



Our Intent

At Woodlands our curriculum intent is as follows –

‘At Woodlands Academy we provide a personalised curriculum to prepare our students to be successful and confident young adults who can make outstanding progress to prepare them for opportunities after their secondary school journey’.

Our computing curriculum promotes Woodland’s ethos and is underpinned by our purpose ‘To put learners first and prepare them for their future’ it is also fundamental for our strategic vision. Our computing curriculum is tailored to the needs and level of our students and is underpinned by the national curriculum and embedded with the ‘*Gatsby Benchmarks*’ at age-appropriate levels, to help build key skill for everyday life. Computers, tablets, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate, and present information. At Woodland’s we recognise that pupils are entitled to quality hardware and software and a structured and *progressive approach to the learning of the skills needed to enable them to use it effectively*. Along with this, we recognise the important role the computing plays in the world around us: It makes up a fundamental part of life and with this in mind, Woodland’s endeavours to ensure pupils develop a positive and enthusiastic attitude towards computing. With progress in the field continuing at a fast speed it is important to understand varied and broad approaches to technology and how we plan to use them effectively.

Our Computing curriculum promotes Woodland’s ethos and is underpinned by our purpose; The Woodlands Way – To make every minute **Worthwhile**, stay **Ambitious** and to build on **Yesterday**. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after Woodlands.

The Computing planning and curriculum describes in detail what pupils must learn in each year. At Woodlands we believe that Computing is vital to foster confidence and achievement in a skill that is essential in our society and in everyday life. We are committed to ensuring that all pupils achieve mastery in key concepts of Computing, appropriate and specific to them. They will make genuine progress and avoid gaps that may provide barriers to learning as they move through education. Assessment for Learning, and emphasis on investigation, problem-solving, real-life examples, jobs and the development of computational thinking are essential components of the approach to Computing at Woodlands. A rigorous and detailed evaluation of planning, teaching and

Woodlands Academy **Computing Policy**

Last Reviewed: September 2023

Review Date: September 2024

assessment is important to provide continued improvement and development of computing at Woodlands.

Aims and objectives;

The objectives of Computing are to enable our pupils to:

- Access a relevant, challenging and enjoyable curriculum for computing for all pupils;
- Meet the requirements of the national curriculum programmes of study for computing;
- Use computing as a tool to enhance learning throughout the curriculum and across the breadth of our curriculum.
- To respond to new developments in technology
- Equip pupils with the confidence and capability to use computing throughout their later life including, Word, PowerPoint, Excel, Outlook and the internet.
- To equip pupils with the confidence and capability to use computing throughout their later life;
- To develop the understanding of how to use computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information and communication technology;

How computing is organised and covered:

Computing is provided through:

- Discreet Curriculum time including paired work, group work and whole class teaching.
- Assemblies, class discussions and tutor time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the pupils through identification via assessment processes.
- Through effective modeling and correct usage across the school
- 1:1 and interventions.

Pupils engage in:

- The development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem solving
- Access to a rich source of materials
- Presentation methods to help and aid understanding.
- A flexible approach to technological teaching

Woodlands Academy **Computing Policy**

Last Reviewed: September 2023

Review Date: September 2024

- Opportunities to explore typing and sharing information.
- Cross curricular opportunities to use computing and technology.

Key Stage Three - Stage Based Approach:

Woodlands uses a stage-based approach in Key Stage Three for the Computing curriculum, offering the curriculum to pupils where they are developmentally working. This means pupils will access the curriculum which is at their individual starting point. This ensures that learning is adapted and personalised to each individual child. Our stage based curriculum has been designed using resources from **Teach Computing**.

Pupils learn about careers in Term 2 each year, which has been developed in conjunction with the local enterprise company and UCAS. This encompasses our ethos of ensuring pupils are ready for life after Woodlands. This resource is age based to allow pupils to have a full range of information about their next steps.

Pupils have a bespoke online safety curriculum during Term 3. This is taught at age-appropriate levels to ensure pupils have the knowledge to safeguard themselves online. This includes contextual issues to East Midlands, Lincolnshire and Spilsby.

Key Stage Four - Qualification Pathways:

Computing is a core offer at Woodlands. This means that every Key Stage Four pupil will have, at least, 40 minutes of computing per week. Pupils will be taught a curriculum based on the qualification pathway they are in. Our Key Stage Four curriculum is based on the specification from **Edexcel**. As part of our pathway offer, Computing qualifications that are offered are –

Curriculum Offered		
Pathway	Year 10	Year 11
Yellow	Entry Level 1	Entry Level 2
Orange	Entry Level 2	Entry Level 3
Blue	Entry Level 3	Functional Skills Level 1
Purple	Functional Skills Level 1	Functional Skills Level 2
Green	Functional Skills Level 2	Functional Skills Level 2

GCSE Offer:

GCSE Computer Science is offered as an option for our Key Stage Four pupils. The 2 year programme of study is in line with the Edexcel qualification. Our examination provider is **Edexcel**.

Resource Allocation:

Resources are selected to teach Computing that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of Woodlands

Accurate computing vocabulary is used in our teaching and children are expected to use this in their verbal and written examples.

Woodlands acknowledges the need to continually maintain, update and develop its resources. This is to ensure a consistent and compatible computing infrastructure. We will invest in appropriate resources to effectively deliver the computing curriculum and to support the use of computing across the school.

Teachers are required to inform the computing lead if any faults occur as soon as possible. Resources, if not in the classroom, will be in the family room. Computing and infrastructure network have been sited so that –

- Every class lead has a computer available which is connected to the school network.
- Every classroom has an interactive BenQ whiteboard with the internet connected.

We endeavour to set work that is challenging and personalised. Each class will use adapted and specific worksheets and resources. Each pupil will have a specific 40 minutes per week of computing within their timetable plus cross curriculum access to build on learnt skills such as accessing PowerPoints, word or the internet for research and presentations across the curriculum.

Teaching and Learning

Our computing education provision is mapped and planned effectively. Teachers use a range of teaching techniques and strategies in a computing lesson. These will be chosen at the discretion of the class teacher. Woodlands marking keys are used to specify the teaching input, technique and strategy each child has received for each lesson.

Sometimes the focus of each lesson will be different depending on whether it be new learning, applying or mastering a topic. These may be different for individual pupils depending on their learning needs. Teachers planning will be highly differentiated to meet the needs of all pupils. Teachers integrate the use of formative assessment by way of effective questioning, clear learning objectives and the use of success criteria. Effective feedback techniques are used. Computing uses the marking policy implemented throughout Woodlands. Our marking policy promotes Woodlands ethos and is underpinned by our purpose 'To prepare for life after Woodlands'. It is also fundamental for our strategic vision which is that 'At Woodlands there will be no limit to the possibilities for our pupils. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after school.

Assessment

Woodlands uses the BSquared assessment system which has been designed around the National Curriculum. This is used to inform planning and facilitate adaptations in lessons. The assessment removes the use of levels by including grading descriptors. This provides a deeper understanding of attainment and progress. All assessments and teaching inform teachers' understanding of a

Woodlands Academy **Computing Policy**

Last Reviewed: September 2023

Review Date: September 2024

child's ability in mathematics. The school's Assessment and Marking Policies inform high quality feedback and pupils' response to it in Computing.

ACES (Assessment, Completion, Extension):

Children will have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher. ACE's lessons take place every Friday afternoon as part of every class timetable. Our Year 11's have a double ACE's lesson in preparation for their exams; this takes place every Thursday. These are set times to respond to marking from the teacher during that week. Teachers use the ACE's lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in ACES lessons are written in PURPLE pen (some pupils will respond in pencil, this will be at the teacher's discretion). Subject leaders have time to observe classes complete work in their subject and offer specialist assistance to the staff and pupils.

Safeguarding:

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time. If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted were necessary.

Monitoring and review

Computing is the responsibility of all staff however the computing subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of Computing.
- Contribute to quality assurance processes involving the subject such as moderation and lesson drop ins.

Policy Review

Woodlands considers the Computing Policy document to be important and the policy will be reviewed by the Computing subject leader every year.