COMPUTING POLICY

Aims and Objectives

In teaching Computing at Tor View School we aim to:

- Develop effective communication skills to enable learners to develop their individual potential to the full.
- Build self-confidence to enable students to work independently.
- Develop social skills to enable students to work cooperatively with others.
- Encourage creativity and enjoyment through a variety of forms.
- Encourage self-assessment, perseverance and responsibility.
- To ensure that all students know how to use the internet safely
- To ensure that Online Safeguarding is implemented effectively and has a positive impact on all learners

Classroom Organisation / Teaching and Learning Style

The Computing curriculum follows the National Curriculum Programmes of Study and the Early Years Foundation Stage which have been incorporated into the Small Steps to Success for Computing. The content and delivery has been modified to ensure appropriately challenging learning opportunities for students with moderate, severe and profound multiple learning difficulties.

Through their planning teachers provide students with opportunities to develop the skills associated with Information and communication technology, including:

- Digital Literacy – Online Safety
- Computer Science – Computer Coding (Algorithms and Debugging)
- Information Technology – Computing Skills

To facilitate the breadth of study each area has been incorporated within the scheme of work for that key stage. Teachers plan activities that are multi-sensory in their approach giving students opportunities to access the lesson in their preferred learning style and minimizing the limitations of any particular sense a student may have. As such activities contain aspects of each of the following learning styles.

- Visual – e.g. pictures, symbols, signs, models;
- Auditory – e.g. discussion, sound-effects, scripted role-play;
- Kinaesthetic – e.g. practical, hands-on experience.

All differentiated targets and activities are found in the Small Steps to Success for Computing and enables the teacher to differentiate lessons in accordance to the relevant small step for that student.

Delivery Across School

The foundation stage is taught as a mixed ability class group by their teacher. Computing is integrated into daily teaching and learning.

In Key Stages 1 and 2 classes are taught in mixed ability class groups by their teacher. Lessons take place once a week and are based around the scheme of work.

Classes in Key Stages 3 and 4 are taught in the ICT Room by the ICT teacher. Lessons take place once a week and are based around the scheme of work.

In Key Stage 5 the scheme of work is developed further to become more functional and specific to each learner.

Lesson Outline

Lessons follow a three-part structure: the introduction sets the expected objective of the lesson. This is age appropriate, motivating, engaging and related to familiar experiences and interests of the students.

The main activity offers the opportunity to develop their computing skills through activities which are:

- Differentiated to match the conceptual and practical demands to student ability.
- Consider the physical needs of the learner and are adapted appropriately.
- Ensure it is possible to reach a satisfactory endpoint in the time available.

The plenary enables the class to collectively address misconceptions, share their work and progress towards the lesson objectives.

Assessment

Students are assessed using the Small Steps to Success for Computing on a termly basis in line with the school's assessment policy. This information is used to identify a top, middle and bottom student from each class for target setting. This then informs lesson objectives and ensures that they are SMART. Teachers use observations of each student at work to ensure students can progress towards achieving their target. At the end of the half term assessments are carried out against the Small Steps to Success for Computing by the teacher based on observations and a piece of work. This information is used formatively to identify future targets.

Monitoring

Termly evaluations are completed by the teacher along with samples of student work. These are collated by the Subject Leader who compares these against a portfolio of levelled work to ensure that progress is being made in line with expectations. Internal moderation of computing work across school takes place yearly by the subject lead and teachers who teach the subject to ensure that marking and work set is consistent.

Cross-Curricular Links

This subject links directly with all curriculum areas. ICT is incorporated into each subject throughout the school; this enhances the learning of all learners. Learners have access to an interactive whiteboard and iPad in each subject and these are utilised as appropriate. Particular links with PSHC and SRE to ensure than Online Safeguarding is priority and learners are aware of how to stay safe in an online environment.

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