










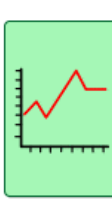




Computing Rationale			
INTENT		IMPLEMENTATION	IMPACT
National curriculum links		Curriculum Design	
	At Castle School children follow the National Curriculum at an appropriate level. Pre-key stage standards are accessed also. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP and ILP. Teachers plan a spiralsised curriculum of the most crucial content to make sure it can be used functionally across different contexts.		The Computing curriculum is designed to be coherent, progressive, and accessible to all pupils. It is tailored to meet the diverse needs and abilities of pupils with special educational needs and disabilities (SEND) at Castle School. The curriculum aligns with the iASEND for Computing, providing a clear framework for the development of knowledge and skills across each strand. Additionally, it incorporates real-life applications of computing, such as assistive technology, to reinforce its relevance to pupils' lives
Computing Across the Curriculum		Differentiation and Personalisation	
	The curriculum will be carefully designed and sequenced to provide pupils at all levels with secure, coherent knowledge of computational thinking and the use of digital technology across all subjects. At all stages the curriculum will link to previously taught content and identifiers later links to be taught. The computing curriculum will be split into seven different areas that can be taught cross-curricular or as a standalone subject. Those areas are computational		Effective implementation involves a personalised approach to learning, taking into account the individual needs, interests, and abilities of pupils. This includes providing differentiated tasks, sensory resources, and adaptive technologies to maximise engagement and learning outcomes. Furthermore, the curriculum is designed to promote inclusive practices, ensuring that all pupils have opportunities to excel and participate in computing activities.
Sequential Learning		Activities, Expectations & Challenge	
	Our curriculum is carefully sequenced and follows a termly overview to ensure computational concepts are taught at the same time across all pathways in Castle school. This also informs next steps in learning and where to go next moving forward. Teaching and learning takes place within a range of contexts in order for pupils to generalize skills & aspects of learning across a range of situations and environments. Opportunities to consolidate knowledge and understanding will be present across lessons. Castle School will employ a curriculum that will teach core ict/ computing skills from EYFS through to yr13. It will		Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Ability grouping ensures pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning.
Pupil Premium		Metacognition	
	Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.		Guided by a focus on metacognition, teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through research, teachers have an opportunity to shape their professional development. Investigating their own questions empowers teachers to generate their own knowledge about what works.
Cultural Capital		Integrated Therapies	
	Cultural capital forms the vital foundation of knowledge that equips pupils for future success, ensuring they embark on their educational journey well-prepared for life's challenges. At our core, we aspire to furnish every pupil with essential digital literacy skills, not only gearing them up for the future but also instilling the communication skills and vocabulary necessary for their ongoing education. In our approach, we weave the fabric of computing problem-solving into real-world challenges, providing pupils with a practical understanding that extends beyond the confines of the classroom. Our unwavering belief is that a solid grasp of		Castle School fosters a robust collaboration among diverse multi-disciplinary teams and class leaders. This synergy aims to craft inclusive learning environments catering to all pupils, integrating various technologies to support them during and after their time at Castle School. Our approach involves seamlessly incorporating equipment, strategies, and activities that not only enhance communication but also cultivate gross and fine motor skills. Furthermore, we prioritize accessibility to computer usage, ensuring a well-rounded technological education. To complement this, Castle School provides access to
		Assessment & Progression	
			The impact of the outstanding Computing provision is evident in the academic progress and attainment of pupils. Through a carefully sequenced curriculum and tailored support, pupils demonstrate sustained progress in their computing skills and knowledge. This is reflected in their ability to apply computational thinking to solve problems, create digital content, and express their ideas using technology. Attainment data and evidence of pupils' work on Evidence for Learning showcase their achievements and the depth of their understanding.
		Engagement and Enjoyment	
			Pupils' engagement and enjoyment of Computing are key indicators of the impact of the curriculum. By providing stimulating and accessible learning experiences, the school fosters a positive attitude towards technology and digital creativity. Pupils eagerly participate in computing activities, demonstrating confidence, perseverance, and a sense of accomplishment in their digital endeavors.
		Independence & Digital Citizenship	
			The Computing provision equips pupils with the skills to become independent users of technology and responsible digital citizens. Pupils develop a critical understanding of online safety, ethical considerations, and the potential impact of technology on society. As a result, they are empowered to make informed choices, safeguard themselves in digital environments, and contribute positively to the digital community.
		Transition & Life-Long Learning	
			The impact extends beyond the school setting, as pupils develop a strong foundation for transition to further education, employment, and independent living. The emphasis on real-life applications of computing skills prepares pupils for their future aspirations, ensuring that they are equipped to succeed in an increasingly digital society. Pupils are motivated to pursue lifelong learning in computing, leveraging their skills and knowledge to pursue diverse pathways and realise their potential.
		Recording Work	
			We employ a comprehensive approach to assessing and documenting students' knowledge and skills by leveraging digital reviews and regular observations of their learning. The progress within our computing curriculum is not only evidenced by the achieved outcomes but also meticulously recorded to capture the entire coverage process. Tailoring our assessment methods to each pathway in school, the Engagement and Pre-formal pathway emphasizes heightened observations and detailed, factual recollections of learning. Practical lessons are meticulously

	<p>the classroom. Our unwavering belief is that a solid grasp of computational knowledge not only empowers pupils but also opens doors to a diverse array of learning experiences beyond traditional academic settings.</p>		
<p>AQA Unit Award Scheme</p>			
	<p>Students will have the opportunity to earn AQA Unit Award Certificates as part of the computing curriculum. This process will include detailed observations of their progress in meeting each target, culminating in the award of a certificate. Each unit will be aligned with a specific goal, such as creating a presentation, providing a clear focus for the students' work.</p>		

To complement this, Castle School provides access to specialized therapy rooms, such as the iMax and Dark Room, where pupils can further enhance their computing skills through a variety of engaging activities.

recollections of learning. Practical lessons are meticulously documented through photographs and videos, facilitating seamless uploads to Evidence for Learning. These visual aids are complemented by insightful comments and next steps, enhancing the depth of understanding.

In the Semi-formal and Formal pathways, computing assumes a cross-curricular approach, seamlessly integrated into various lessons throughout the school week. This ensures a dynamic and holistic learning experience, where the progression of teaching, learning, and skills development is intricately woven into the fabric of diverse subject areas.