pupils develop their skills of keeping safe, finding things out, develop their ideas and make things happen, exchange and share information and review, modify and evaluate work as it progresses, this will enhance their digital literacy, computer science and information technological understanding.

We aim to ensure that all pupils have a breadth of experiences utilising the units of work and programmes of study from the Early Years Curriculum, National Curriculum and the learning outcomes identified within the ASDAN Personal Progress and Personal and Social Development modules of work s well as documents such as 'Education in a connected World'. Our intention therefore, is to modify and adapt such programmes making a bespoke scheme that is both specific to need and provide a breadth of experiences that offers progression to children's learning.

INTENT – Pupil (Purpose)

EYFS rationale – Understanding the World: Technology

The teaching delivery within EYFS will aim to encourage the pupils of Curnow School to:

- Find out about the world through exploration and from a variety of sources and technology
- Have the opportunity to develop their investigation skills by practical explorations of cause and effect activities
- Provide experiences and information to enhance pupils learning and access to the world around them
- Encourage all pupils to communicate what they found out
- Encourage pupils to predict future findings, rehearsing and reflecting upon their investigations/knowledge

Key Stages 1, 2 and 3 rationale:

The teaching of computing at Curnow will enable pupils to develop/ further develop their knowledge, understanding and skills of Computer Science, Information technology and Digital Literacy including Online-safety. In order to achieve this, students will follow an assessment pathway (non-core tracker) and progression through the school.

The teaching of Computing and staying safe online is also taught through our PSHE/SRE modules around feelings and relationships in the wider world.

Our aims through such an approach are to:

- enable all pupils to work with increasing independence in communication, language and literacy.
- enable students to use sounds and images to communicate ideas and make choices about what happens to them in their world.
- ensure our pupils stay safe whilst using the school network and Computing resources and develop skills needed to stay safe when using technologies out of school. (Online-safety)
- develop an awareness that action, sounds, text, symbols and pictures can convey meaning, and that such information can be shared
- enable pupils to learn that information helps them make sense of their world and this can come from a variety of sources
- work on computing skills across the curriculum with increased confidence and understanding
- develop knowledge, understanding and skills to use communication aids to give pupils a voice
- maintain, consolidate and reinforce previous learning, as well as introducing new knowledge, skills and understanding
- enable all pupils to develop ideas and make things happen by being aware of how they themselves can affect the environment
- begin to understand what we share can affect how others feel whilst managing our own emotions of what we see/hear and do online
- include experiences that let pupils at early stages of learning gain knowledge, skills and understanding of Computing in the context of everyday activities
- develop knowledge, skills and understanding of Computing in the context of other curriculum areas and everyday activities
- develop skills to express themselves creatively and imaginatively
- become enthusiastic users of a wide range of media
- generalise learned skills to wider settings including those outside of the classroom

Key Stage 4 and Post 16 rationale:

The teaching of computing at Curnow will enable pupils to develop/ further develop their knowledge, understanding and skills of Computer Science, Information technology and Digital Literacy including online-safety. In order to achieve this, students will follow an assessment pathway and progression through the school.

The teaching of Computing and staying safe online is also taught through our PSHE/SRE modules around feelings and relationships in the wider world.

Our aims are to:

- enable all pupils to work with increasing independence in communication, language and literacy.
- enable students to use sounds and images to communicate ideas and make choices about what happens to them in their world.
- ensure our pupils stay safe whilst using the school network and Computing resources and develop skills needed to stay safe when using technologies out of school (online-safety)
- develop an awareness that action, sounds, text, symbols and pictures can convey meaning, and that such information can be shared
- enable pupils to learn that information helps them make sense of their world and this can come from a variety of sources

- work on skills across the curriculum with increased confidence and understanding
- develop knowledge, understanding and skills to use communication aids to give pupils a voice.
- maintain, consolidate and reinforce previous learning, as well as introducing new knowledge, skills and understanding
- enable all pupils to develop ideas and make things happen by being aware of how they themselves can affect the environment
- include experiences that let pupils at early stages of learning gain knowledge, skills and understanding of Computing in the context of everyday activities
- develop knowledge, skills and understanding of Computing in the context of other curriculum areas and everyday functional activities
- develop skills to express themselves creatively and imaginatively
- become enthusiastic users of a wide range of media
- begin to understand what we share can affect how others feel whilst managing our own emotions of what we see/hear and do online
- use their skills knowledge and understanding in wider contexts with increased confidence including into the world of work

L2L rationale:

The Computing curriculum will be taught and delivered through personalised learning outcomes in a topic based approach. Students will encounter all aspects of Computing from the National Curriculum areas of Computer Science, Information Technology and Digital Literacy as part of their experiences at Curnow. Using established observational frameworks and assessment outcomes (Engagement profiles, EHCP outcomes, EYFS targets) we will plan/ differentiate learning outcomes within any of the areas of engagement. Through such development we can build upon pupils' current skills, developing their knowledge and understanding to ensure learning becomes embedded within long term memory. Students may also be following the switch progression road map and working on personalized skills towards using devices such as the eye gaze.

Monitoring and review

It will be the responsibility of the teachers, Subject Leader and Leadership Team to ensure the area of Computing is monitored and reviewed to make sure the delivery of Computing maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Leader will monitor the policy on a biennial basis as part of the School Self Evaluation Policy and Guidelines; the subject leader and SLT will additionally monitor the Lightspeed software that monitors internet usage and filtering across the school network.

Guidelines

There are different responsibilities for staff members in the delivery of Computing.

1 Responsibility of Teachers

- 1.1 Plan for progression
- 1.2 Plan Computing and online safety (STAR, Communication boards) into sessions and activities that ensure purposeful and functional computing skills are acquired in line with the school long term planning to ensure breadth and coverage
- 1.3 Plan for individual needs and differentiate work and materials
- 1.4 Ensure pupils are safe and follow the online-safety policy at all times.
- 1.5 Record pupil's progress using EHCP outcomes and the non-core tracker
- 1.6 Provide appropriate information to the Subject Leader
- 1.7 To maximise opportunities to help develop Computing across the curriculum
- 1.8 To carry out any appropriate risk assessment associated with Computing.

2 Responsibility of Subject Leader

- 2.1 Monitor the teaching of the subject by access to colleagues MTP's (as Computing is additionally taught in a cross curricula way, MTP's will be scrutinised to ensure planning provides the maximum opportunity for the delivery of Computing)
- 2.2 Support colleagues in planning, teaching styles, use of resources
- 2.3 Ensure curriculum coverage across the whole school and be aware of continuity and progression in the subject
- 2.4 Monitor and evaluate Computing across the school as part of the School Self Evaluation Policy and Guidelines via a subject portfolio
- 2.5 Monitor pupil's progression using the non-core tracker
- 2.6 Provide appropriate information on Computing to the Governors of the school
- 2.7 Maintain the Computing Subject Leader's file
- 2.8 Monitor the Computing policy document biennially as part of the School Self Evaluation Policy and Guidelines

3 Responsibility of the Senior Leadership Team

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training to Computing Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area
- 3.5 Monitor the Lightspeed software that monitors the school computing network

4 Responsibility of Governors on the Teaching, Learning and Assessment Sub Committee

- 4.1 To monitor the delivery of Computing
- 4.2 To approve the Computing policy and any subsequent updates.

5 Resources

- 5.1 Resources will be purchased to underpin the effective teaching delivery of Computing by the class teachers as required and the school technicians. A resource allocation will be made by the Leadership and Management Sub Committee of the Governing Body each year and will detail the budget awarded.
- 5.2 Resources can be found in every classroom within the school, the library and teacher resource area. The technicians, through formal and ongoing monitoring will identify if anything is running out or needs replacing due to general wear and tear. Additional resources may need to be obtained by faculties for specific activities, or other Subject Leaders to support the delivery of their subject. Additional specific resources may be required by individual students to enable adequate access or improve communication.

6 Assessment and Recording

- 6.1 Pupils will be assessed against the bespoke Curnow scheme of work and progression of skills document using the non core tracker. Pupils will also be assessed using the Foundation Stage Profile within their Reception Year and ASDAN accreditation in Post 16 if it is suitable to their personalised plan. Pupils work can additionally be recorded through photographs, print out of work etc.
- 6.2 Pupils within the Post 16 classes will be additionally assessed on their personalised suitability for Computing using the learning outcomes and achievement continuum from the ASDAN Personal Progress and Personal and Social Development modules of work.
- 6.3 Recording and reporting will follow the agreements outlined in the schools 'Assessment, Recording and Reporting Policy' (PARRC).

7 Delivery

7.1 We will strive for excellence in the teaching delivery of Computing by:

- The quality of learning which pupils' experience
- The quality of teaching that we provide
- The richness of the environment in which they learn

7.2 The Computing Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles.

8 Delivery of subject

8.1 Computing will be taught in a range of settings within the school.

- Timetabled Computing lessons
- Whole class, small group and individual teaching
- Linked to every other subject

9 Planning

9.1 Teachers will follow the key skills outlined in the 'Progression of Skills scheme of work' document through the R2L pathway (EYFS-Key Stage 4) and the personalised plan for ASDAN in Post 16 ensuring that there is progression within the skills. It will be the responsibility of the Computing Subject Leader to ensure this accurately reflects the learning needs of the pupils and follows the curriculum ethos for each Faculty.

10 Accreditation

10.1 Pupils and students in the Upper school (Post 16) will have the opportunity to undertake accredited units of work within the ASDAN Personal Progress and Personal and Social Development qualifications. Teachers in Upper school will determine on an individual basis the appropriateness of each unit based on pupil/student need ensuring these add value to individual learning.

10.2 The awards obtained by the pupils will be formally presented during the annual Record of Achievement day in the Summer Term.

11 Equal Opportunities

11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

12 Health and Safety

12.1 All staff should ensure the health and safety of all pupils and staff at all times

Policy approved by the Leadership and Management sub-committee	
Policy to be reviewed	Every 2 years
Responsibility	Subject coordinator and Head Teacher