

Key Stage 3 & 4 Computing Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the Computing curriculum is taught following the 2014 National Curriculum.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in computing to the level and pace specific to each learner. For all areas of the computing curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement. Pupils learn either in small groups or in 1:1 sessions.

Intent

- to equip pupils to use computational thinking and creativity that will enable them to become active participants in the digital world.
- to provide pupils with more advanced skills so they can make computers work for them.
- To encourage curiosity and confidence in using the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future.
- Ensure pupils are aware of the ever-changing risks of using the internet, so pupils can keep personal information safe and avoid security risks and reduce the impact of online bullying ("trolling").
- Our aim is to provide a computing curriculum that is designed to balance acquiring a broad and deep knowledge alongside opportunities to apply skills in various digital contexts.
- Beyond teaching computing discreetly, we will give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum.

Implementation

Our scheme of work for Computing is adapted from the 'Teach Computing' Curriculum and covers all aspects of the National Curriculum. This scheme was chosen as it has been created by subject experts and based on the latest pedagogical research.

The curriculum aims to equip young people with the knowledge, skills and understanding they need to thrive in the digital world of today and the future. The curriculum can be broken down into 3 strands: computer science, information technology and digital literacy, with the aims of the curriculum reflecting this distinction.

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

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have 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

Impact

- Children are engaged, curious and resilient in computing lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can carry out specific tasks related to careers or every day usage where possible.
- Children are encouraged to think analytically, making informed and balanced judgements based on their knowledge.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In Computing we strive to include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In computing, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).