



## Computing Policy

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DAVENTRY HILL SCHOOL



INSPIRE ♦ EMPOWER ♦ ACHIEVE

## AT DHS WE VALUE



positivity

We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

## OUR MISSION

To create **happy**, **successful** people.



curiosity

We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

## OUR VISION

To **inspire** and **empower** our young people to **achieve** success.



resilience

We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



community

We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



respect

We nurture the understanding of others.

We treat all with kindness.



Part of

Inspire ♦ Empower ♦ Achieve

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## Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - Health Assure (confidential counselling support available through Education Support
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

# 1. Subject Rationale

## 1.1 Intent

We aim to give the children a secure understanding of the basic computing skills, a solid foundation upon which they can build as they move through their education. A good computing knowledge is an essential skill for everyday life, and necessary for digital literacy and most forms of employment.

In our Early Years and Yellow Pathway classrooms, Computing skills are developed through an adapted Computing pathway. Our Computing curriculum for learners with complex learning difficulties is designed to be meaningful, accessible, and ambitious, enabling all pupils to engage with and benefit from technology in ways that are appropriate to their needs and abilities.

We recognise that for our pupils, Computing is not solely about coding or digital literacy, but about developing key functional and communication skills through the use of technology.

- Enable pupils to develop awareness of cause and effect through technology, using switches, touchscreens, Eye Gaze, and adaptive devices.
- Support the acquisition of early control skills, progressing from passive interaction to active choice-making and communication.
- Provide opportunities for pupils to engage with assistive technology, enhancing their ability to access learning, communicate preferences, and build independence.
- Ensure Computing is embedded across the curriculum, allowing learners to apply technological interaction skills in real-world, sensory-rich, and motivating contexts.
- Promote pupils' confidence, independence, and self-expression through access to tools such as communication aids, music software, and sensory cause-and-effect programs.

Progress is measured using a combination of personalised assessment tools such as engagement profiles, and switch progression frameworks, ensuring each pupil's development is recognised and celebrated, however small the steps may be.

We use developmental ladders to assess whether our pupils are ready to move on to more formal learning. Formal learning is conducted for our Green and Black Pathway learners.

We aim to deepen pupils' conceptual understanding in Computing so that they can make meaningful connections between ideas, apply their knowledge to new situations, and develop the confidence to solve problems creatively and independently. By understanding key principles — not just practising procedures — pupils become adaptable, reflective learners who are ready to thrive in an ever-changing digital world.

Online safety is a vital part of our school's commitment to safeguarding and promoting the welfare of all pupils. We recognise that technology is a powerful tool for learning, communication, and creativity — but it must be used responsibly and safely. Our approach ensures that pupils

develop the knowledge, skills, and attitudes needed to navigate the digital world with confidence and care.

We use the **STAR Toolkit** (Safe, Trust, Action, Respect) to teach and promote safe, positive digital behaviour across the school. This framework supports pupils in understanding how to stay safe online, build trusting digital relationships, know what actions to take when things go wrong, and show respect for themselves and others in all digital interactions.

## 1.2 Differentiated Approach to Online Safety

Our online safety education is tailored to meet the needs of all learners, ensuring accessibility, understanding, and support for every pupil.

- **Yellow Pathway Learners**

Pupils following the Yellow Pathway will receive fully supported access to technology. Online safety learning will be guided and scaffolded by staff, using structured routines, visual prompts, and close adult supervision. The emphasis will be on *developing safe habits through supported experiences*, helping learners to understand personal safety and respectful online behaviour at their own pace.

- **Green and Black Pathway Learners**

Pupils on the Green and Black Pathways will explore the **STAR Toolkit** more independently. They will engage in discussion, reflection, and scenario-based learning to deepen their understanding of responsible online use. Pupils will learn to identify risks, manage online interactions thoughtfully, and make informed choices when using digital platforms both in and out of school.

We ensure that online safety teaching is inclusive of all pupils, including those with Special Educational Needs and Disabilities (SEND). Lessons and interventions are adapted to meet individual communication, sensory, and cognitive needs. Staff receive ongoing training to model safe and ethical use of technology, and pupils are supported to use assistive technologies safely and confidently.

## 1.3 Whole-School Commitment

Online safety is not taught in isolation but is embedded throughout the computing curriculum and wider school life. Through assemblies, PSHE, and targeted interventions, pupils are regularly reminded of how to use technology responsibly. The school works closely with parents, carers, and external agencies to reinforce consistent messages about digital safety at home and in the community.

## 1.4 Implementation

At the implementation stage, Computing is delivered through a carefully structured and progressive curriculum designed to develop pupils' knowledge, understanding, and practical digital skills, underpinned by Teach Computing. Teachers plan and deliver a sequence of lessons that build upon prior learning, ensuring that key concepts are revisited and embedded over time.

Pupils are taught to apply their computing knowledge through hands-on activities involving programming, digital creativity, and problem-solving. They develop essential skills in coding, online

safety, and digital literacy using a range of interactive resources and platforms. All pupils in the Green and Black Pathway are provided with individual login details to access approved online tools both in school and at home, supporting consistent practice and engagement. Computing sessions take place once a week in Green and Black Pathway and opportunities to transfer skills are provided as part of cross curricular approach to allow pupils to apply and extend their learning.

For pupils accessing the adapted Computing curriculum, appropriate for our Yellow Pathway learners, To support access to an adapted curriculum, children will engage with cause-and-effect learning through continuous provision, allowing frequent, low-pressure opportunities to explore and respond to stimuli. This daily exposure will be complemented by a weekly structured lesson in which pupils progress through a planned *switch-adapted* framework. The framework will introduce increasingly sophisticated switch skills, while ensuring learning remains meaningful and developmentally appropriate.

Computing-specific vocabulary is explicitly taught and modelled by staff to support understanding and accurate use of technical language. Knowledge Organisers are used to reinforce key terminology and provide pupils with reference materials that strengthen their grasp of computing concepts such as data handling, networks, and digital systems.

In *Skills for Life* (KS4) and *Foundations for the Future* (KS5), pupils work towards accreditation in *Functional Skills ICT* or *Digital Skills Qualifications*. Learners are baselined against a set of Computing Skills begin at OCR Life and Living Skills or Entry Level 1, 2, and 3, progressing to Level 1 and 2 where appropriate. These qualifications are equivalent to GCSE-level computing. Work experience opportunities in Key Stage 4 enable pupils to apply their digital and computing skills in meaningful, real-life contexts, supporting preparation for adulthood and employment.

## 2. Importance of Computing

### Why Computing is Important for our young people

- Life Skills – Computing is used everyday; high tech AAC, sound buttons, interactive whiteboard, accessing media, Podcasting and creating digital content.
- Problem-Solving – Conceptual understanding encourages pupils to think critically and creatively. Instead of just following instructions, they can design, debug, and adapt their own solutions. This builds resilience and independence in their learning.
- Supports Other Subjects – Computing is key in maths, literacy, science, PFA and more.
- Opens Future Opportunities – We use administration computing skills to communicate by sending emails, coding, 3D modelling to develop skills further. They can transfer those skills to different subjects and real-world situations. This prepares them for the rapidly changing digital world, where technologies evolve but key principles remain consistent.
- Many jobs and courses require basic computing skills.
- Boosts Confidence – Solving computing problems builds perseverance and self-belief.

### 3. How the Scheme is Structured

To ensure we achieve coverage of all areas, teachers will follow the below plan. However, within each section teachers will use their assessment of the pupils and ensure that the content is targeted to a personalised next step based on a gap analysis.

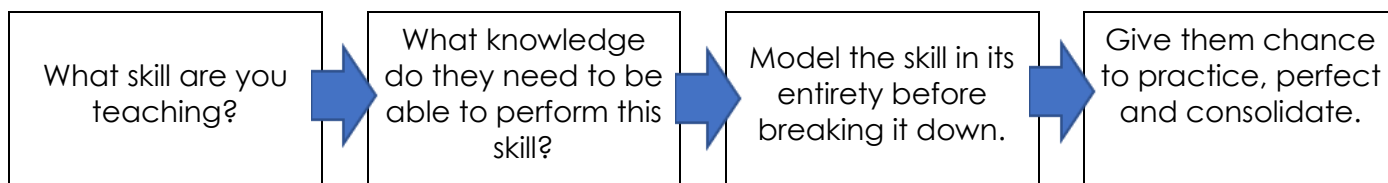
#### 3.1 Computing Long Term Plan

The Teach Computing website has a full set of unit plans with resources that can be used to support teaching. They will need to be adapted to meet the needs of your individual learners but ensures appropriate coverage. Many of the units in this plan are taken from the website. There are teacher guides on the website that list hardware and software needed for each unit and useful links to websites.

Primary KS1 and KS2 [KS1-2 computing curriculum unit sequence | Oak National Academy](#)

Secondary KS3 and KS4 [KS3-4 computing Core curriculum unit sequence | Oak National Academy](#)

When delivering a lesson, it is important to identify the exact skill that you will be working on in the lesson and ensure that the student has the knowledge they need in order to develop this skill. It is good practice to model the skill in its entirety at the outset and then break it down for the students so they can practice it themselves.



### 3.2 Topic Areas of Focus

There are 5 topic areas and each topic is broken into units that progress.

#### Computing systems and networks

- Technology around us (1)
- Information technology around us (2)
- Connecting computers (3)
- The internet (4)
- Systems and searching (5)
- Communication and collaboration (6)
- Impact of technology: collaborating online respectfully (7)
- Networks: from semaphores to the internet (7)
- Computing systems (8)
- Cybersecurity (9)
- Physical computing (9)

#### Creating media

- Digital painting (1)
- Digital photography (2)
- Digital writing (1)
- Making music (2)
- Stop-frame animation (3)
- Desktop publishing (3)
- Audio production (4)
- Photo editing (4)
- Video production (5)
- Vector drawing (5)
- Webpage creation (6)
- 3D modelling (6)
- Using media: gaining support for a cause (7)
- Media: vector graphics (8)
- Developing for the web (8)
- Media: animations (9)

#### Programming A

- Moving a robot (1)
- Robot algorithms (2)
- Sequencing sounds (3)
- Repetition in shapes (4)
- Selection in physical computing (5)
- Variables in games (6)
- Programming essentials in Scratch: part 1 (7)
- Programming essentials in Scratch: part 2 (7)
- Introduction to Python programming (8)
- Python programming with sequences of data (9)
- Mobile app development (8)

#### Data and Information

- Grouping data (1)
- Pictograms (2)
- Branching databases (3)
- Data logging (4)
- Fact-file databases (5)
- Introduction to spreadsheets (6)
- Modelling data: spreadsheets (7)

#### Programming B

- Programming animations (1)
- Programming quizzes (2)
- Events and actions in programs (3)
- Repetition in games (4)
- Selection in quizzes (5)
- Sensing (6)

The long-term plan maps out where it is thought each unit will be delivered. However, when teaching a unit, you need to ascertain where the student is working and pitch the delivery accordingly using the most appropriate unit.

### 3.3 Long Term Plan – Foundations for Learning



#### Foundations for Learning

**Intent:** to provide an opportunity for students to understand the world of technology through engagement with and exploration of technologies including buttons and switches; cause and effect toys and iPads.

**Implementation:** Every lesson is to start with a short activity around online safety, this will be supported by the STAR material from Child Net. Lessons are to be planned with digital skills criteria in mind and evidence collected against these criteria throughout the school year, though this will not be the focus for every lesson.

**Impact:** all students will leave Foundations for Learning with some knowledge of different technologies. Students will begin to demonstrate some understanding of how to keep themselves safe online. They will begin to be more digital literate.

	<b>Cycle A (2026-27)</b>	<b>Cycle B (2025-26)</b>
Autumn	Technology around us (year 1.1) <ul style="list-style-type: none"> <li>Recognising technology in school and using it responsibly</li> </ul>	Digital writing (year 1.5) <ul style="list-style-type: none"> <li>Using a computer to create and format text, before comparing to writing non-digitally</li> </ul>
Spring	Digital painting (year 1.2) <ul style="list-style-type: none"> <li>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</li> </ul>	programming animations (year 1.6) <ul style="list-style-type: none"> <li>Designing and programming the movement of a character on screen to tell stories.</li> </ul>
Summer	Grouping data (year 1.4) <ul style="list-style-type: none"> <li>Exploring object labels, then using them to sort and group objects by properties</li> </ul>	Moving a robot (year 1.3) <ul style="list-style-type: none"> <li>Writing short algorithms and programs for floor robots, and predicting program outcomes.</li> </ul>

### 3.4 Long Term Plan – Learning to be Me



#### Learning to be me

**Intent:** to provide students with the knowledge of software packages and technology and allow an opportunity for them to apply this and develop their skills to become more COMPUTING literate using traditional COMPUTING devices (e.g. laptops and iPads)

**Implementation:** Every lesson is to start with a short activity around online safety, this will be supported by the STAR material from Child Net. Lessons are to be planned with digital skills criteria in mind and evidence collected against these criteria throughout the school year, though this will not be the focus for every lesson.

**Impact:** all students will leave Learning to be Me with a developing understanding of IT skills and equipment. Students will begin to demonstrate some understanding of how to keep themselves safe online. They will begin to be more digitally literate.

	<b>Cycle A (2026-27)</b>	<b>Cycle B (2027-28)</b>	<b>Cycle C (2028-29)</b>	<b>Cycle D (2025-26)</b>
Autumn 1	Information technology around us (year 2.1) <ul style="list-style-type: none"> <li>Identifying IT and how its responsible use improves our world in school and beyond.</li> </ul>	Digital photography (year 2.2) <ul style="list-style-type: none"> <li>Capturing and changing digital photographs for different purposes</li> </ul>	Robot algorithms (year 2.3) <ul style="list-style-type: none"> <li>Creating and debugging programs and using logical reasoning to make predictions.</li> </ul>	Pictograms (year 2.4) <ul style="list-style-type: none"> <li>Collecting data in tally charts and using attributes to organise and present data on a computer</li> </ul>
Spring	Making music (year 2.5) <ul style="list-style-type: none"> <li>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition</li> </ul>	Programming quizzes (year 2.6) <ul style="list-style-type: none"> <li>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz</li> </ul>	Desktop publishing (3.5) <ul style="list-style-type: none"> <li>Creating documents by modifying text, images and page layouts for a specified purpose.</li> </ul>	Branching databases (3.4) <ul style="list-style-type: none"> <li>Building and using branching databases to group objects using yes/no questions.</li> </ul>

Summer 1	<p>Connecting computers (3.1)</p> <ul style="list-style-type: none"> <li>Identifying that digital devices have inputs, processes and outputs, and how devices can be connected to make networks.</li> </ul>	<p>Stop-frame animation (3.2)</p> <ul style="list-style-type: none"> <li>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</li> </ul>	<p>Events and actions in programs (3.6)</p> <ul style="list-style-type: none"> <li>Writing algorithms and programs that use a range of events to trigger sequences of actions.</li> </ul>	<p>Sequencing sounds (3.3)</p> <ul style="list-style-type: none"> <li>Creating sequences in a block-based programming language to make music.</li> </ul>
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### 3.5 Long Term Plan – My Place in the World



#### My Place in the world

Intent: to further develop students' knowledge of and skills at using COMPUTING devices and packages. To develop their digital skills that will prepare them for the future, this includes the completion of Princes Trust digital skills unit.

Implementation: Every lesson is to start with a short activity around online safety, this will be supported by the STAR material from Child Net. Lessons are to be planned with the Princes Trust digital skills criteria in mind and evidence collected against these criteria throughout the school year, though this will not be the focus for every lesson.

Impact: all students will leave My Place in the World with a completed Princes Trust unit in digital skills. Students will know how to keep themselves safe online. They will be more digital literate.

	Cycle A (2026-27)	Cycle B (2025-26)
Autumn 1	<p>The internet (4.1)</p> <ul style="list-style-type: none"> <li>Recognising the internet as a network of networks including the www, and why we should evaluate online content</li> </ul>	<p>Data logging (4.4)</p> <ul style="list-style-type: none"> <li>Recognising how and why data is collected over time, before using data loggers to carry out investigation.</li> </ul>

Autumn 2	<p>Audio production (4.2)</p> <ul style="list-style-type: none"> <li>• Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</li> </ul>	<p>Photo editing (4.5)</p> <ul style="list-style-type: none"> <li>• Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.</li> </ul>
Spring 1	<p>Repetition of shapes (4.3)</p> <ul style="list-style-type: none"> <li>• Using a text-based programming language to explore count-controlled loops when drawing shapes</li> </ul>	<p>Repetition in games (4.6)</p> <ul style="list-style-type: none"> <li>• Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</li> </ul>
Spring 2	<p>Systems and searching (5.1)</p> <ul style="list-style-type: none"> <li>• Recognising IT systems around us and how they allow us to search the internet</li> </ul>	<p>Video production (5.2)</p> <ul style="list-style-type: none"> <li>• Planning, capturing, and editing video to produce a short film</li> </ul>
Summer 1	<p>Vector drawing (5.5) Creating imaged in a drawing program by using layers and groups of objects</p>	<p>Communication and collaboration (6.1) Identifying and exploring how data is transferred and information is shared online</p>
Summer 2	<ul style="list-style-type: none"> <li>• Programming: Essentials in Scratch part 1/2 (7.4/5)</li> </ul>	<ul style="list-style-type: none"> <li>• Programming: Essentials in Scratch part 1/2 (7.4/5)</li> </ul>

### 3.6 Long Term Plan – Skills for Life



Intent: to enhance the computing skills of students with an interest or talent in this area which could open up employability options for them in their adulthood.

Implementation: Every Workshop is to start with video introducing the online Digital Skills platform. These workshops will be supported by a teacher, alongside an expert from Digital advantage. Lessons are planned and will support the Princes Trust digital skills criteria, evidence to be collected against these criteria throughout the school year, though this will not be the focus for every lesson.

Impact: students will have a greater knowledge, understanding and experience of digital media.

	<b>Cycle A -2026-27</b>	<b>Cycle B 2027-28</b>	<b>Cycle C 2025-26</b>
<b>Life and living Skills Units to be covered</b>	<u>Entry Level 2</u> Know how to use COMPUTING Safley <u>Entry Level 3</u> Introduction to Using COMPUTING	<u>Entry Level 2</u> Using COMPUTING to enter and edit text <u>Entry Level 3</u> Using COMPUTING to produce a text document	<u>Entry Level 2</u> Using COMPUTING to Communicate <u>Entry Level 3</u> Communication information using COMPUTING
Autumn 1	Impact of technology – collaborating online respectfully (7.1)	Introduction to spreadsheets (6.4) Answering questions by using spreadsheets to organise and calculate data	3D modelling (6.6) • Planning, developing and evaluating 3D computer models of physical objects
Autumn 2	Fact file databases (5.4) Using a database to order data and create charts to answer questions	Selection in quizzes (5.6) Exploring selection in programming to design and code an interactive quiz	Media: vector graphics (8.4) Creating vector graphics through objects, layering, and path manipulation.
Spring 1	Webpage creation (6.2)	Using media: gaining support for a cause (7.3)	Computing systems (8.5) Exploring the fundamental elements that make up a computer system

	Designing and creating webpages, giving consideration to copyright. Aesthetics, and navigation	Creating a digital product for a real-world cause	
Spring 2	Developing for the web (8.1) Using HTML and CSS to create webpages	Modelling data: spreadsheets (7.6) Sorting and filtering data and using formulas and functions in spreadsheet software	Introduction to Python programming (8.6) Applying the programming constructs of sequence, selection, and iteration in Python.
Summer 1	Mobile app development (8.3) Using event-driven programming to create online gaming app	Media: animations (9.2) Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles	Digital Advantage <b>Branding:</b> <ul style="list-style-type: none"> <li>• What is Branding? Well, it's not just a logo, it's also a website, social media experiences, the way a business answers the phone and talk to their customers. Branding is vital to all businesses as it can affect the way that customers think about a business and choose whether to spend their money or not. Rubbi will be your online guide to Branding.</li> </ul>
Summer 2	Digital Advantage <b>Videography:</b> This workshop will take you through the different stages of film making and introduce you to techniques used by professionals to create engaging videos.	Digital Advantage <b>Photography:</b> In our photography module, you will be introduced to different styles of photography and teach you techniques that you will have a chance to use and create amazing photographs.	New Workshop TBC



**Year 1**

<b>Pathway 1 and 2</b>		<b>Pathway 3 and 4</b>	
OCR Life and Living Skills – Entry 1		NCFE Digital Skills – Level 1	
Autumn Term	Identify and Using ICT Equipment (F5)	Autumn Term	Theme 1 – Using Devices and Handling Information
Spring Term	Using Creative Software (F4)	Spring Term	Theme 2 – Creating and Editing
Summer Term	Interacting Purposefully with ICT (F2)	Summer Term	Theme 3 – Communicating

**Year 2**

<b>Pathway 1 and 2</b>		<b>Pathway 3 and 4</b>	
Autumn Term	Obtaining Information from an ICT-based Source	Autumn Term	Theme 4 – Transacting
Spring Term	Responding to ICT Enabled Equipment (F6)	Spring Term	Theme 5 – Being Safe and Responsible
Summer Term	Use ICT to Record and Edit Information (F1)	Summer Term	Consolidation of Skills Exam Preparation

## 4. Online Safety Focus

It is important that we deliver **online safety** and **computer health and safety** within the main lessons and reinforce this consistently.

There is a scheme produced by Childnet to support the delivery of online learning which has been incorporated into this scheme.

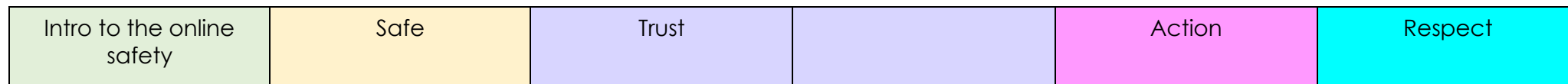
(<https://www.childnet.com/resources/star-send-toolkit/>)

There are some key safety measures that need reinforcing also:

- How to sit comfortably at a computer/repositioning a screen
- Taking breaks from screens
- No liquids
- No trailing wires

### 4.1 STAR Toolkit

All lessons are to start with a 15-minute activity on online safety using the STAR toolkit or Project Evolve (<https://www.childnet.com/resources/star-send-toolkit/>)



## 4.2 Project Evolve

<https://projectevolve.co.uk/toolkit/resources/phase>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning to be Me  Year A 2026/27  Year C 2028/29	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>When we say the internet what do we mean?</li> <li>Understanding who is online</li> <li>Understanding what emojis mean</li> </ul> <p>STAR toolkit page 4</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>Public vs private</li> <li>What does the internet know about me</li> <li>Would you rather...?</li> </ul> <p>STAR toolkit page 4/5</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>How does being online make you feel?</li> <li>Recognising your early warning signs</li> <li>Unintended consequences for sharing online</li> </ul> <p>STAR toolkit page 6/7</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What does sharing mean?</li> <li>Give examples of something you have shared with someone else?</li> <li>What are the positives of sharing?</li> </ul> <p>STAR toolkit page 8/9</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What is personal information?</li> <li>What counts as your personal information?</li> <li>Who can we trust with personal information?</li> </ul> <p>STAR toolkit page 11</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What does no mean?</li> <li>How many ways can we say no?</li> <li>How can we show someone the answer is no?</li> </ul> <p>STAR toolkit page 17</p>

<p>Learning to be Me</p> <p>Year A</p> <p>2026/27</p> <p>Year C</p> <p>2028/29</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>When we say the internet what do we mean?</li> <li>Understanding who is online</li> <li>Understanding what emojis mean</li> </ul> <p>STAR toolkit page 4</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>Public vs private</li> <li>What does the internet know about me</li> <li>Would you rather...?</li> </ul> <p>STAR toolkit page 4/5</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>How does being online make you feel?</li> <li>Recognising your early warning signs</li> <li>Unintended consequences for sharing online</li> </ul> <p>STAR toolkit page 6/7</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What does sharing mean?</li> <li>Give examples of something you have shared with someone else?</li> <li>What are the positives of sharing?</li> </ul> <p>STAR toolkit page 8/9</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What is personal information?</li> <li>What counts as your personal information?</li> <li>Who can we trust with personal information?</li> </ul> <p>STAR toolkit page 11</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What does no mean?</li> <li>How many ways can we say no?</li> <li>How can we show someone the answer is no?</li> </ul> <p>STAR toolkit page 17</p>
<p>Learning to be Me</p> <p>Year B</p> <p>2027/28</p> <p>Year D</p> <p>2025/2026</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What do you think the word 'Trust' means?</li> <li>Can you trust everyone and everything?</li> <li>Understanding Trustworthy/untrustworthy information.</li> </ul> <p>STAR toolkit page 7</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>Examples of things and people we can trust.</li> <li>Online information spot checks</li> <li>Motives/reasons why someone might do something online.</li> </ul> <p>STAR toolkit page 14</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What action to take when something online causes worries, upset or confusion</li> <li>Digital well-being why it is important?</li> <li>What happens when no action is taken?</li> </ul> <p>STAR toolkit page 7</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>Online content appropriate v inappropriate</li> <li>If something is inappropriate for your age, what does this mean?</li> <li>What can you do if you see something that is inappropriate?</li> </ul> <p>STAR toolkit page 12</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>What is Respect?</li> <li>Respecting differences online</li> <li>How are we different when we are online?</li> </ul> <p>STAR toolkit page 11</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>Online friendships</li> <li>How to manage conflict online.</li> <li>What is bullying?</li> <li>Responding to online bullying.</li> </ul> <p>STAR toolkit page 19</p>

<p>My place in the world A</p>	<p>Throughout the term you should cover: -</p> <ul style="list-style-type: none"> <li>• When we say the internet what do we mean?</li> <li>• Understanding who is online</li> <li>• Understanding what emojis mean</li> </ul> <p>STAR tool kit page 4</p>	<p>Throughout the term you should cover: -</p> <ul style="list-style-type: none"> <li>• Public vs private</li> <li>• What does the internet know about me?</li> <li>• Would you rather...?</li> </ul> <p>STAR tool kit page 4/5</p>	<p>Throughout the term you should cover: -</p> <ul style="list-style-type: none"> <li>• How does being online make you feel?</li> <li>• Recognising your early warning signs</li> <li>• Unintended consequences for sharing online.</li> </ul> <p>STAR tool kit page 6/7</p>	<p>Throughout the term you should cover: -</p> <ul style="list-style-type: none"> <li>• What does sharing mean?</li> <li>• What do young people share online which may have unintended consequences for them and others?</li> </ul> <p>STAR tool kit page 8/9</p>	<p>Throughout the term you should cover: -</p> <ul style="list-style-type: none"> <li>• What is personal information?</li> <li>• What does sharing nudes mean?</li> <li>• What could happen to the photograph or video once it has been shared and the law.</li> </ul> <p>STAR tool kit page 14</p>	<p>Throughout the term you should cover: -</p> <ul style="list-style-type: none"> <li>• Communicating no – what does no mean?</li> <li>• Sharing personal information is a choice.</li> <li>• What information shouldn't be shared with everyone online?</li> </ul> <p>STAR tool kit page 19</p>
<p>My place in the world B</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>• Examples of things and people we can trust.</li> <li>• Online information spot checks</li> <li>• Motives/reasons why someone might do something online.</li> </ul> <p>STAR toolkit page 14</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>• Getting messages online, understanding not everyone is trustworthy.</li> <li>• Messaging/chatting online.</li> <li>• Trusting online and online content</li> </ul> <p>STAR toolkit page 23</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>• What action to take when something online causes worries, upset or confusion</li> <li>• Digital well-being why it is important?</li> <li>• What happens when no action is taken?</li> </ul> <p>STAR toolkit page 7</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>• Online content appropriate v inappropriate</li> <li>• If something is inappropriate for your age, what does this mean?</li> <li>• What can you do if you see something that is inappropriate?</li> </ul> <p>STAR toolkit page 12</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>• Online friendships</li> <li>• How to manage conflict online.</li> <li>• What is bullying?</li> <li>• What is cyberbullying?</li> </ul> <p>STAR toolkit page 11</p>	<p><b>Throughout the term you should cover: -</b></p> <ul style="list-style-type: none"> <li>• What is banter?</li> <li>• How to manage conflict online.</li> <li>• How to be a good friend online.</li> <li>• Why is it important to be an upstander online?</li> </ul> <p>STAR toolkit page 16</p>

<p>Skills for life A</p> <p>2 sessions per week approx. 12 sessions per half term</p> <p>IT lessons delivered weekly</p>	<p>(Split into small groups for baseline and assessment of student knowledge and understanding)</p> <ul style="list-style-type: none"> <li>• Sharing own personal information</li> <li>• Sharing other people's personal information</li> <li>• Positives of sharing information</li> <li>• Negatives of sharing information</li> <li>• Is there anything that we shouldn't share online?</li> <li>• Sharing images and videos online</li> </ul> <p>STAR tool kit page 27</p>	<p>(Split into small groups for baseline and assessment of student knowledge and understanding)</p> <ul style="list-style-type: none"> <li>• How do you decide whether to share something online or not?</li> <li>• The consequences of sharing different types of images online.</li> <li>• Pressure from others to share sexual images online</li> <li>• Extend: power of the image, exploring the risk of sexting, developing self esteem</li> <li>• What does the phrase sharing nudes mean?</li> <li>• Why might someone send a naked or nearly naked</li> </ul>	<p>(Split into small groups for baseline and assessment of student knowledge and understanding)</p> <ul style="list-style-type: none"> <li>• What could happen to the photograph or video once it has been shared with someone online?</li> <li>• Where does the law stand?</li> </ul>	<p>(Split into small groups for baseline and assessment of student knowledge and understanding)</p> <ul style="list-style-type: none"> <li>• Understand that not all app permissions are needed for an app to work.</li> <li>• Recognise that individuals can choose to click on a link, accept app permissions or not.</li> </ul> <p>STAR toolkit page 38</p> <ul style="list-style-type: none"> <li>• Trust Quiz</li> <li>• T is for Trust – not everything or everyone online is trustworthy - discussion</li> </ul> <p>STAR toolkit page 44</p>	<p>Split into small groups for baseline and assessment of student knowledge and understanding)</p> <ul style="list-style-type: none"> <li>• What can you do if you see something that is inappropriate?</li> </ul> <p>STAR tool kit page 27</p> <ul style="list-style-type: none"> <li>• Digital wellbeing – balancing things on and offline.</li> <li>• The different reasons we choose to go online, how do they make us feel?</li> <li>• Signs to look out for and when to take a break.</li> </ul> <p>STAR tool kit page 17</p>	<p>(Split into small groups for baseline and assessment of student knowledge and undertaking)</p> <ul style="list-style-type: none"> <li>• Dealing with conflict online.</li> <li>• How to recognise when you have caused conflict online.</li> <li>• Actions you can take to resolve conflict online.</li> <li>• Responding to cyberbullying and disrespectful use of the internet.</li> <li>• Why you should not respond to cyberbullying.</li> <li>• How to respond respectfully to cyberbullying.</li> <li>• Respect Quiz</li> </ul>
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		<p>photograph or video to someone?</p> <p>STAR tool kit page 40</p>	<p>(Split into small groups for baseline and assessment of student knowledge and understanding)</p> <ul style="list-style-type: none"> <li>Recognise that some content online is edited.</li> <li>View examples of what edited content looks like and how to recognise the signs of editing.</li> <li>Understand why people choose to edit content and how it might make people feel.</li> </ul> <p>STAR toolkit page 32</p> <ul style="list-style-type: none"> <li>Recognise and understand that not all links online are trustworthy.</li> </ul>	<p>(Split into small groups for baseline and assessment of student knowledge and undertaking)</p> <ul style="list-style-type: none"> <li>Online content appropriate v inappropriate</li> <li>If something is inappropriate for your age, what does this mean?</li> </ul> <p>STAR Toolkit page 12</p>	<ul style="list-style-type: none"> <li>Understanding the positive and negatives of using technology and the internet.</li> <li>Using technology and how to challenge others on positive technology and internet use.</li> </ul> <p>STAR toolkit pages 34</p>	<p>STAR tool kit page 28</p>
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<p>Skills for life B</p> <p>2 sessions per week approx. 12 sessions per half term</p> <p>Computing lessons delivered weekly</p>	<p>Year 5</p> <p><b>Lesson 1/2</b></p> <p>I can explain how identity online can be copied, modified or altered.</p> <p><b>Lesson 3/4</b></p> <p>I can demonstrate how to make responsible choices about having an online identity dereddening on context</p>	<p>Year 5</p> <p><b>Lesson 1/2</b></p> <p>I can search for information about an individual online and summarise the information found</p> <p><b>Lesson 3/4</b></p> <p>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect</p>	<p>Year 5</p> <p><b>Lesson 1/2</b></p> <p>I can explain how to block abusive users</p> <p><b>Lesson 3/4</b></p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g., ChildLine or The Mix)</p>	<p>Year 5</p> <p><b>Lesson 1/2</b></p> <p>I can describe ways of identifying online content has been commercially boosted or supported (e.g., by commercial companies, vloggers, content creators or influencers)</p> <p><b>Lesson 3/4</b></p> <p>I can explain what is meant by the term stereotype, how stereotypes are influenced and reinforced online and why stereotypes ay influence how people think of others.</p>	<p>Year 5</p> <p><b>Lesson 3/4</b></p> <p>I can explain how many free apps or service may read and share private information (e.g. friends, contracts, likes, images, videos, voice, messages, geolocation) with others.</p> <p><b>Lesson 5/6</b></p> <p>I can explain what app permissions are and give some examples.</p>	<p>Year 6</p> <p><b>Lesson 1/2</b></p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p><b>Lesson 3/4</b></p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p>
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	<p>Year 5</p> <p><b>Lesson 5/6</b></p> <p>I can give examples of specific forms of communication (e.g., emojis, GIFs and memes).</p> <p><b>Lesson 7/8</b></p> <p>I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my/our fault</p> <p><b>Lesson 9/10</b></p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g., gaming communities)</p>	<p>Year 5</p> <p><b>Lesson 5/6</b></p> <p>I can recognise online bullying can be different to bullying in the physical world and can describe some of the differences.</p> <p><b>Lesson 7/8</b></p> <p>I can describe how what one-person perceives as playful joking and teasing (including banter) might be experienced as others as bullying</p> <p><b>Lesson 9/10</b></p> <p>I can explain how anyone can get help if they are bullied online and identify when to tell a trusted adult</p> <p><b>Lesson 11/12</b></p> <p>I can identify a range of ways to report</p>	<p>Year 5</p> <p><b>Lesson 1/2</b></p> <p>I can explain the benefits and limitations of using different types of technologies e.g., voice activation search engine. I can explain how some technology can limit the information I am presented with.</p> <p><b>Lesson 3/4</b></p> <p>I can explain what is meant by being sceptical, I can give examples of when and why it is important to be sceptical.</p> <p><b>Lesson 4/5</b></p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g., differentiating</p>	<p>Year 5</p> <p><b>Lesson 5/6</b></p> <p>I can explain how fake news may affect how someone's emotions and behaviour and explain why this may be harmful.</p> <p><b>Lesson 7/8</b></p> <p>I can describe different ways technology can affect health and well-being both positively (e.g., mindfulness apps and negatively)</p> <p><b>Lesson 9/10</b></p> <p>I can describe strategies, tips and advice to promote health and wellbeing with regards to technology content (e.g., in-app purchases, loot boxes) and explain the importance of seeking permission from a</p>	<p>Year 5</p> <p><b>Lesson 7/8</b></p> <p>I can assess and justify when it is acceptable to use the work of others.</p> <p><b>9/10</b></p> <p>I can give examples of content that is permitted to be reused and know who this content can be found online.</p> <p>Year 6</p> <p><b>11/12</b></p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>	<p><b>Lesson 5/6</b></p> <p>I can explain the importance of asking until I get the help needed.</p>
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	<p>and social media groups)</p> <p><b>Lesson 11/12</b></p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted</p>	<p>concerns and access support both in school and at home about online bullying</p>	<p>between different adverts and search engines. I can explain key concepts including information, reviews, opinion, belief, validity, reliability and evidence.</p> <p><b>Lesson 5/6</b></p> <p>I can identify ways the internet can draw us to information for different agendas e.g., different pop-ups, website notifications, and targeted ads.</p>	<p>trusted adult before purchasing.</p>		
				<p>Year 5</p> <p><b>Lesson 11/12</b></p> <p>I can explain what a strong password is and demonstrate how to create one.</p>		<p><b>Lesson 7/8</b></p> <p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p><b>Lesson 9/10</b></p> <p>I can describe how to be kind and show respect for others online including the important of</p>

						<p>respecting boundaries regarding what is share about them online and how to support if other do not.</p> <p><b>Lesson 11/12</b></p> <p>I can describe how things share privately online can have unintended consequences for others e.g. screen grabs.</p>
<p>Skills for life C</p> <p>2 sessions per week approx. 12 sessions per half term</p> <p>IT lessons delivered weekly</p>	<p>Year 6</p> <p><b>Lesson 1/2</b></p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p> <p><b>Lesson 3/4</b></p>	<p>Year 6</p> <p><b>Lesson 1/2</b></p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p><b>Lesson 3/4</b></p> <p>I can explain how to use search technologies effectively.</p>	<p>Year 6</p> <p><b>Lesson 1/2</b></p> <p>I can demonstrate how to analyse and evaluate the validity of facts and information and I can explain why using these strategies are important.</p> <p><b>Lesson 3/4</b></p> <p>I can explain how companies and new</p>	<p>Year 6</p> <p><b>Lesson 1/2</b></p> <p>I can describe common systems that regulate age related content (e.g., PEGI, BBFC, parental warnings) and describe their purpose.</p> <p><b>Lesson 3/4</b></p> <p>I recognise and can discuss the pressures that technology can</p>	<p>Year 6</p> <p><b>Lesson 1/2</b></p> <p>I can describe effective ways people can manage passwords (e.g., storing them securely or saving them in the browser).</p> <p><b>Lesson 3/4</b></p> <p>I can explain what to do I a password is shares, lost or stolen.</p>	<p>Year 6</p> <p><b>Lesson 1/2</b></p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p><b>Lesson 3/4</b></p> <p>I can demonstrate how to make references to and acknowledge</p>

<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p><b>Lesson 5/6</b></p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p><b>Lesson 5/6</b></p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p><b>Lesson 7/8</b></p> <p>I can explain how and why some people may present 'opinions' as 'facts' why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p><b>Lesson 9/10</b></p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g., advertising and 'ad targeting' and targeting for fake news).</p>	<p>providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p><b>Lesson 5/6</b></p> <p>I can describe the difference between online misinformation and disinformation.</p> <p><b>Lesson 7/8</b></p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g., the sharing of misinformation is disinformation).</p> <p><b>Lesson 9/10</b></p> <p>I can identify, flag and report</p>	<p>place on someone and how/when they could manage this.</p> <p><b>Lesson 5/6</b></p> <p>I can recognise features of persuasive design and how they are used to keep users engage (current and future use).</p> <p><b>Lesson 7/8</b></p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>Year 7</p> <p><b>Lesson 9/10</b></p> <p>I recognise and can discuss the pressures that technology can place on someone (e.g., immediate</p>	<p><b>Lesson 5/6</b></p> <p>I can describe how and why people should keep their software and apps up to date e.g., auto updates.</p> <p><b>Lesson 7/8</b></p> <p>I can describe simple ways to increase privacy on apps and service that provide privacy settings.</p> <p><b>Lesson 9/10</b></p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g., scams, phishing).</p>	<p>sources I have used from the internet.</p> <p>Year 7</p> <p><b>Lesson 5/6</b></p> <p>I know that commercial online content can be viewed, accessed and downloaded illegally.</p> <p><b>Lesson 7/8</b></p> <p>I can give some examples of illegal access (e.g. illegal streaming, pirate sites, torrent sies, peer to peer sharing) and the associated risks.</p> <p><b>Lesson 9/10</b></p> <p>I can accurately define the concept of plagiarism.</p>
<p>Year 6</p> <p><b>Lesson 7/8</b></p> <p>I can describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me.</p> <p><b>Lesson 9/10</b></p> <p>I can explain how someone would report online bullying in different context.</p>					

	<p>Year 7</p> <p><b>Lesson 11/12</b></p> <p>I can describe how bullying may change as we grow older and recognise when it is taking place online.</p>	<p><b>Lesson 11/12</b></p> <p>I understand the concept of persuasive design and how it can be used to influence people's choices.</p>	<p>inappropriate content.</p> <p>Year 7</p> <p><b>Lesson 11/12</b></p> <p>I can explain how liking, sharing or forwarding online contact can change people's opinions of someone (e.g., contribute to or damage their online reputation).</p>	<p>response on social media and messaging apps; always available, invasive; rapid engagement).</p> <p><b>Lesson 11/12</b></p> <p>I can explain the importance of self-regulating technology use; I can demonstrate strategies to do this (e.g., monitoring time spent online, avoiding accidents).</p>	<p><b>Lesson 11/12</b></p> <p>I know that online services have terms and conditions that govern their use.</p>	<p><b>Lesson 11/12</b></p> <p>I can use this definition to evaluate online sources.</p>
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## 5. Impact

### 5.1 Assessment

#### What assessment typically looks like through the Maths curriculum

##### 1. Ongoing / Formative Assessment

- Teachers assess continuously during each lesson via conversation and observation, for example checking students' intentions and understanding.
- Use of "I can..." statements as checkpoints during units to see how students are progressing.
- In Primary, floor books are used for capturing and showing progress overtime. During floor book time students will have an opportunity to revisit their work.
- Either Pre unit teacher assessments or formative White Rose Start of unit tests assessments take place for black pathway students. Teachers use these assessments to plan for any gaps in learning and to show progress and attainment.

##### 2. Milestones / Progression Documents

- By following our Maths Rising Star Curriculum, students will have opportunities to develop skills found within the developmental ladders. Floor books and student maths books student success and wow moments.

##### 3. Self- and Peer Reflection

- Students are encouraged to evaluate their own and others' work: to reflect on what worked, what didn't, experiment, try again.

##### 4. Holistic / Growth Mindset Focus

- Assessment is not just about final product quality, but growth over time, risk taking, experimentation, building confidence and creativity.

## 5.2 Assessment at Daventry Hill School

### Assessment



Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

### Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

### Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
  - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-monthly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.

### Yellow Pathway Yellow 1 / Yellow 2

This is a pre-formal curriculum that links to EHCP outcomes. Learning is child centred and heavily integrated into play, allowing the student to explore, experiment and make choices

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Floor books in the classroom will capture key moments of learning in the curriculum. These will also be captured within the observations.

### Green Pathway Green 1 / Green 2

This introduces some subject specific study that is taught using yellow pathway pedagogy e.g. opportunities to play, continuous provision, short targeted teacher input, sensory breaks, concrete objects etc.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Subject specific evidence collection
- Informal teacher assessment gathered to inform planning of subject specific content

### Black Pathway

This is curriculum designed for students who are cognitively operating above 60 months and follows a formal, subject specific learning approach. The majority will work towards accreditations in maths, English and ICT alongside vocational subjects.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP in student portfolios, this will include student self-assessment
- Standardised assessments to include phonics/fresh start, reading age, comprehension, white Rose maths, Functional Skills (KS4 &5)
- Hot and cold writes used to show progress in Writing.

## 6. SMSC in Computing

At DHS, the Computing curriculum plays a vital role in promoting pupils' Spiritual, Moral, Social, and Cultural (SMSC) development. Computing offers opportunities for all pupils, including those with SEND, to explore their creativity, develop independence, and engage with the wider digital world in meaningful, safe, and inclusive ways.

### 6.1 Spiritual Development

Computing encourages curiosity, creativity, and self-expression. Through the Curiosity Approach, pupils are supported to explore technology with wonder and purpose, engaging in open-ended exploration using digital tools and programmable devices. Learning sequences inspired by Oak National Academy Computing provide structured opportunities for pupils to reflect on their achievements, make choices, and experience a sense of accomplishment when solving problems or creating digital content. This promotes self-esteem, independence, and pride in their work.

## 6.2 Moral Development

Pupils learn to use technology responsibly and respectfully, understanding the ethical implications of online behaviour. Lessons incorporate adapted content from Oak National Academy Computing and Life and Living Skills Entry Level ICT to teach online safety, digital consent, and data privacy in accessible and meaningful ways. Using Total Communication strategies—such as visuals, symbols, signs, and voice output—ensures that all pupils can access discussions about right and wrong, honesty in digital interactions, and respect for others' digital work.

## 6.3 Social Development

Collaborative computing activities foster teamwork, communication, and shared problem-solving. Pupils work together on digital projects, use assistive technology to communicate ideas, and celebrate one another's contributions. The STAR Toolkit underpins teaching approaches that promote positive interaction, regulation, and engagement, enabling pupils to develop confidence and resilience in group tasks. Computing also provides a platform for pupils to engage with others in the school community and, where appropriate, online in safe, structured environments.

## 6.4 Cultural Development

Through computing, pupils explore a wide range of digital media and global communication tools, broadening their awareness of different cultures and perspectives. They learn that technology connects people across the world and can be used to share cultural experiences and traditions. Lessons link to cross-curricular topics and diverse representation within digital content creation. Adaptations from the Life and Living Skills Entry Level ICT qualification and Oak National Academy Computing allow pupils to access culturally rich learning experiences at an appropriate level.

## 6.5 Embedding SMSC Across the Computing Curriculum

SMSC development is not taught in isolation but is interwoven through every aspect of computing. Staff use Total Communication to ensure every pupil can express opinions, make choices, and share reflections during computing sessions. The Curiosity Approach encourages exploration through sensory, practical, and interactive experiences with technology. The STAR Toolkit supports the creation of a positive, regulated learning environment where all pupils can engage, interact, and learn safely. Together, these approaches ensure that computing supports the holistic development of every pupil, preparing them for digital citizenship and lifelong learning.

To access the full SMSC document please click on the link [SMSC at DHS\\_final.docx](#)

## 7. British Values

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The British Values curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in British Values using their preferred and appropriate communication strategies.

In Computing, British Values will be highlighted and celebrated through: -

### **7.1 Democracy**

- Pupils can take part in class decisions using digital tools — for example, voting through an interactive whiteboard poll or a simple data-handling program.
- Learners see how their opinions are counted and displayed fairly using graphs or charts generated in computing lessons.

### **7.2 Rule of Law**

Understanding Rules in Computing:

- Emphasise that computing has rules — e-safety guidelines, and digital citizenship principles — that must be followed for systems to work correctly and safely.
- Link to classroom routines: logging on appropriately, saving work responsibly, and following agreed steps when using equipment.
- Show consequences of breaking computing rules (e.g., a program won't run if the code is incorrect; unsafe online behaviour can have real consequences).
- Reinforce that laws also apply online, helping pupils understand digital rights and responsibilities.

### **7.3 Individual Liberty**

Making Independent Choices:

- Encourage pupils to make their own choices in computing — such as selecting which software or assistive technology to use to create, explore, or communicate.
- Support pupils to develop independence in accessing and navigating technology safely and confidently.
- Emphasise that all pupils, regardless of ability, can succeed in computing through personalised support and differentiated pathways.

### **7.4 Mutual Respect**

- Promote teamwork through pair or group digital activities and storytelling projects where pupils must share ideas and take turns.
- Model and teach respect in online communication — including tone, kindness, and understanding differences in ability or opinion.

- Encourage respectful feedback on each other's digital work
- Reinforce that all digital creations are valued and that everyone's contribution matters.

## 7.5 Tolerance of Different Faiths and Beliefs

Celebrating Diversity through Computing:

- Teach pupils to challenge stereotypes and respect differences when encountering content or communication online.
- Encourage inclusive representation in digital content (e.g., using diverse avatars, stories, and voices in multimedia work).
- Use computing to explore a range of cultures and beliefs — for example, researching how technology is used around the world or designing digital art inspired by different traditions.

## 8. Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the 4 adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote

good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.

- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

### **8.1 Our Employability offer**

This includes opportunities to look at how Computing is used in the workplace and careers linked with Computing and Technology. Our world of work offer explores different work settings and these include careers that have a Computing focus.

### **8.2 Community visits and outdoor learning**

Outdoor learning provides our SEND students with meaningful, hands-on opportunities to apply computing skills in real-world contexts. By taking learning beyond the classroom, pupils can explore technology through sensory and practical experiences — such as coding simple robots to move across outdoor spaces, collecting environmental data, or creating digital stories inspired by nature. These activities promote problem-solving, communication and independence, while allowing students to connect digital learning with the world around them in a purposeful and engaging way.

To access the full Personal Development document, please click here: [DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents](#)

## 9. Inclusion and Accessibility

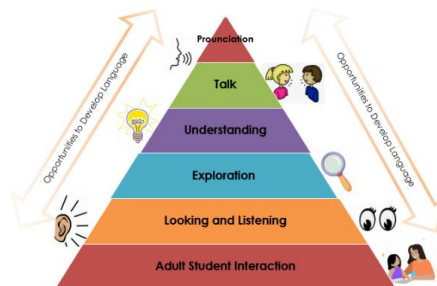
### 9.1 Curiosity and Communication Approach





At Daventry Hill School, the development of a curiosity to be one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning in Computing.

<b>We define curiosity opportunities for:</b>	<b>What could this look like in Computing?</b>
<b>Independent thinking</b>	Computing encourages them to plan, create and problem-solve using technology.
<b>Non-verbal communication</b>	Through the use of symbols, visuals, sound buttons, and switch progression to access High-Tech AAC
<b>Language and verbal communication</b>	Encouraging students to explain their ideas, discuss problem-solving strategies, and use digital tools to express themselves and collaborate with others.
<b>Problem solving</b>	Giving students opportunities to identify challenges, plan solutions, test their ideas, and reflect on outcomes, fostering independence, resilience, and logical thinking.
<b>Risk taking</b>	Stepping outside comfort zones, trying new methods and building confidence.
<b>Imagination</b>	Seeing Computing as creative, playful and connected to real-life, allowing autonomy and creativity, not necessarily through a screen.
<b>Creativity</b>	Fosters creativity by giving students opportunities to design, build, and express their own ideas through digital media, coding, and interactive projects.
<b>Critical thinking</b>	Through coding, debugging and programming, the curriculum offers students the opportunity to explore the idea of 'what if?' and analyse and reflect on their Computing decisions.
<b>Lifelong learning</b>	Through an ever-changing digital world, Computing promotes curiosity, adaptability and continuing development that students can apply beyond the classroom.

At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity-based learning.

Some Strategies to use from the Language Development Pyramid in computing:



 <p>Student interaction</p>	<ul style="list-style-type: none"> <li>• Play opportunities</li> <li>• Sensory based tasks</li> <li>• Intensive interaction- copy movements, sounds, choices</li> <li>• ShREC</li> <li>• Discussion</li> <li>• Sharing preferences</li> </ul>								
 <p>Looking and listening</p>	<ul style="list-style-type: none"> <li>• Commenting and questioning. 4 comments to 1 question.</li> <li>• Attention Autism pedagogy- anticipation, waiting, extending lesson time</li> <li>• Modelling</li> </ul>								
 <p>Exploration</p>	<ul style="list-style-type: none"> <li>• Experimenting</li> <li>• Continuous provision</li> <li>• Risk taking</li> <li>• Trying new things</li> <li>• Researching and experiencing artists</li> </ul>								
 <p>Understanding, Talk and Pronunciation</p>	<ul style="list-style-type: none"> <li>• Art specific key words</li> <li>• Opportunities to share work</li> <li>• Group work</li> <li>• Blanks Level of Questioning</li> </ul> <table border="1" data-bbox="359 1339 1329 1877"> <tr> <td data-bbox="359 1339 603 1451">Level 1 (Concrete Features)</td> <td data-bbox="603 1339 1329 1451">What is this? (point to an object in the artwork) Can you find the ___? (e.g., tree, person, house) What colour is this?</td> </tr> <tr> <td data-bbox="359 1451 603 1563">Level 2 (More detail)</td> <td data-bbox="603 1451 1329 1563">What is happening in this picture? What do you see in the background?</td> </tr> <tr> <td data-bbox="359 1563 603 1742">Level 3 (features that can't be seen)</td> <td data-bbox="603 1563 1329 1742">Why do you think the artist used dark colours here? How is the person feeling? How can you tell? What do you think happened before this picture was made?</td> </tr> <tr> <td data-bbox="359 1742 603 1877">Level 4 (reasoning and problem solving)</td> <td data-bbox="603 1742 1329 1877">What would happen if we changed the colour of the sky to green? Why do you think the artist chose this style instead of making it realistic?</td> </tr> </table>	Level 1 (Concrete Features)	What is this? (point to an object in the artwork) Can you find the ___? (e.g., tree, person, house) What colour is this?	Level 2 (More detail)	What is happening in this picture? What do you see in the background?	Level 3 (features that can't be seen)	Why do you think the artist used dark colours here? How is the person feeling? How can you tell? What do you think happened before this picture was made?	Level 4 (reasoning and problem solving)	What would happen if we changed the colour of the sky to green? Why do you think the artist chose this style instead of making it realistic?
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To access the full document please click on the link [Curiosity Approach.docx](#)