Computing Progression Model

Curriculum Lead: D. Evans

Engagement (MAPP a & b)

Classes 5, 9, 10 & 13

A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS).

Computing skills are integrated into learning activities and students respond / react / learn through to cause and effect

Qualifications

Level 1 / 2 **Functional Skills ICT** **iMedia - Level 1**	Computing is taught as a discrete subject and as a Thursday options group. Computing skills are consolidated and developed in a formal learning environment. The learners apply their skills to meet the demands of scenario-based activities, carefully planned around the assessment specification.	Upper 4 Thursday options group
Entry Level **Functional Skills ICT**	Computing is taught as a discrete subject one lesson per week. Computing skills are consolidated and developed in a formal learning environment. The learners apply their skills to meet the demands of scenario-based activities, carefully planned around the assessment specification.	Upper 3.
Pre-Qualification	Computing is taught as a discrete subject one lesson per week. Computing skills are consolidated and developed in a formal learning environment. The learners apply their skills to meet the demands of scenario-based activities, supported in a small group setting.	Class 12 Class 15 Class 16

National Curriculum (iASEND)

D (NC KS3)	Computing is taught through stand alone lessons. Those accessing KS3 computing will be taught by a specialist computing / ICT teacher and will begin to follow formal qualifications at level 1 or level 2 when they reach year 10.	
N (NC KS2)	Computing is taught through stand alone lessons. Those accessing KS3 computing will be taught by a specialist computing / ICT teacher and will follow formal qualifications at entry level / level 1. when they reach year 10.	Classes 12, 15 & 16
E (NC KS1)	Computing is through integration and through stand alone lessons. Stand alone lessons are taught weekly in phase 4 and fortnightly in phase 2. Lessons are designed to equip learners with the basic skills they need to operate confidently, effectively and independently in education	Classes 7, 8 & 11
S (NC Pre KS1)	Computing is through integration and rarely observed through stand alone lessons. These skills will be evidenced through other subjects and form part of the learning. Lessons are designed to equip learners with the basic skills they need to operate confidently, effectively and independently in education	Classes 6, 7 & 11 Upper 1

Cleaswell Hill Early Years (Cherry Garden)

Cherry Garden follows the early years foundation stage model and provides the essential substance for all future learning. Learners are access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Computer skills are developed through exploration and experimentation. Prescribed learning takes place in a condensed format where an activity is completed in collaboration with one member of staff.

Classes 1, 2, 3 & 4

Computing Progression Model

CPD: Upskilling of teaching staff / support staff (DE), iASEND Training (DE,PFH), Qualifications training (DE), Target setting training (DE,PFH), Depth of Learning training (PFH), Triangulation (PFH), Early Years Moderation (SO, AT), Phase Development (SO,Hap,HM,JM,ES,DE) Mentoring Partnership (PFH, DE, KH, Hap, HM).

Content (Intent): Teachers reflect on what content is necessary for pupils dependent on their individual needs. Vocabulary is carefully considered by all staff to limit potential barriers to learning. Teachers use their foundational knowledge to recognise what progression looks like over time. Lessons are centered around ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP. Teachers plan systematic repetition of the most crucial content to make sure it is can be used functionally across different contexts.

Activities, Expectation and Challenge (Implementation): Lessons are challenging to pupils academically and in regards to their EHCP targets. High expectations remain key to the planning and implementation of activities where the pace and depth of learning is personalised. Pupils grasp concepts through the use of familiar software, techniques and concepts. Expectations are high for all pupils developing their cognitive, behavioral, physical , communication and sensory needs.

Assessment and Progression (Impact): Pupils make progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follows a progression model that identifies the most useful knowledge for cumulative sufficiency. Termly assessment ensures content is retained, identifying those pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications and future pathways , allowing challenging targets to be set.

English, Communication and Reading: Appropriate feedback is given dependent on the needs of individual. Pupils access appropriate texts to stretch learning through real life problem solving and scenario-based learning. Pupils are able to widen their computational vocabulary at an appropriate level with further support as necessary. Pupils have a plethora of opportunities to ask and answer questions supported through the use of the internet.

Computing Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	Pathway to iASEND curriculum mapped through Cherry Garden. Sequential learning evident and progress benign made.	iASEND and Cherry Garden computing objectives to be linked and work evidenced to demonstrate learning / progress where appropriate.	July 23—Consider S curriculum objectives on iASEND for starting points and monitor progress.	DE,SO,TMc,AT	Greater understanding and monitoring of progress through carefully linked objectives between Cherry Garden and iASEND.
Engagement	Pupils are not formally assessed for their computing skills as integration in place across the curriculum where appropriate.	Staff to consider implementation of key skills where appropriate in order to determine future access to qualifications from an earlier age. Look at inclusive technology and how to aid access to learning.	July 23—Look at student access for computing through a wide range of inclusive technology.	DE, JR, AMc,	Potential for progress in computing to be captured for pupils following engagement curriculum with accessibility issues.
National Curriculum	Tracking evident against NC objectives in iASEND. Integration takes place and overall annual target assessed though summer report.	Improved consistency through iASEND statements linked through scheme of work to ensure progress and coverage.	September 22—Look at all integration and coverage. Promote sequential learning and tracking through schemes of work links.	All iASEND groups	Sequential learning enhanced by a detailed scheme that links to specific iASEND statements.
Qualifications	Staff able to explain content, progression, challenge and assessment. Further support and training required for all support staff to maximise learning in the classroom.	Continued staff training on qualification work and software specific tasks. Further development of qualification offer - explore providers.	On-going—July 23—Staff able to provide greater support and guidance to all students for qualification requirements. Improved offer for post 16 students.	All qualifications groups	Higher levels of consistency and support for all students who access computing qualifications. Improved offer for students following the performing arts / ICT route.