

## Computing



### Intent

At Vale school we recognise that technology is a part of our children's daily lives and that it supports our children in many ways; as a means of communication, to make practical tasks easier, to share information, to gain information about the wider world and as a leisure skill. We understand the vital accessibility opportunities technology can provide for our children and we know that finding the right balance with technology is the key to an effective education and healthy lifestyle. We aim to prepare our children for their future lives by teaching them how to use technology positively, responsibly and safely. We want our children to understand that there is always a choice with using technology and as a school we model the positive use of technology. Our children and young people learn to use basic control technology and some may access coding.

### Implementation

Our school has developed a bespoke computing curriculum that is adapted to meet the needs of our children. Computing is taught as a discrete subject for children at the Emerging and Functional level and all our children use technology across the whole curriculum. Children and young people use basic control technology which includes Smart screens, desktops, IPADS, microwaves, blenders and ovens which is essential as a life skill for everyday living. Children at the engagement and sensory level access technology through eye gaze devices, touch screens and switches throughout the school day.

### Impact

As a result of the provision above, children at Vale School will be the best they can be and:

- enjoy and value the computing curriculum we deliver
- be fluent with a range of tools to best express their understanding
- have the independence and confidence to choose the best tool to fulfil tasks and challenges they encounter
- be able to demonstrate their learning through lessons outcomes
- understand, as far as they can, how to use technology responsibly and safely as part of their everyday lives.

This is evidenced through: observations, learning walks, reviewing children' knowledge and skills, PSP targets; identifying meeting of related EHCP outcomes and any other relevant methods.