Computing

Intent

At Welburn Hall school we recognise that our learners are growing up in a digital and that being able to access this in safe way will enhance their lives significantly. Our learners experience cross curricular access and directed ICT teaching to develop their confidence when using technology in a range of activities and contexts.

Our pre-formal learners access technology on a regular basis and are assessed using the cherry garden assessment matrix and the engagement model depending on need and learning style. Technology is embedded within their curriculum and supports both mathematic thinking and language skills. Children begin to explore cause and effect, slowly beginning to link the 2 actions and then assigning meaning to it. From there, learners will use this skill in a variety of contexts through switch work, touch screen and accessible technology.

Likewise, our semi-formal learners have cross-curricular access to technology to enhance their learning styles and needs. This allows learners to develop the essential life skills to access technology, whilst being able to do this in a safe way. Again, technology embedded in all aspects of the curriculum to enhance teaching and learning and also to support learners to use apps, hardware and software to complement their learning styles and needs. Learners are assessed using the Open awards: developing ICT skills functional skills qualification, where appropriate.

For our formal learners

We offer a bespoke curriculum depending on their needs and academic levels. Formal learners can access open awards entry level 1 to 3 . Where appropriate, learners are able to access GCSE computing through OCR – this offers a mixture of course work and exams. Again, the focus is on core concepts such as internet safety, coding and programme development and algorithms. All is completed to offer our learners access to technology to enhance their lives.

Pre – formal learners	
Step 1	• Shows interest in toys with buttons, flaps and simple mechanisms, beginning to learn how to operate them • Uses a tablet or interactive whiteboard for mark making activities • Can use a single button mouse as a cause and effect input device • Can wear headphones when using equipment • Can open specific applications on a tablet • Can select a specific area on a touch screen to cause an effect
Step 2	• Seeks to turn on and operate some ICT equipment • Can use specific keys on a keyboard to cause an effect • Can use a single button mouse, showing an awareness that they are controlling the cursor on screen • Can change brushes, colours and stamps using art programs • Explore ways of making sounds using simple programs and devices • Can drag and drop on a touch screen or tablet
Step 3	• Operates mechanical toys, e.g. turns knob on wind-up toy or pulls back on a friction car • Knows how to operate simple equipment • Shows an awareness that text and images on a computer can be printed out • Can use a single button mouse to drag and drop • Participate in simple video conferencing activities e.g. video call • Uses buttons to play back songs, sound recordings or videos
Step 4	• Shows an interest in real objects such as cameras and mobile phones, attempting to use functionally • Uses arrow keys on keyboard to control movement on the screen

Step 5	• When playing back recorded media, show an understanding of play, pause and stop buttons • Complete an appropriately challenging program with multiple steps on the computer independently • Program a simple floor robot with a series of instructions • Begin to gather data and enter it onto a simple computer program • Experiment with editing images
Step 6	• Explores changing text size, style and colour using appropriate software • Show awareness that ICT sources e.g. the internet can be used to find things out • Experiment with simple sound and video editing programs • Produce simple pictograms representing data that they have collected • Use simple programming tools on the computer requiring the input of a series of instructions

Semi-Formal learners – Entry level 1

Functional skills qualifications in information and communication technology (ICT) assess three interrelated skill areas:

- using ICT systems
- finding and selecting information
- developing, presenting and communicating information

Using ICT systems		Finding and Selecting information		Developing presenting & communicating information	
Skill standard	Coverage	Skill standard	Coverage	Skill standard	Coverage
Interact with ICT for a given purpose.	Recognise and use interface features	Find given information from an ICT-based source.	Use text message, voicemail and on-screen information.	Enter and edit single items of information.	Identify and correct simple errors; Label an image

Follow recommended safe practices	Minimise the physical stress of seating, lighting and hazards; Keep access information secure by using password.			Use ICT-based communication	Receive and open electronic messages

Formal learners

Entry level 2

Using ICT systems		Finding and Selecting information		Developing presenting & communicating information	
Skill standard	Coverage	Skill standard	Coverage	Skill standard	Coverage
Interact with ICT for a purpose.	Use computer hardware Use software applications for a purpose Recognise and use interface features.	Use ICT-based sources of information.	Use simple search facilities	Enter and edit information for a simple given purpose.	Use simple editing and formatting techniques.
Follow recommended safe practices.	Minimise physical stress	Find specified information from ICT-based sources.		Bring together two given types of information.	Print and view on screen Identify and correct simple errors.

	Keep access information secure by using password Understand the need to stay safe.			Use ICT-based communication.	Read, send and receive electronic messages

Entry level 3

Using ICT systems		Finding and Selecting information		Developing presenting & communicating information	
Skill standard	Coverage	Skill standard	Coverage	Skill standard	Coverage
Interact with and use an ICT system to meet given needs.	Use correct procedures to start and shut down an ICT system Use input and output devices Use software applications to meet needs and solve given problems	Use simple searches to find information.	Search stored information; b) Search web-based sources of information.	Enter and develop different types of information to meet given needs.	Enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome Insert and position graphics or other digital content to achieve a purpose Process numbers to meet needs.

	Recognise and use interface features Change simple software settings.				
Store information	Open and save files Know how to insert and remove media.	Select relevant information that matches requirements of given task.		Bring together different types of information for a given purpose.	For print and for viewing on screen Check for accuracy and meaning Check suitability of information.
Follow safety and security practices.				Use ICT-based communication.	Read, send and receive electronic messages Use contacts; Understand the need to stay safe and to respect others when using ICT-based communication.

Functional Skill assessment scheme: