



Computing Curriculum Map

Intent

At Highfurlong, we believe that Computing should give our students access to high quality, modern and relevant lessons which give pupils the computing skills to access and understand the ever-changing world of technology. Pupils will be taught how to use technology as effective tools for learning, to communicate, to access the wider need for technology and to express themselves. We know that Computing skills are vital in the wider world, to access things like banking, shopping, communicating with friends and many other important day to day activities. It is very important that pupils are prepared for this when they leave Highfurlong. If required, learners will be helped with their understanding of technology through utilising various Augmentative and alternative communication devices (AAC). Once mastered, AAC will be used to help our students access learning in all areas of the curriculum. Pupils are taught a range of skills in sequence including digital literacy, computer science, information technology, online safety and coding. Pupils are taught through a range of lessons, special events and external agencies so they have a good breadth of knowledge and understanding. Online safety is a huge focus across the school to ensure all pupils are aware of the dangers of accessing the internet, can stay safe online and know who to go to if they are concerned about anything they see or access.

Implementation

Our students computing journey begins in Early Years Foundation Stage (EYFS) where they access a sensory, practical Curriculum to begin learning the skills they need to become confident and effective when using computers. From then, all pupils right the way up to key stage 5 access weekly computing lessons. Teaching staff plan lessons which will enable students on both our academic and sensory pathways to engage meaningfully with topics taught by tailoring the delivery of knowledge to suit the learners. By teaching computing in a personalised way it ensures that students on both our pathways are taught to use the most appropriate computer software and a supportive and challenging way. Sensory learners access resources such as Clicker 8, switches and specialised communication tools and build knowledge at a pace to suit them. We also aim to motivate and enthuse them through the use of our interactive sensory rooms to support the learning enjoyment of technology. Our academic learners follow a more formal learning journey using a range of devices and technology. Once all learners are competent with beginner programs, students will progress their learning using software which will be relevant in various careers when they leave school such as Microsoft systems. We have a rich source of resources including laptops, iPads, computers, AAC, OSMO games and even interactive touch screens in each classroom.

Impact

Our Computing curriculum provides pupils with a breadth of knowledge in this subjects which helps them to access learning, communicate, be confident when using a range of technology and have the skills to use technology in a meaningful and effective way. Pupils should be understand that computer programs execute by following a sequence of instructions. Pupils will be able to use logical reasoning to make predictions about the behaviour of simple programs and will be able to organise, store, manipulate and retrieve data in a range of digital formats. Computing and E-safety, although intertwined are assessed separately through our bespoke assessment system. Pupils have personal learning plans which share their individual targets in computing, which are worked towards across the curriculum. In key stage 4 pupils work towards a qualification in Computing such as Entry Level Certificate or a more vocational course. This is also an Option at key stage 5. Upon leaving school, our students will also have the knowledge to communicate safely and respectfully online, keeping personal information private and accessing the common uses of information technology beyond school.



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Age Progression

Teaching and learning coverage

