Computing at West SILC

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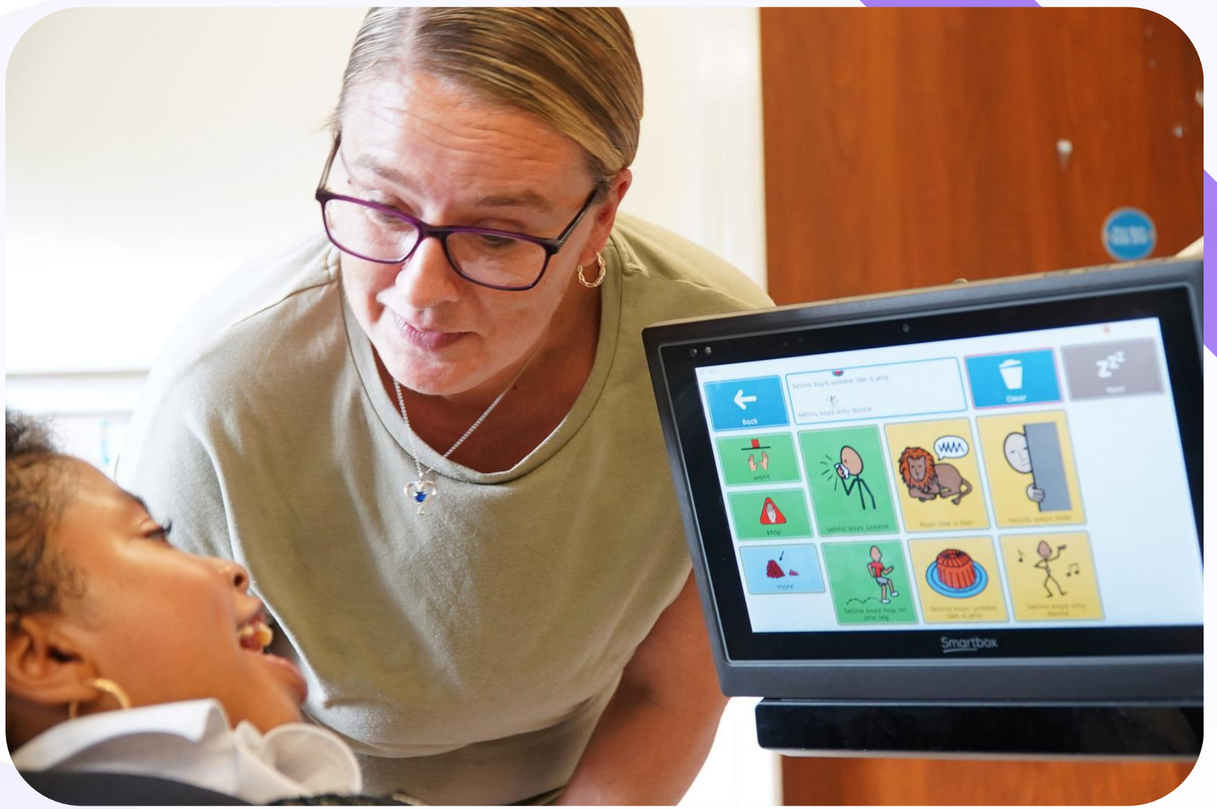
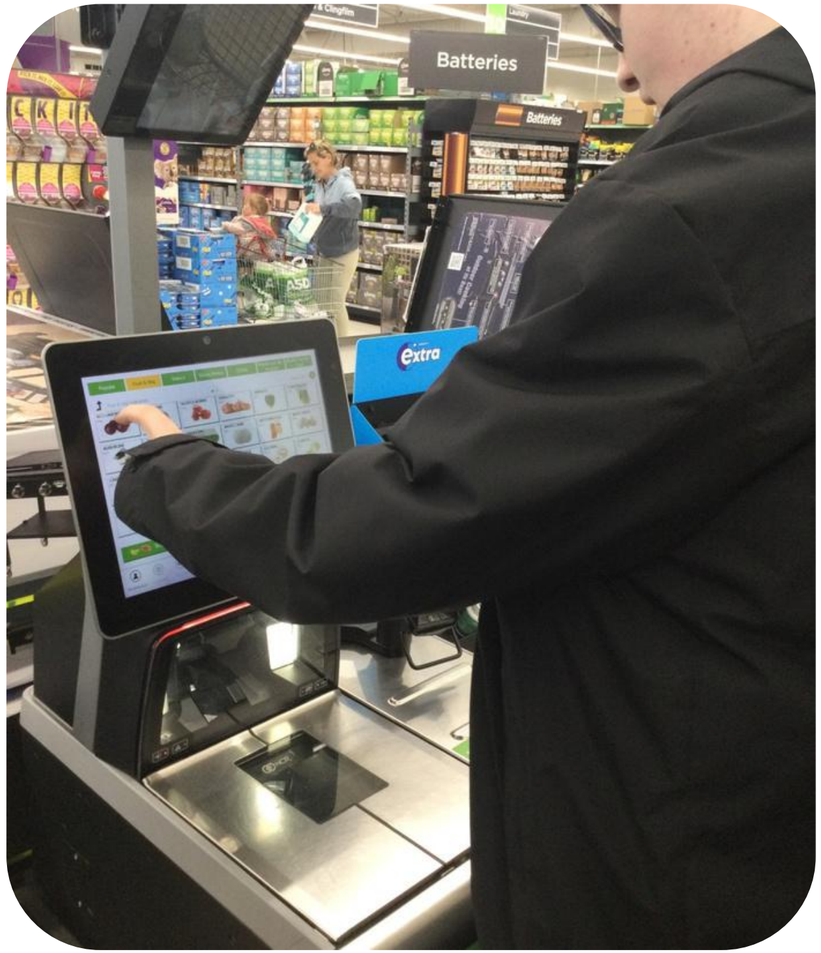
Overview

At West SILC, our Computing curriculum is thoughtfully designed to meet the diverse needs of our learners across all of our specialist pathways. Recognising the wide variation in cognitive, communication, and physical needs of our learners, Computing is taught differently within each pathway to ensure meaningful, personalised learning.
The curriculum covers all key strands of the National Curriculum where appropriate—Digital Literacy, Computer Science, Information Technology, Data Handling, and Computing Systems & Networks—but is adapted to be relevant and accessible to each learner.

In most pathways, where appropriate, every learner has access to online platforms such as Sumdog, Sparx, Reading Eggs, and Maths Seeds to reinforce learning in a flexible, enjoyable way. These platforms are available but not mandatory, offering opportunities for self-paced consolidation.
Overall, the Computing offer across West SILC supports our vision to create digitally literate, curious, and capable learners, equipped with the tools they need to engage confidently in a connected world.



Subject Intent



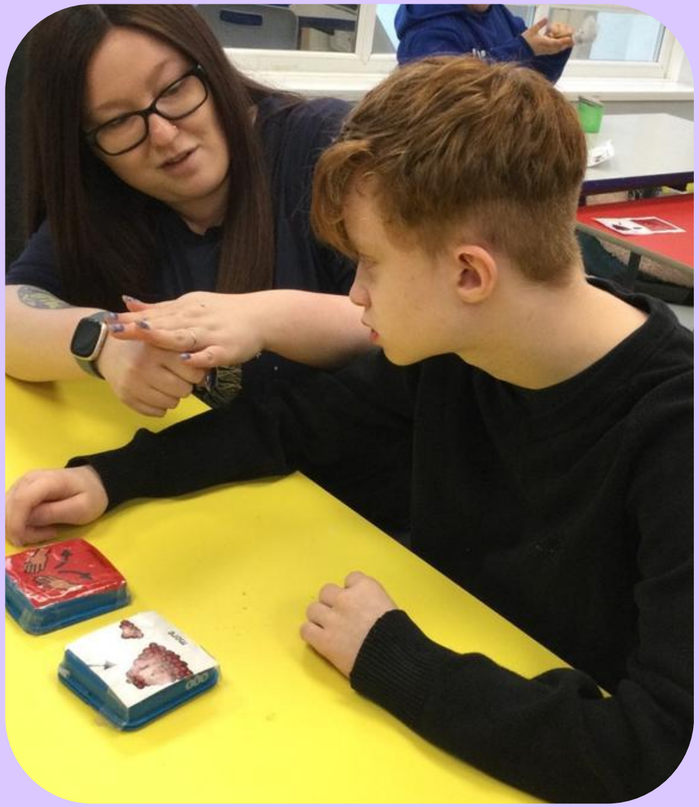
The intent of the Computing curriculum at West SILC is to ensure that every learner, regardless of their starting point, experiences a rich, relevant, and engaging digital education that prepares them for a safe, functional, and fulfilling life in a digital society.

We aim to:

- Develop digital citizenship, ensuring learners understand how to use technology safely, respectfully, and responsibly in both school and real-life contexts.
- Equip learners with foundational computing skills, from logging on and using a keyboard to accessing communication tools and understanding internet safety.
- Introduce programming and problem-solving through age-appropriate and developmentally tailored activities, using both unplugged and digital resources such as Beebots, Scratch, and Turtle Logo.
- Foster creativity and digital expression by enabling learners to create art, media, and presentations using a range of digital tools and applications.
- Promote independence and functional ICT use, particularly in KS4 and Post-16 pathways, where learners apply their computing skills to real-world tasks like budgeting, job searching, emailing, and online transacting.

Crucially, we recognise that one size does not fit all. Our curriculum is intentionally designed to be flexible and personalised, using different delivery methods—from drop down days to structured schemes—to ensure that learning is relevant, engaging, and empowering for every learner.

Implementation by pathway



Explore, Engage and Aspire pathways

In the Early Development Pathways at West SILC, Computing is not taught as a discrete subject. This is a deliberate and needs-led decision, rooted in our understanding of the complex learning profiles of our learners in these settings. Many of our learners are at pre-subject-specific levels of engagement, and therefore require a curriculum that prioritises sensory regulation, communication, physical development, and emotional engagement over formal academic content.

However, some learners may still encounter foundational elements of Computing through meaningful, exploratory experiences embedded within the EYFS framework and The Engagement Model. These experiences are designed to support early cognitive development, communication, and curiosity, rather than specific computing outcomes.

Examples of Computing-Related Experiences:

- Exploring cause-and-effect using switch-activated toys, light-up devices, or sensory apps on tablets.
- Accessing interactive stories or visual/audio resources through touchscreens or eye gaze technology.
- Participating in photo-taking or video playbacks as part of communication work, using tablets or interactive whiteboards.
- Engaging in musical play using digital instruments or music-making apps, supporting interaction and sensory feedback.
- Tinkering with tinker trays or adapted keyboards/mice, introducing the concept of input and output in an informal, exploratory way.

These activities align with areas of the EYFS such as Understanding the World, Expressive Arts and Design, and Communication and Language, and support the five areas of the Engagement Model: exploration, realisation, anticipation, persistence, and initiation.

Although not classified as Computing, these early digital experiences lay important groundwork for future access to technology and help learners begin to understand cause, effect, and interaction in a multisensory and functional context.

Explore, Engage and Aspire pathways

Connect Pathway

The Connect Primary curriculum uses a drop down day model to deliver Computing in immersive, hands-on sessions. This format provides flexibility and accommodates learners' diverse learning styles and sensory needs.

- Digital Literacy is a constant thread each cycle, with annual focus on Logging On and Internet Safety to reinforce safe and responsible online behaviours.
- Computer Science is introduced through play-based and practical activities, such as using BeeBots, Scratch, or Lego therapy to explore programming and algorithms.
- Information Technology is creatively integrated through music apps, art software, gaming tools, and exploration of everyday digital tools.
- The curriculum is structured in four-year cycles, progressively building learners' exposure to different elements of computing.

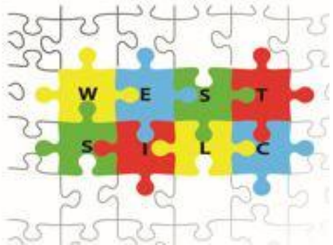
Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Logging On and Internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Robot Racing **Computer Science (Programming & Algorithms)**		Music and Sound **Information Technology (Creating and Using Content)**	
2	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Coding **Computer Science (Programming & Algorithms)**		Problem Solving **Information Technology (Creating and Using Content)**	
3	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Create your own Emoji **Information Technology (Creating and Using Content)**		Gaming **Information Technology (Creating and Using Content)**	
4	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible**		Technology on the Environment **Computing Systems & Networks**		Temperature World **Data & Data Handling** Data collection – use digital thermometers, iPads, visual	

Connect Pathway continued

The Connect Secondary curriculum extends the primary model with age-appropriate, functional tasks.

- learners deepen their understanding of Digital Literacy, revisiting online safety while applying it to real-life contexts like email, digital communication, and job exploration.
- Computing Systems & Networks are explored through accessible hardware, community technology, and life-skill applications (e.g., AAC devices, multimedia, online searches).
- Information Technology skills are enhanced through creative tasks (e.g., digital art, multimedia projects) and functional simulations such as running a snack shop.
- The content remains modular and experiential, offering flexibility for learners with different cognitive and communication needs.

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Digital Communication **Computing Systems & Networks**		Multimedia **Information Technology (Creating and Using Content)**	
2	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Programming **Computer Science (Programming & Algorithms)**		Technology Around Us **Computing Systems & Networks**	
3	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Digital Expression **Information Technology (Creating and Using Content)**		Using and Applying **Computing Systems & Networks**	
4	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Virtual Job Exploration **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Data Handling **Data & Data Handling**	
5	Logging on and internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Technology for Life **Computing Systems & Networks**		Understanding the Internet **Computing Systems & Networks**	



Climb pathway

The Climb Primary Computing curriculum provides a sequenced, skill-based progression, tailored to learners with more structured cognitive learning profiles.

- The focus is on building core computing skills through repetition, tactile exploration, and visual supports (e.g., tinker trays, symbolised tools).
- Digital Citizenship is a repeated priority, fostering online responsibility and awareness from an early age.
- learners work through foundational programming using unplugged methods and advance toward Beebots and simple coding software.
- Emphasis is placed on fine motor skill development, using tools like Paint, Word Processor, and Read Eggs/Maths Seeds to reinforce access.

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Computing Skills **Computing Systems & Networks**	Digital citizenship **Digital Literacy/Citizenship (Online Safety & Responsible Use)**	Computing Word Processor **Computing (using software)**	Programming **Computer Science (Programming & Algorithms)**	Digital painting **Information Technology (Creating and Using Content)**	. **Reading Eggs and Maths Seeds**
2	Using and applying **Computing Systems & Networks**	Programming **Computer Science (Programming & Algorithms)**	Digital citizenship **Digital Literacy/Citizenship (Online Safety & Responsible Use)**	Algorithms **Computer Science (Programming & Algorithms)**	Technology around us **Computing Systems & Networks**	Data Handling **Data & Data Handling**
3	Using the Internet **Computing Systems & Networks**	Computing Copy and Paste **Information Technology (Creating and Using Content)**	Digital citizenship **Digital Literacy/Citizenship (Online Safety & Responsible Use)**	AI **Computing Systems & Networks**	Using and applying **Information Technology (Creating and Using Content**	
4	Digital citizenship **Digital Literacy/Citizenship (Online Safety & Responsible Use)**	Data Handling **Data & Data Handling**	Mouse and keyboard skills **Computing Systems & Networks**	Understanding icons and symbols **Computing Systems & Networks**	Creating digital artefacts File management and navigation. **Computing Systems & Networks**	Reading Eggs and Maths Seeds **Information Technology (Creating and Using Content)**

Climb pathway

The Climb Secondary pathway continues skill development with increasing focus on independence, functionality, and digital fluency.

- KS3 focuses on basic computing operations, digital creativity, Turtle Logo programming, Clicker, and presentation tools.
- KS4 aligns with Digital Functional Skills Entry Level to Level 1, preparing learners for adulthood with units on transacting, communicating, creating and editing, and being safe online.
- Real-world applications are emphasised: budgeting with spreadsheets, creating job applications, and planning independent tasks using digital tools.

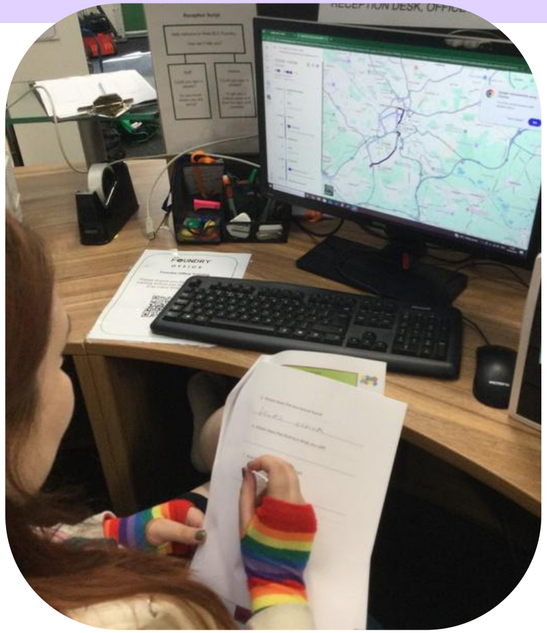
Cycle year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	1	Computing Skills **Computing Systems & Networks** Learn the basic computer skills required to be able to use a computer. explore tinker trays Label parts of a computer.	Digital citizenship **Digital Literacy/Citizenship (Online Safety & Responsible Use)** Provide children with the knowledge and skills required to navigate the digital world safely and responsibly.	Digital Artists **Information Technology (Creating and Using Content)** Learn about different artists and artistic styles and how to replicate these using digital painting software – create digital art.	Programming **Computer Science (Programming & Algorithms)** Turtle Logo and scratch - use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command.	Clicker and word processing **Computing (using software)** Further developing typing and word processing skills, developing use of keyboard and mouse functions.	. Reading Eggs and Maths Seeds **Computing (using software)** Developing skills learnt throughout the year and improving use of Clicker.
	2	Computing Skills **Computing Systems & Networks** Learn the basic computer skills required to be able to use a computer. Label parts of a computer, explore tinker trays, look at ports. What is an input or output.	Digital citizenship **Digital Literacy/Citizenship (Online Safety & Responsible Use)** Provide children with the knowledge and skills required to navigate the digital world safely and responsibly.	Drawing and desk top publishing **Information Technology (Creating and Using Content)** Develop graphic and presentation skills by introducing drawing as opposed to painting.	Branching databases **Data & Data Handling** Learn what data is. Data science will be introduced and learn about the different ways in which data is stored.	Presentation skills **Computing (using software)** Introduce presentations and teach the skills needed to create a simple presentation.	Reading Eggs and Maths Seeds **Computing (using software)** Developing skills learnt throughout the year and improving use of Clicker.
	3	Communication and Collaboration including email **Computing (using software)**	Digital citizenship **Digital Literacy/Citizenship (Online Safety & Responsible Use)** Provide children with the knowledge and skills required to navigate the digital world safely and responsibly.	Coding with scratch- questions and quizzes **Computer Science (Programming & Algorithms)**	Animation **Computer Science (Programming & Algorithms)**	Programming turtle logo **Computer Science (Programming & Algorithms)**	Clicker and word processing **Computing (using software)**
KS4		Digital functional skills Entry level 3 -Level 1 including units on- Using devices and handling information, Creating and editing, Communicating, Transacting, Being safe and responsible online					
KS4							

Elevate pathway

The Elevate curriculum blends core ICT skills with life-preparedness for learners accessing a mainstream site in a specialist provision.

- learners engage with hardware identification, safe internet use, and email communication.
- Progression includes block-based programming, data handling with spreadsheets, and digital media creation.
- Emphasis is placed on digital research, online safety, and project-based learning, all of which support transition into vocational pathways.

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Basic Computer & Online Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		**Basic Computer Skills & Understanding Devices Computing Systems & Networks**		Basic Word Processing & Communication **Computing (using software)**	
8	Device & Word Processing Skills **Computing Systems & Networks**		Online Safety & Digital Research **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Word Processing & Communication **Computing (using software)**	
9	**Coding & Programming Computer Science (Programming & Algorithms)**		Digital Literacy & Internet Safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		Word Processing for Work & Study **Computing (using software)**	
10	Charts in everyday life **Data & Data Handling**		Digital Transactions & Everyday ICT – online safety **Digital Literacy/Citizenship (Online Safety & Responsible Use)**		**Coding & Programming Computer Science (Programming & Algorithms)**	
11	Workplace ICT Skills **Computing Systems & Networks**		Digital Media **Information Technology (Creating and Using Content)**		**Final ICT Project & Real-World Application**	



WAIP

The AIP curriculum is project-driven and aims to prepare learners for adult life and potential employment.

- Projects include creating festival materials using Microsoft Office, building websites with Rocketcake, and developing apps or educational games.
- learners apply skills from Information Technology, Programming, and Computing Systems in real-world contexts, with independence and purpose at the core.

Cycle year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Microsoft Computing (using software)	Web Browser Computing Systems & Networks	Vector Images Information Technology (Creating and Using Content)	Coding Computer Science (Programming & Algorithms)	App Information Technology (Creating and Using Content)	Gaming Information Technology (Creating and Using Content)

Impact

Learners:

- Develop a secure understanding of how to use technology safely and responsibly, including recognising risks online and knowing how to seek help.
- Gain confidence in accessing and using a range of digital devices and software, tailored to their individual learning needs and pathways.
- Build functional computing skills that support independence in everyday tasks, such as word processing, internet searching, emailing, and using communication aids.
- Demonstrate creativity and digital expression, using tools like drawing software, multimedia platforms, and digital art programs to produce purposeful content.
- Engage in problem-solving and logical thinking through programming and coding activities, including unplugged methods, Beebots, Scratch, and Turtle Logo.
- Experience computing in real-life and vocational contexts, such as budgeting with spreadsheets, creating presentations, designing websites, and completing job-related tasks.
- Understand the role of technology in the wider world, including how it is used in the community, in jobs, and in the home environment.
- Develop their communication skills using assistive technology, multimedia messaging tools, or platforms like Clicker and AAC devices.
- Achieve personalised outcomes linked to their EHCP targets and engagement profiles, through adapted computing experiences and differentiated learning opportunities.
- Build digital resilience and curiosity, equipping them with the foundations needed to navigate a digital world now and in the future.

Assessment

At West SILC, Computing assessment is personalised to reflect each learner's stage of development and pathway. For learners working below subject-specific learning, progress is measured through individual EHCP small-step targets, with a focus on engagement, interaction, and participation in Computing activities. In Connect and Climb, progress is tracked using bespoke assessment frameworks aligned with pre-key stage standards and the West SILC assessment system, recognising both subject-specific and functional computing skills. For those in Climb working closer to age-related expectations, progress is assessed against adapted National Curriculum objectives through ongoing teacher assessment and evidence-based tracking. Across all pathways, assessment in Computing is continuous, formative, and holistic, celebrating each learner's achievements and ensuring that progress informs future planning and supports their individual aspirations.