



North Ridge High School

Computing Policy



Curriculum Policy for Computing

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Article 23 -If I have a disability, I have the right to special education.

Article 29 - I have the right to an education which develops my personality, respect for others' rights and the environment

Overview

North Ridge High School recognises the need to prepare our students for life within the "Digital World". Students will develop the knowledge and skills required to use ICT within the academic, vocational and social aspects of their life. Students will be curious and confident in their use of ICT and have self-belief, digital confidence and the necessary knowledge and skills to keep up with the rapid changes within digital technology. Students will be able to problem solve ICT related issues. Students will know how to stay safe online and how to use the internet in a positive way in order to develop appropriate relationships, research information and make use of the wide range of online services. Our students learn via a small steps spiral curriculum and respond to a variety of teaching styles (practical, group and computer based learning). We have designed the KS3 /4 Digital Futures curriculum in response to this, the curriculum is based upon key software and computing concepts (linked to the Computing National curriculum) that are relevant to our students. These are spiral curriculums that embed and develop these key skills over 5 years. At the end of KS4 students will have completed a relevant and knowledge / skills led curriculum that prepares them for Post 16 academic, vocational and social life.

Intent

1. To provide pupils with opportunities to develop their computing capabilities in all areas specified by the National Curriculum and other relevant curricular guidance.
2. To provide pupils with a small steps, knowledge and skills based spiral curriculum that meets their post 16 needs.
3. To develop pupils' awareness of the use of ICT not only in the classroom, but also in everyday life.
4. To develop a digital confidence and curiosity within pupils via Computing lessons and the use of ICT in general.
5. To provide opportunities for pupils (via our Digital Technicians) to gain knowledge about the general administration and maintenance of ICT tools. These include iPads, digital recording devices, word processors, databases, control devices, graphics and software for processing sound and images.
6. To provide vocational experiences with external agencies (Digital Advantage).

7. To ensure our pupils stay safe online and interact appropriately.
8. To ensure pupils understand how to use the internet to carry out research and access the wide range of online services.
9. Where appropriate, to provide pupils with the opportunity to be accredited for their computing skills (OCR Functional skills).
10. To provide pupils with the skills and knowledge to use common software found within educational and workplace settings.
11. To provide pupils with the knowledge and skills required to make use of and maintain hardware found within the home.
12. To provide all pupils with a differentiated curriculum that is supported by the relevant hardware and software.

Implementation

Key Stage 3

- The supported and independent learner classes each have 1 lesson of Computing per week. This is taught by the class teacher. The pupils follow a 3 year curriculum map that has been devised in relation to the National Curriculum for Computing (2013). Each topic lasts for 12 weeks.
- The curriculum map is a spiral curriculum which focusses upon key pieces of software, computing concepts and coding in line with the Information Technology, Computer Science and digital literacy strands of the new curriculum.

Key Stage 4

- The supported and independent learner classes each have 1 lesson of Computing per week. This is taught by the class teacher. The pupils follow a 2 year curriculum map that has been devised in relation to the National Curriculum for Computing (2013). Each topic lasts for 12 weeks.
- The curriculum map is a spiral curriculum which focusses upon key pieces of software, computing concepts and coding in line with the Information Technology, Computer Science and digital literacy strands of the new curriculum. It builds upon the skills introduced at KS3.
- Where appropriate students will sit the OCR Entry Level ICT controlled tasks, these will be internally assessed and externally moderated in compliance with OCR specification.

Digital Technicians

- Each year a group of students are selected to carry out technical support duties. These duties range from iPad maintenance to setting up digital equipment for school assemblies and supporting staff in using the equipment. Students are also nominated to be class helpers within Computing lessons. Their role is to support other students when required and directed.

Planning

Staff follow the relevant programme of study for Computing. Planning is in line with the school planning policy. Planning covers all the topics and teachers will follow the guidance provided. Planning has clear learning objectives, success criteria and be suitably differentiated. All students learning styles are taken into account and planned to include Kinaesthetic, Audible and Visual learners.

Impact

All pupils will benefit from a bespoke, small steps and spiral curriculum that focusses on the Post 16 needs of our students. The curriculum will be supported by differentiated planning and relevant hardware and software.

Pupil progress is tracked on a termly basis and when required intervention will take place to ensure all students make expected or greater than expected progress.

In KS3 pupils will develop the appropriate Information Technology, Computer science and Digital Literacy skills required and these will be built upon in KS4 to ensure that all students realise their potential in regards to the curriculum's intent.

Assessment, Recording and Reporting

Assessment

Assessments are carried out in a formative and summative manner.

Formative - regular modelling of work / questioning throughout a lesson and within the plenary, progress recorded on lesson plan annotations and incorporated into future lesson planning.

Summative - a formal assessment of work is carried out at the end of each topic.

Recording

Progress within Computing will be recorded via:

- B-Squared assessment tool.
- Records of Achievement.
- Self-assessments completed by pupils.
- Pupil work files.
- Lesson plan annotations.
- OCR - ICT accreditation (Year 11's).
- Transition Challenge / ASDAN (Year 11's).

Reporting

Computing is reported upon once a year in the pupil's school report. The subject leader is also responsible for reporting to the school Governors in line with the cycle for policy review.

Staff Development

Staff training is provided by the Lead Teacher for Computing (PR) and external agencies when appropriate. PR will support staff teaching Computing within the Experiential Curriculum in creating Computing topics / activities that link to the curriculum themes within the Experiential classes. Staff will have access to external courses were this is clearly linked to SDP and impact on pupil progress.

Current Resources

1. Specialist ICT/Music room (13 desktop pc's)
2. Radio room / station
3. 2 banks of iPad (12 in each)
4. 11 Lenovo laptops
5. 11 Chromebooks
6. Each classroom has a Teacher / TA desktop PC
7. Each classroom has a digital projector/whiteboard/Smart TV
8. RUCKUS wireless system covering all areas of the school
9. 3 Tilt and Touch screens
10. A range of switches

The Lead Teacher for Computing is responsible for keeping an up to date audit of resources and is also responsible for administering the annual ICT department budget.

Monitoring and evaluation

The Head teacher, Assistant Heads, the ICT Co-ordinator, Assessment Co-ordinator and teachers, monitor ICT having identified priorities, the SMT and ICT Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 12.7.22

Review: July 2024