

English at Ravenscliffe High School

Purpose of this Document	This policy reflects the school's values and philosophy in relation to the teaching and learning of ICT. It draws together National Curriculum guidelines and statutory requirements for Key Stages 3 and 4, while also incorporating elements from Key Stages 1 and 2. In addition, it promotes Spiritual, Moral, Social and Cultural (SMSC) development, including British Values. The policy seeks to address the individual learning needs of our young people and provides a clear framework for teaching staff, offering guidance on planning, teaching and assessment. This policy should be read alongside the Schemes of Learning for Emergent, Semi-Formal and Formal learners across all key stages. These schemes outline any accreditation linked to each unit, including Functional Skills or Laser qualifications at Key Stage 5. The document seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate, and provides guidance on planning, teaching and assessment. It outlines the following: • The Intent – The purpose of the ICT Curriculum at Ravenscliffe. • The Implementation – How we meet this purpose through the delivery of a broad, balanced and robust ICT Curriculum • The Impact – Our intended outcomes in ICT and how we assess, evaluate and monitor these over time. This document also contains key information about Leadership, Cross-Curricular Opportunities and links to other relevant documentation
Intent	Intent Statement At Ravenscliffe High School, ICT develops communication, independence and participation so that every learner can lead a safer, healthier and more connected life—now and into adulthood. We teach ICT to build confident, responsible digital citizens who can access information and express themselves through the technologies that suit their needs (AAC, switches, touch, eye-gaze, keyboards, voice). Our curriculum is ambitious, relevant, and enjoyable; it aligns with statutory computing expectations where appropriate and is intentionally adapted for SEND so that pupils learn in meaningful, real-life contexts. Through ICT, pupils learn to: • communicate effectively and appropriately; • achieve personal bests through scaffolded, accessible experiences; • develop interdependence/independence; • become well-rounded individuals who can participate in their communities; • prepare for the future, including further learning, work-related experiences and safe, responsible use of technology. At Ravenscliffe, ICT is delivered through the three complementary strands of <i>Computer Science</i>, <i>Information Technology</i> and <i>Digital Literacy</i>. Computer Science builds logical thinking and problem-solving (e.g., sequencing and control); Information Technology develops purposeful use of devices and software to create, collect and share; Digital Literacy ensures safe, responsible and effective participation online. Together, these strands are adapted for SEND through an access-first approach (AAC, switches, eye-gaze, touch, alternative input), small-step sequencing and meaningful, real-life contexts across all four pathways. This directly supports our intent for learners to be strong communicators, achieve their potential, become interdependent/independent, be well-rounded individuals and be prepared for the future, with explicit teaching of online safety and wellbeing threaded throughout.
Implementation	Implementation Statement

To ensure that all pupils have equal access to ICT, adapted versions of digital devices such as keyboards and touchscreens are readily available. Where these input methods are not appropriate, pupils utilise simple switches to enable access to the computer and control on-screen actions when using sensory and cause-and-effect software programmes. Students are able to access lesson content and resources via Smartboards and other interactive computer technologies. Teaching staff also use portable technology in classrooms; these include iPads, image and audio recording devices and programmable devices. Training is provided for staff who are less familiar with the technologies used to support specific students.

All ICT-related tasks and activities are planned at an appropriate level of need and ability to ensure all learners make progress and achieve. This ensures individualised student outcomes, with assessment data directly linked to learning objectives and EHCP outcomes. For pupils demonstrating higher levels of ability, opportunities are provided to work towards further qualifications such as Pearson **Digital functional Skills** and internal certificates that focus on entry 1 and 2 digital skills.

Schemes of Learning

ICT is delivered through **progressive Schemes of Learning**, clearly mapped to National Curriculum guidance and adapted pathways (Emergent, Semi-Formal and Formal learners).

Schemes of Learning:

- Ensure clear **progression of skills** across Key Stages
- Support consistent teaching and assessment
- Allow for personalised outcomes aligned with EHCP targets
- Are reviewed regularly to reflect advances in technology and pupil needs

All Schemes of Learning are:

- Differentiated for **Emergent, Semi-Formal and Formal** learners
- Shared with staff via **SharePoint** to ensure consistency and collaboration
- Designed to support cross-curricular learning and real-life application

Time Allocation / Cross-Curricular Links

The subject of ICT is allocated an appropriate amount of time, taking into account National Curriculum guidance, to provide all learners with a broad and balanced curriculum appropriate to their needs. For some learners, breadth and balance are achieved through personalised timetables.

ICT is also embedded across the curriculum to reinforce skills and promote generalisation.

This subject offers opportunities to link with other curriculum areas, including:

- **Maths** – Numeracy, weighing, measuring, time, temperature (digital equipment), budgeting (formulas and spreadsheets), collecting and recording data, algorithms
- **Literacy** – AAC and communication aids, reading instructions, following PECS with words attached, creating stories through technology, reading and sharing the news, age-appropriate social media, searching and researching safely online
- **SMSC**
 - *Spiritual* – creative thinking, problem solving, confidence in using technology
 - *Moral* – environmental impact of technology, energy use, sustainability
 - *Social* – communication, collaboration, safe and responsible use of social media
 - *Cultural* – development of technology over time and its role in society
- **Art** – animation, graphic design, digital drawing, photography, green screen work, digital music production and editing
- **History** – evolution of the digital era, technology past and present, researching historical places and events
- **Science** – recording, analysing and interpreting data, using digital equipment, timers, data-loggers, software and hardware to support investigations

Meeting the Needs of All Learners within the ICT Curriculum

Ravenscliffe High School learners present with Moderate, Severe and/or Profound and Multiple Learning Difficulties, Autism, multi-sensory needs and visual and/or hearing impairments.

The diverse range of needs presents **no barrier** to accessing the ICT curriculum.

For pupils with sensory impairments, physical disabilities or developmental delay, ICT is delivered through a **multi-sensory approach**, starting with direct experience and progressing through structured activities using concrete materials and digital technologies.

To enable progression and clear differentiation, the ICT Programme of Study is delivered through three broad pathways:

Formal Learners

Formal learners communicate with fluency, make reasoned choices, work cooperatively with varying levels of support and increasingly independently.

- Develop independent ICT skills
- Build digital literacy for life beyond school
- Learn to stay safe online (e-safety and digital citizenship)
- Use technology for research, problem-solving and content creation

Semi-Formal Learners

Semi-Formal learners communicate using supported methods such as visual symbols, AAC or signing and require moderate support.

- Establish foundational ICT skills
- Use simple programs to create games, images and media
- Begin understanding online safety
- Use technology to communicate ideas and make choices

Emergent Learners

Emergent learners access ICT through structured, sensory-based activities.

- ICT taught thematically and across subjects
- Emphasis on cause-and-effect, engagement and communication
- Use technology as a communication aid through AAC strategies
- Develop early interaction and engagement skills

Pedagogy Across Pathways

ICT is taught through:

- Practical, hands-on learning
- Repetition and overlearning where required
- Visual modelling and demonstration
- Small group and individual learning
- Use of assistive and adaptive technologies

Teaching strategies include consistent routines, clear visual supports, personalised learning intentions and positive reinforcement. Classrooms are organised to promote inclusion, accessibility and independent learning.

Learning Beyond the Classroom

ICT learning is enhanced through opportunities beyond the classroom, including:

- **Educational visits** with an ICT focus (e.g. media centres, libraries, museums, digital exhibitions)
- **Links with other schools** to share projects, collaborate digitally and build community connections – Links with Newbridge trust.
- **School podcast projects**, enabling pupils to:
 - Develop communication skills
 - Share learning and achievements
 - Engage with real audiences
- Cross-curricular events and whole-school celebrations that highlight digital learning
- Community links with the school

Resources and Learning Environment

- Interactive Smartboards in classrooms
- iPads, tablets and portable devices
- Switch-adapted technologies and AAC systems
- Image, audio and video recording equipment
- Published and in-house Schemes of Work
- Online platforms and home-learning links where appropriate

Key Strands

Digital Literacy

**Information
technology**

Computer Science

Links to (list in each column)

	Reading	Maths	British Values	Character Education	SMSC
	• Reading instructions and prompts in Scratch, Micro: bit and coding platforms • Using screen readers and accessibility tools to support comprehension • Interpreting online information and identifying trustworthy sources • Reading and responding to emails and Teams messages appropriately	• Using spreadsheets for data entry, charts and simple calculations • Applying algorithms to solve mathematical problems • Using coding to explore number patterns and sequences • Measuring, scaling and coordinates through programming and digital design	• E-safety and understanding rules when using technology (rule of law) • Respectful online communication and digital citizenship (mutual respect) • Exploring how technology supports democracy (surveys, voting tools) • Understanding individual responsibility when using shared devices	• Problem-solving through debugging code • Resilience when programs do not work the first time • Collaboration through paired programming and group projects • Confidence-building through presenting digital work	Discussing online behaviour and its impact on others • Exploring ethical issues such as data protection and privacy • Understanding how technology affects mental well-being • Developing a sense of responsibility in digital spaces
Impact	Impact statement The successful approach at Ravenscliffe ensures that students experience a fun, engaging and high-quality ICT education that equips them with the digital knowledge and skills needed to navigate and understand the modern world. Our use of real-life, meaningful contexts helps students learn through practical, hands-on experiences that reflect how technology is used in everyday life. Frequent, continuous and progressive opportunities to apply learning—both in and beyond the classroom—are embedded throughout the ICT curriculum. Through workshops, projects, visits, and interactions with industry professionals and local organisations, students develop an understanding of how technology shapes our lives and why digital literacy is essential for future participation, independence and success. Assessment, Recording and Reporting of Pupil Progress At RHS, we have a good knowledge of the strengths and areas for development of individual learners. With assessment done half-termly after each topic has been covered. We use the school's internal grading system of 1,2 and 3 within lessons, but overall, students are assessed using the R-ratings through our school assessment system. From this, accurate judgments can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through: - Continuous Teacher assessment based on Ravenscliffe Levels using evidence for learning - Internal assessment - Pre-Laser award with ICT, Functional Skills Entry Level 1 & 2 (internal certificate), - External assessment leading to nationally recognised accreditation through Ravenscliffe Pearson Digital Functional Skills at Entry 3 and Level 1. - The monitoring and evaluation of EHCP Outcomes using the RPS grading system on Evidence for Learning In addition, summative information can be found through: - End of Key Stage 3,4 & 5 Record of Achievements. - The Annual Review of a learner's Education, Health & Care Plan.				

	- Through the annual End of Year learning journal. Additional supporting comments can be gathered through: - Regular Parents' Evenings. - Parent carer information sessions, especially through 'Internet Safety' Week. - Comments and input from parents and other professionals. These contribute to supporting the staff team to fully monitor, evaluate and record pupils' progress through Evidence for Learning
Leadership and Review	The whole-school development of ICT, including the purchase and review of resources, is strategically planned through the annual Subject Development Planning (SDP) cycle. All ICT-related expenditure is evaluated as part of this process to ensure impact, value for money, and alignment with whole-school priorities. This then is spread out across both sites, making sure that Key Stages 3, 4 and 5 are all equally well resourced. As Subject Leader, Jonathan Dobson is responsible for maintaining a regularly updated audit of ICT resources. This audit is accessible to all staff and stored centrally on the staff SharePoint. While the school aims to maintain consistency in staffing for the subject, changes do occasionally occur; therefore, internal training is provided to non-specialist colleagues to ensure they are confident and well-supported when delivering any aspect of the ICT curriculum. Teachers contribute to keeping resources current and responsive to curriculum needs by uploading materials to a central SharePoint repository. This shared approach promotes collaboration and ensures that high-quality resources remain available for future teaching, supporting the priorities set out in the school's SDP. Staff are encouraged to engage with CPD to further develop their skills and subject knowledge. The Subject Leader will attend relevant training opportunities and disseminate updated guidance or developments in the curriculum to the wider team. Monitoring activities, including learning walks and formal observations, help ensure consistency, quality, and ongoing professional growth. The Subject Leader will also maintain and develop external partnerships to enrich the curriculum, support staff expertise, and create meaningful learning opportunities for pupils wherever possible.
Linked documents	This document should be read in conjunction with the Whole School Curriculum and Assessment Policy, alongside other relevant statutory and non-statutory guidance. For further information with specific relevance to use of ICT, staff are advised to consult the following supporting materials: • An annual online briefing document shared with all staff, outlining current and emerging ICT-related developments, expectations, and good practice. This ensures awareness of up-to-date guidance and supports consistent implementation across the school. This is provided by Knowsley City Learning Centre. • Ongoing professional development and statutory training, including (but not limited to) GDPR, online safety, and safeguarding in digital contexts. Access to and prioritisation of such training will be guided by the Senior Leadership Team (SLT) and delivered through targeted sessions across the academic year where appropriate. These documents and training opportunities are intended to support staff in maintaining best practice, ensuring compliance, and embedding effective and safe use of ICT within teaching, learning, and assessment.

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