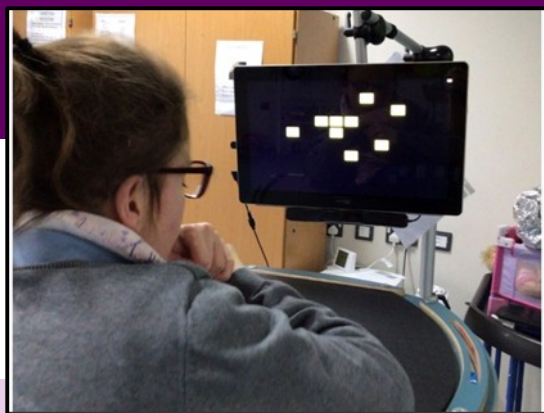


## Computing at Fox Wood



**Fox Wood School**

*Together we shine*



## FUNctional Skills

**How can computing support our pupils to be more independent in day to day activities?**

Aspect – Digital Literacy: being safe on the internet.

Application – Through this topic, pupils will learn about how to use technology safely and respectfully. They will consider how to keep their personal information private and identify where to go for support if they have any concerns when on the internet. They will gain first hand experiences through concrete learning opportunities which will aid them in real life scenarios. Many of our pupils enjoy using the internet outside of school, this topic equips them to use it safely.

Aspect – Computer Science: Algorithms

Application – Through this topic, pupils will begin to learn what algorithms are and how they can implement this into different practical scenarios, such as making a sandwich. Pupils will then implement this knowledge into digital activities allowing them to create and debug simple programs. Some pupils may use logical reasoning to predict behaviours when using resources, such as beebots. Pupils will learn through repetition of algorithms in unplugged activities in order to increase their life skills knowledge and equip them to be as independent as possible in every-day life tasks.



## Computing



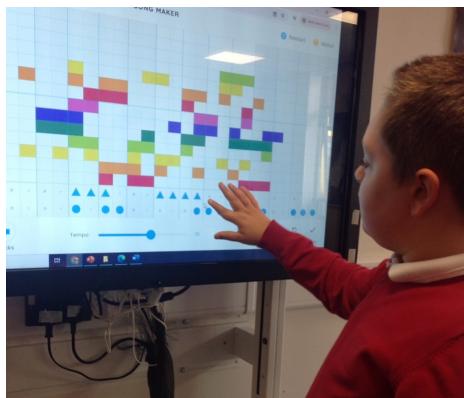
**Fox Wood School**



## Computing at Fox Wood

In teaching computing at Fox Wood School, we aim to:

- Equip pupils to use computational thinking and creativity to understand the world around them.
- Develop knowledge of the 3 main pillars of progression in computing: computer science, information technology and digital literacy.
- Increase pupils logical reasoning in a cross-curricular environment.
- Allow pupils to explore computing in different ways, not just on a device. This may be through unplugged activities, or storytelling.
- Prepare pupils to thrive in an increasingly digital world.
- be responsible, competent, confident and creative users of the internet.
- develop problem solving skills and resilience both on the internet and in everyday life scenarios.



### Sequence of learning

At the initial whole school level, Computing is generally taught through cross-curricular teaching, but can often be seen as a sole subject on class timetables. As the computing lead, I encourage staff to integrate computing into all areas of pupils learning to create cross-curricular opportunities in an ever-increasingly digital world. Long term planning is mapped out to integrate all three strands of the computing curriculum in a manner which considers class themes, age range and ability of the class. This process promotes a board sequence of learning in our long-term plans for each class.

Within each specific topic, the sequence of learning is supported by Fox Wood's Computing 'Scheme of Work' which maps out specific aims for all three strands of computing. We also use aspects from the Teach Computing to consolidate the progression throughout the school years. These elements breaks down learning into achievable steps for pupils working across all three of our curriculum tiers (pre-form, semi-form and formal). Pupils in the Early Years (EYFS) will start on the pre-formal section and will work up as appropriate. All objectives are supported by Bsquared aims which is the school's primary assessment framework. Bsquared is an assessment software which breaks down milestones into small steps to enable pupils to make progress. Bsquared is specific for pupils with SEND and/or are working below expected age related expectations. Teachers will then use the long-term plans to plan appropriate and individualised learning opportunities for pupils which promote the intended sequences of learning. Using a combination of the Bsquared framework, Teach Computing and our personalised Scheme of Work, allows teachers to deliver a sequence of opportunity rich learning accurately and consistently.

### Implementation

The implementation of the Computing curriculum is largely individual and will be determined by which curriculum tier the pupil is working within. Pupils working in the EYFS are learning about Computing through the strand 'Understanding the World'. This consists of modelling computing skills and the understanding of purpose and turn-taking through continuous provision of computing. Within pre-formal, pupils will experience Computing through sensory experiences, exploration and basic selection. Within semi-formal, pupils will combine sensory exploration with practical lessons, considering recognition and selection using digital content. Within formal, pupils will actively take part in a range of opportunities where they will develop their knowledge of Computing vocabulary through operating a variety of digital devices. At all 3 tiers of the curriculum, the learning is differentiation and sequenced to encourage consistent and appropriate steps to progression for each pupil.

### Impact—recent data review

In the most recent data review, most class groups made good progress. On average, most pupils made between 4-7% progress, with some pupils exceeding and making beyond 10% progress. There are some incidents of pupils making 0% progress but this could be due to a number of reasons, including absences. Some pupils may exceed in one strand of Computing, but make less progress in another, creating a spikey Computing profile. In this case, pupils may need differentiated steps, or focused support, to encourage consistent and appropriate progression in this particular strand.

**The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations with PMLD, SLD and MLD.**

