Computing
Intent, Implementation and Impact

<table>
<tr><td>Intent</td><td colspan="4">At Pear Tree our Computing curriculum intends to meet the individual learning needs of each pupil. Through the creative curriculum we aim to excite and inspire our pupils to learn and engage in lessons and make progress towards their personalised targets. We aim to help our children and young people to understand the world around them, become functional in their immediate and wider environment and foster curious and inquisitive learners who are able to problem solve concepts using their knowledge and understanding. At Pear Tree Computing is integrated in all areas of the curriculum to ensure pupils develop the necessary skills to prepare them for the next stage in their learning journey and are able to apply skills and knowledge in different contexts.</td></tr>
<tr><td rowspan="3">Implementation</td><td colspan="4">Our curriculum is designed to ensure that every learner will gain the skills and knowledge in Computing to enable them to successfully prepare for and transition into each phase of their education and ultimately into adulthood. A creative curriculum theme is used to add interest and excitement and develop cultural capital and expand experiences. A whole school internet safety day is used to inspire children and young people about the theme. The curriculum focuses on a progression of skills, whereby a pupil in lower school can be working on a similar target to another in upper school, however this will be differentiated by the resources that are used. An option Media and ICT vocational course is offered to pupils in the Sixth Form to foster and hone skills of those pupils who are passionate in this area of learning.</td></tr>
<tr><td>Planning and Teaching</td><td>Assessment</td><td>Cultural Capital</td><td>Personal Development</td></tr>
<tr><td>Teachers plan and deliver exciting, engaging and well differentiated lessons for all pupils. Lessons are planned in sequence to build on prior knowledge and skills. Teachers will scaffold lessons to support the acquisition of information technology, computer science and digital literacy skills. Highly skilled TAs support pupil learning and are deployed to model and support pupils to develop independence in application of knowledge and skills. All planning takes into account our pre-formal, semi-formal and formal learners and personalised targets are set for each lesson.</td><td>Robust target setting, assessment and analysis is embedded throughout the curriculum and across the key stages to ensure the Computing curriculum is effective in meeting learning need and ensuring pupils are making at least expected progress.
A range of assessment tools are used to monitor progress including; Routes for Learning, Engagement Model and a bespoke tools devised for Computing. Switch Users follow a switch progression assessment. Progress towards the outcomes of the EHCP are carefully monitored using Evidence for Learning.</td><td>Children and young people experience new and exciting technologies that wouldn't always be available to them whilst at home, for example the Eyegaze and Dot and Dash Robots which are expensive pieces of technology. Switch progression and Eyegaze open up the world to pupils who wouldn't always have this opportunity.
Pupils then learn to access use technology to access the community with greater independence and more functionality, e.g. contactless payments and self-service checkouts within the supermarket.</td><td>Independence – Computing provides opportunities
Resilience – 'tinkering' is concept taught in computing and as part of this students use trial and error to play with technology and work out way's that it can be used successfully without giving up.
Problem solving – One of the key aspects of the computing curriculum is debugging, i.e. finding errors and solving problems. This skill then can apply across the curriculum and into daily life.
Love of learning - Pupils across school are hugely motivated by technology and this enables them to foster their love for learning.</td></tr>
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Impact	At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life at a level that is appropriate for them and their personalised pathway. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. This is evidenced through observation, assessments and recorded through Evidence for Learning.			
	Evidence in skills Pupils have acquired key skills in computing in order for them to progress along their learning pathway. They have developed skills which can be built upon through each phase of their education and can apply them in wider contexts.	**Evidence in knowledge** Pupils have gained knowledge and are able to use it appropriately and within context. Learners can use their knowledge in a variety of situations and draw on it to solve problems and overcome challenges.	**Breadth and Depth** Teachers plan opportunities for pupils to deepen their understanding in all areas of computing through a carefully planned and cross curricular curriculum. Pupils have the confidence and are inspired to further their knowledge by displaying positive learning attitudes.	**Pupil Voice and attitude** Through discussion, annual reviews, evidence for learning and observation children are enthusiastic about their learning experiences and show a genuine curiosity and interest in computing and technology used within the school home and wider community.