Castle Hill School

Innovating, Communicating, Empowering

ICT and Computing Policy

Policy Created	2019
Committee	KUW
Last review	June 2025
Frequency	3 years
Date to be reviewed	June 2028

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs. In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

Philosophy

At Castle Hill School ICT and Computing is adapted for our students and predominantly serves a functional purpose alongside learning computing skills.

The use of computing technology is an integral part of the National Curriculum and is vital for everyday life. It is simply impossible to be a part of the modern world without a level of skill in the use of ICT and Computing technology; the students attending our school are 'Digital Natives' who have grown up in a world where they rely on, and are exposed to, ICT and computing from an early age.

At Castle Hill School, we recognise that learners are entitled to learn the skills needed to use appropriate technology effectively. Although they may have a user's familiarity with technology, the aim of ICT and Computing education is to give learners a deeper understanding of how a range of technology functions and enable them to programme, manipulate and create their own content at varying levels.

At Castle Hill School ICT and Computing is approached in a practical student centred manner tailored to our individual learners' needs. The study of ICT and Computing enables our students to expand their knowledge and understanding of the world by being actively involved in experiencing, investigating, manipulating and using information in a variety of forms including text, symbols, sound, graphics, photographs, music and video. For most of our learners, the core of ICT and Computing at Castle Hill School is communication, using a wide range of technology to engage with the world such as eye gaze, iPads and switches.

Aims

The school aims to provide a broad ICT and Computing curriculum suited to individual needs. In particular, the curriculum aims:

- To provide an appropriate, challenging and enjoyable ICT and Computing curriculum for all learners in a wide variety of settings including the multi-sensory environment

- To provide progression in learning across the school

- To use ICT and Computing as a tool to develop skills and enhance learning across the curriculum with increased confidence, understanding and independence

- To enable learners to become fully involved in physical and practical activities using tools such as assistive technology, which enable access to the wider curriculum and provides opportunities to extend influence and control over aspects of their immediate environment

- To respond to new developments in technology

• To equip learners with the confidence, skills and capability to use computing throughout their later life

• To develop skills to enable independent access to and understanding of how to use Computing Technology and ICT

• Are responsible, competent, confident and creative users of Computing Technology

Rationale

We believe that ICT and Computing:

- Can provide learners with an appropriate means of communication
- Can develop learners' communication skills, and a wide range of abilities and knowledge needed to enable them to participate within society
- Can develop gross and fine motor skills
- Can develop problem solving skills
- Can motivate learners
- Can help learners to focus and concentrate
- Can develop social skills through effective small group working
- Has the flexibility to meet the individual needs and abilities of each learner

Our interpretation of the Computing National Curriculum

Our learners understand and apply the fundamental principles of Computer Science in the following ways: algorithms using visual daily routines and sequences, data representation using communication baseline and communication is the cornerstone of practice at Castle Hill School.

Learners are supported to develop sequential thinking/functioning through a range of visual strategies and technology appropriate to each individual learner. This allows them to analyse simple problems in easy steps and identify solutions with or without support through repetition.

Learners use a wide range of new and familiar technologies targeted at their own individual needs to analyse and solve problems.

Learners are responsible, competent, confident and creative users of ICT and computing technology at varying levels depending on learners' individual needs.

Practice

Castle Hill School provides students with a broad and balanced age appropriate ICT and Computing curriculum in keeping with our distinctive Primary, Secondary and Sixth Form ethos. Throughout school ICT and Computing is a core subject. A range of teaching styles will be used to accommodate the different learning abilities of individual students. Teaching will be done on an individual basis, in small groups or whole class groups.

ICT and Computing is delivered through cross-curricular teaching. A whole school topic is identified each term, and the curriculum team draws up an ICT and Computing Scheme (Curriculum Guide) relevant to the topic. Assessment is built into the teaching and learning process for all pupils. It is a valuable tool in informing staff of the next steps in learning.

Throughout the school we use a range of technologies differentiated according to learner's abilities.

Examples of technologies used (this list is not exhaustive):

Plasma/Interactive LCD

Switch toys

Big macs

Desk top computers

IPADs

Magic carpet

Eye gaze

Sound beam

Alexa

Touch screens

Early Years

Children in the Early Years follow the Foundation Stage curriculum. ICT and Computing is taught through the Understanding the World area of learning.

Key Stage 1-4

Pupils in Key stage 1-4 will cover ICT and Computing through the school's Understanding the World Curriculum Guides, with links to a variety of schemes of work including the Equals and the QCA schemes of work, the QCA ICT document and the National Curriculum.

Post 16

Post 16 pupils primarily follow the ASDAN Personal Progress and ASDAN Personal and Social Development accreditation will also follow the school's Understanding the World Curriculum Guides and aspects of the Moving On Curriculum.

Online Safely

At Castle Hill we have a separate policy for Online Safety. Within this policy the following local and national guidance are acknowledged and included as part of our Online Safety Policy:

- Kirklees LSCB Guidance
- Government Guidance
- Kirklees Guidance

The policy can be found here: T:\06 Policies\Online safety

Health and Safety

Health and Safety when using Technology is of paramount importance for our students. The amount of ownership the learners take over their own Health and Safety will depend on the individual needs and abilities of the learners. All staff are trained on any Technological Devices that students they work with will use and are aware and vigilant of any Health and Safety risks.

UNICEF and the Rights of the Child

There is a strong link between ICT and the UN Convention on the Rights of the Child (CRC), recognising that all of our pupils have all of the rights set out in the Articles, included but not limited to the following areas:

- Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. (Article 13 – Freedom of expression)
- Every child has the right to express their views, feelings and wishes and to have these views considered. (Article 12 – Respect for the views of the child)
- Every child should develop personal autonomy by increasing children's capacity to make their own choices (Article 5 – Parental guidance and a child's evolving capacity)
- Realise that they can make a difference by their individual or collective actions (Article 15 – Freedom of association)
- Education must develop every child's personality, talents and abilities. (Article 29 – Goals of education)
- Every child has the right to relax, play and take part in cultural and artistic activities (Article 31 - leisure, play and culture)
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Performance

Assessment at Castle Hill is ongoing. However, formal assessment takes place twice each year during the Autumn and Summer terms when data is collected

and progress and/or experiences measured in the MAPP process or using the Achievement Continuum in the Sixth Form. Some pupils may complete AQA, ASDAN and Moving On units which are accredited.

Recording and Evaluation

The progress and achievement of all students can be recognised through:

- Teacher assessment through lesson evaluations
- Ongoing monitoring of pupils' work
- Photographic and video evidence
- Annual reports
- MAPP
- PiP
- Learning Journals
- EHCP review process
- Evidence of learning files

Recognising Progress

For most pupils with learning difficulties achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For some pupils progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person. Some pupils have deteriorating conditions for whom progress can include a slowing down of any decline in physical or cognitive skills.

Pupils will be able to show progress in ICT and Computing by:

- Using a range of existing and new technologies
- Use a range of and increasingly complex computer programmes and equipment
- Improved fine and gross motor skills
- Developments in visual and auditory recognition and response to computerised stimuli
- Greater independence during sequencing activities using technology
- Recording and presenting work in a variety of ways
- Improved communication through the use of technology
- Obtaining information using a range of technology with greater independence.

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences to meet an individual's learning and development needs. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression for individuals and groups of pupils. This progression could be through skills or experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupils progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Lateral progression is also important.

The Role of the Understanding the World Curriculum Team

ICT and Computing forms part of the curriculum team for Understanding the World. As a result the Understanding of the World Curriculum Team are responsible for the completion of the following tasks:

- *Subject development.*
- *Learning audit*
- *Data analysis*
- *Collation of photographic evidence of learning and planning evidence*
- *Learning Walks (These replace P level data analysis for those subject areas that no longer use P-levels*. The learning walk should be carried out with as many members of the Curriculum team as possible - it might be beneficial to invite those members of support staff who don't attend teachers' meetings. Follow-up interviews should take place if possible to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase)*
- *Formulation of Curriculum Guides, to be completed for each coming term.*
- *Displays*
- *Resource purchase/availability, resource audits and resource accessibility*
- *Policy updates*
- *Support of Continued Professional Development.*

The over-riding task must be to provide support for all who participate in ICT and Computing and so improve the quality and continuity of ICT and Computing teaching and learning throughout the school.