	Pendle Community High School & College
	Computing & ICT Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Computing and ICT. The policy draws together National Curriculum guidelines and statutory requirements for Key Stage 3 (and where appropriate KS1 & KS2) & accreditation content for Key Stage 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 pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment this policy should be read in conjunction with the Scheme(s) of Learning for Computing & ICT which sets out in detail what pupils in different Key Stages and in 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 school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School, the Computing and ICT curriculum strives for authenticity, relevancy and aims to familiarise pupils with computational thinking and information systems used in the workplace. Computing also ensures that pupils become more digitally literate i.e. able to use and express themselves and develop their ideas through information and communication technology and become active participants in a digital world. The curriculum is designed to be accessible to a range of learning abilities in a specialised setting. Online safety is at the heart of our curriculum and is woven into the fabric of the PCHS Computing and ICT curriculum, either as annual stand-alone units of study or as aspects of other learning schemes. Pupils arrive at PCHS from different educational settings (special schools and mainstream) and our Year 7 curriculum acts as a bridge between the transition from primary to a secondary setting and from simulated systems to authentic applications in preparation for accredited courses and units of study in KS4 and vocational options beyond school and college. Building on prior knowledge and understanding, pupils are then better equipped to use information technology to create simple programs, use basic systems and a range of content. The Computing and ICT curriculum is broad and balanced with cross curricular links, sets high expectations and is designed to provide appropriate challenge to all pupils.

Computing and ICT aims to ensure that all pupils get opportunities to:

- work at a level matched to their ability using a variety of skills and resources within their Key Stage or from an earlier one, if deemed appropriate.
- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.

- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- be responsible, competent, confident and creative users of information and communication technology.

Cultural Capital

The Computing and ICT policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain

In addition, the Computing and ICT curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Acquiring and improving relevant skills using technologies and software commonly used in industry, e.g. familiarity with Microsoft suite of products, video production, image editing and manipulation, etc.
- Appreciation of universal values that underpin civilised societies across the world, including British values (Video editing: creating a video about British life from the pupil's perspective to be shared with a school in another country and vice versa).
- Online safety being embedded within the curriculum as well as a separate topic due to the ever-increasing importance and evolution of the subject area and the impact it has on our lives.
- Opportunities for pupils with a vocational interest in ICT to take part in a club that will challenge and promote their interest in ICT. Giving them the chance to investigate aspects of ICT from a technical perspective, e.g. tearing down a computer and identifying key components, understanding their functions and troubleshooting.
- Taking part in whole school events such as Safer Internet day, anti-bullying week.
- Opportunities to participate in competitions such as Child Net film making
- Access all Arts Week – national event.
- Links to other international schools i.e. Borneo via online facilities.

Implementation

Computing and ICT in Pendle Community High School is based on different topics throughout the year but planned so that pupils can achieve depth and progression in their learning. The primary strands that form the curriculum are Computer science (logical thinking with aspects of programming), information technology (using a range of information systems to create a variety of content to suit different purposes) and digital literacy (using ICT to express themselves and develop their ideas). Existing knowledge is checked prior to the commencement of each topic ensuring that teaching is planned accordingly from the pupils' starting points identified through the assessment system. Topics are sequenced to provide maximum progression of skills and at the end of each topic, key content knowledge is reviewed and consolidated for pupils to demonstrate their understanding of the topic.

Independent learners are encouraged to be inquisitive, ask questions and work independently. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving, teamwork and discovery of the digital world.

Supported and experiential learners follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and

stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

Computing and ICT is well resourced and specific resources are mapped to specific groups and topics to support effective teaching and learning. Staying safe in a constantly connected world throws many challenges for our vulnerable learners and the dynamic nature of online threats requires constant knowledge and action, the PCHS Computing and ICT curriculum requires all pupils to annually visit learning about online threats and harms in our online safety unit. Online safety is also infused in other units of study (e.g. KS4 Online Basics involves learning and using emails and being aware of harms and threats such as phishing, spam, junk and how to respond to those threats e.g. report, don't reply, block).

Pupils should be taught:
- create and debug simple programs
- use logical reasoning to predict and explain the behaviour of simple programs and algorithms
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- begin to understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- undertake creative projects that involve selecting, using, and combining multiple applications, across a range of devices.
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Meeting the needs of all learners within Computing and ICT

Pupils 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). All pupils access a wide range of learning opportunities within Computing and ICT e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

The subject of Computing and ICT 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 pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

Literacy	creating posters and using features of a persuasive/information text
Numeracy	Using formulas to find totals, creating graphs and charts from data, following instructions; use of BeeBots and coordinates/ position & direction. Presenting data in the form of graphs when studying about spreadsheets
Geography	Discovering through a video exchange what life is like in another country, using map software to find where this place is. Creating a video presentation about what life is like for our pupils in a town in Lancashire, UK
Art	Using Paint applications to produce artwork and designs
Music	Using programs to create music pieces, expressing the pupils' creativity
PSHE	Raising awareness with regards to online safety
RE	Discover what faiths/beliefs have and how they celebrate festivals in another country, through the video exchange

Pupils with a vocational interest in information technology can also access a school club where they can pursue and develop their technical interests.

Impact

As a pupil progresses through the school, they develop a knowledge of computational thought as well as experience a broad range of authentic applications and learn about online safety including potential threats and harms. Skills and knowledge taught in Computing and ICT are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is demonstrated in progress data and KS4/ KS5 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, assemblies and how their digital skills are evidenced across other curriculum areas.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving writing, reading and enquiry skills. Some pupils will become more confident in analysing and improving their own work. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school, educational visits and fieldwork which provide opportunities for further relevant and contextual learning.

As information technology is in our everyday lives, pupils leave PCHS having learned and developed skills in a range of meaningful technologies and their knowledge and experiences will have been broadened in preparation for life beyond school and college. Pupils will leave PCHS better informed with regards to staying safe in a continuously connected world.

Assessment, Recording and Learner Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- 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 and accreditation (WJEC and NCFE pathways respectively)
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Verbal feedback is provided constantly by staff to support and allow the pupil to gauge their progress and success immediately. This allows pupils to learn from errors/ misconceptions and to make appropriate adjustments in their learning. These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.

Role of the Subject Leader

- The subject leader's responsibilities are to:
- ensure a high profile of the subject in both the independent curriculum and the thematic approach.
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of Computing and ICT.
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- monitor planning and oversee the teaching of Computing and ICT.
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback.
- ensure that the Computing and ICT curriculum has a positive effect on all pupils with SEND.
- ensure that the Computing and ICT curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the Computing and ICT curriculum.
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise and take advantage of regular opportunities for CPD to enrich and improve teaching and learning in Computing and ICT.
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g., all items are annually PAT tested and any items and equipment taken out of the ICT suite must be transported in line with health and safety guidelines.

Appendices:

1. **Subject Maps for Key Stages 3 & 4**
2. **Schemes of Learning**

Links with other policies
- **Curriculum Policy (2021)**
- **Autism Policy (2021)**
- **Intensive Interaction Policy (2021)**
- **AAC Policy (2021)**
- **Total Communication Policy (2021)**
- **Online Safety Policy (2021)**
- **Health & Safety Policy appendix for subjects (2022)**

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 Drafted: July 2022

Policy approved by Staff: July 2022

Policy approved by Governors: July 2022

Review date: July 2023

Signed: _____
(Chair of Governors)

Signed: _____
(Headteacher)