



Pendle Community High School & College

Computing Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Computing. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3 & 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for Computing which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

Aims

At Pendle Community High School & College Computing promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.



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- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong.
- To develop an understanding of and encourage the use of the language of computer science, taking into the account the meaningful application this would have on our learners.
- To analyse problems in computational terms and experience writing (basic) computer programs (i.e. programming a roamer).
- To evaluate and apply information technology to solve problems.
- To become responsible, competent, confident and creative users of information and communication technology.

Time Allocation / Cross-Curricular Links

The subject of Computing is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- General cross curricular use of laptops and tablets for: internet research, producing independent work, accessing online databases, recording independently and as part of a group, using digital communication devices such as Big Points. Use of interactive whiteboards.
- **Literacy** (e.g. word processing a reporting on a volcanic eruption, accessing online learning resources such as Bugclub and "Step up to English", creating a video documentary, use of tablet devices to read novels)
- **Numeracy** (e.g. using a spreadsheet to create graph or chart, using digital devices for measuring, use of online learning environments such as IXL, use of calculators)
- **Science** (using digital devices to record experiment results, using interactive simulations on digital devices to explore scientific concepts,



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digital microscope, digital pH meters, digital humidity meters, stop frame animation, programmable incubator)

- **Geography** (GPS unit, GIS systems, energy usage monitor)
- **PHSE** (baby simulator)
- **Physical Development** (Use of slow motion video to analyse motion)
- Cross curricular use of digital cameras by learners to record their own work, or gather evidence for topic (i.e. maths and patterns).
- Cross curricular use of multi-sensory devices such as the Integrex interactive screen and interactive floor.
- Specific support to users of cross curricular personal digital devices such as BrailleNote.
- The wider awareness of all staff to support our learners in promoting online safety at all times.

Meeting the needs of all learners within Computing

Our learners at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within Computing.

For learners who have sensory impairments and/ or physical disabilities and for those who experience developmental delay, computing is based upon a multi-sensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.

To enable the staff at Pendle Community High School & College to fully address the range of needs of the learners and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Scheme of Work for Computing have been differentiated into 2 broad descriptions of learners:-

Independent learners are students who are able to communicate with fluency and who are able to make reasoned choices, work and act co-operatively in a small group and with varying support, work independently.



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Supported learners are students whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour.

Using this personal approach, teachers can devise activities in all areas of Computing, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)

At Pendle Community High School & College the non-statutory / statutory guidance identified in the National Curriculum Programmes of Study for Computing has been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for Computing as found in **Appendices 2 & 3**.

Assessment, Recording and Reporting of Learner Progress

Introduction - Monitoring Learner Progress and Achievement

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on P Scales and Onwards & Upwards.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learners Education, Health & Care Plan.
- Through the annual End of Year Report.



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Additional supporting comments can be gathered through:

- Regular Parents' Evenings.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.

Subject Development and Resources

The whole school development of Computing and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.

All software is held on the school's central Application Server and made available to classroom PCs via request to the Computing subject leader Assistant Headteacher. All classrooms have dedicated learner workstations. A bank of 10 iPads and 10 Laptops are available for booking out by teaching staff. All teaching rooms have Audio Visual projection facilities coupled to an Interactive Whiteboard. Additional Computing curriculum hardware, not attached to specific computers, is held securely within the ICT storeroom, which is signed in and out when used. Purchase of any IT resources directly related to curriculum delivery or support, is done so in consultation with the Computing subject leader and Assistant Headteacher.

Health and Safety

The Subject Leader for Computing has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a



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responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

For Example:-

- Delicate and high value equipment is secured away at the end of each day.
- All equipment is stored securely and when in use, care is taken regarding the running of cables.
- Proximity of any liquids near to any electrical equipment is avoided.
- All users should follow relevant guidelines relating to the use of Visual Display equipment.
- The reporting of damaged equipment to the Computing subject leader.
- Making equipment available for Portable Appliance Testing when required.

Appendices:

- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4**
- 3. Schemes of Work**

Footnote:

This curriculum policy for Computing should be read in conjunction with the following policies:

- **Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2016)**
- **Autism Policy (2016)**
- **Intensive Interaction Policy (2016)**
- **AAC Policy (2016)**
- **Total Communication Policy (2016)**
- **Online Safety Policy (2016)**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy redrafted: May 2018

Policy approved by Staff: 20th November 2019

Policy approved by Governors: 2nd December 2019



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Review date: _____

Signed: _____ Date: _____
(Chair of Curriculum Committee)

Signed: _____ Date: _____
(Headteacher)