



Computing Curriculum

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Computing at Blanche Nevile

"COMPUTING IS BEST WHEN IT BRINGS PEOPLE TOGETHER." – MATT MULLENWEG

Blanche Nevile School is a specialist provision for deaf children, offering a nurturing and inclusive learning environment that supports communication, confidence, and academic achievement. At both Key Stage 3 (KS3) and Key Stage 4 (KS4), the school provides a tailored Computing curriculum designed to meet the diverse needs of deaf learners. The Computing programme combines practical, hands-on learning with essential functional and computer skills, helping students build the confidence and knowledge needed in an increasingly digital world. The curriculum is designed to be accessible and engaging, with a strong focus on visual learning and clear communication.

In KS3, students explore a range of foundational Computing skills, including basic computing, digital literacy, and creative applications.

By KS4, learners advance their understanding through more focused study, including opportunities to achieve Functional Skills qualifications in ICT, preparing them for further education or employment.

Through its inclusive approach, Blanche Nevile School ensures that all students can engage meaningfully with Computing and develop valuable life and work-ready skills.

Pathways Through Computing

WE OFFER A RANGE OF PATHWAYS TO SUIT OUR LEARNERS' NEEDS AND PROVIDE BOTH BREADTH AND DEPTH

Key Stage	Focus Area	Skills Developed	Assessment Methods	Progression / Outcomes
KS3 – Year 7	Introduction to Computing	- Basic computer use- Safe internet practice-	- Observation- Practical tasks- Visual checklists	Builds foundation in digital literacy and
KS3 – Year 8	Creative & Practical Tech Skills	- Word processing- Presentation software-	- Teacher feedback- Peer/self-assessment-	Develops communication through Computing;
KS3 – Year 9	Preparation for Functional Skills	- Internet research- Email use- File management-	- Functional tasks- Portfolio work-	Prepares students for Functional Skills ICT Level
KS4 – Year 10	Functional Skills ICT – Level 1	- Document creation- Spreadsheets- Online	- Formal Functional Skills assessment-	Achieve FS ICT Level 1 or build toward Level 2; gain
KS4 – Year 11	Functional Skills ICT – Level 2 / Life Skills Tech	- Independent ICT tasks- CV creation- Online forms-	- FS ICT exams (if appropriate)- Coursework	FS ICT Level 2 or Life Skills accreditation (e.g. ASDAN);

Each route is designed with progression in mind, allowing students to build success step by step and move confidently toward higher levels of achievement.

Assessment for Learning & Growth

At Blanche Nevile School, Assessment for Learning (AfL) in the Computing curriculum plays a key role in supporting deaf learners' progress and engagement. AfL strategies are adapted to ensure that all students can access feedback, reflect on their learning, and understand their next steps – regardless of their communication preferences.

Key features of AfL in Computing for deaf students include:

- **Visual and Accessible Feedback:** Teachers use visual aids, sign-supported communication, and written annotations to give clear, immediate feedback. This helps students understand what they have done well and where they can improve.
- **Clear Learning Intentions & Success Criteria:** Lessons begin with explicitly stated objectives and visual success criteria, helping students understand what is expected and how to achieve it.
- **Adaptive Tasks & Scaffolding:** Assessment tasks are adapted to meet individual communication needs, ensuring that all students can demonstrate their knowledge and skills effectively.
- **Use of Technology for Assessment:** Interactive tools, visual rubrics, and digital portfolios are used to support continuous assessment and progress tracking in a format that is accessible and engaging.

At Key Stage 3

At Key Stage 3, students are grouped according to their communication profiles, prior attainment and individual learning needs. All groups follow a broad, accessible and engaging Computing curriculum, adapted to meet the needs of deaf learners. Lessons use clear visual resources, written instructions and, where appropriate, British Sign Language (BSL) and English, with a strong focus on developing digital vocabulary, practical skills, confidence and independence.

The Key Stage 3 curriculum is based on the National Curriculum for Computing, alongside elements of the Raspberry Pi Foundation Computing. This provides students with opportunities to develop both essential digital skills and an understanding of computer science, programming and computational thinking.

Students develop a range of essential Computing and digital skills, including:

- Computer Skills: Using computers and managing files.
- Hardware & Software: Identifying components and software.
- Word Processing: Creating and formatting documents.
- Presentations: Creating PowerPoint presentations.
- Spreadsheets: Entering and presenting data in Excel.
- Digital Creativity: Creating content using Canva.
- Online Safety: Staying safe and responsible online.
- Research: Finding and evaluating online information.
- Digital Communication: Communicating appropriately online.
- Emerging Technology: Exploring AI and its impact.
- Coding & Programming: Developing computational thinking and programming skills through platforms such as Scratch, with opportunities to explore sequencing, algorithms, variables, loops, conditions and debugging.

Learning is broken into manageable steps and key skills are revisited regularly to strengthen understanding, confidence and independence. Practical activities, visual examples and real-world tasks are used throughout to help students apply their digital skills in meaningful contexts.

From Year 7 onwards, students follow a bespoke Computing pathway matched to their stage of learning, individual strengths and future goals. These pathways provide opportunities to develop skills progressively and prepare students for appropriate Key Stage 4 qualification routes, including Digital Functional Skills and other relevant Computing accreditation.

At Key Stage 4

At Key Stage 4, students continue along the Computing pathway developed during Key Stage 3. Individual pathways are tailored to students' communication profiles, abilities, strengths and future goals, with a focus on developing practical digital skills, independence and meaningful accreditation.

Students may work towards a range of appropriate qualifications, including:

- Pearson Entry Level Computing Exams: Developing practical Computing knowledge and skills.
- Digital Functional Skills: Building essential digital skills for everyday life, further education and employment.
- AQA Awards and Unit Awards: Providing opportunities to recognise and accredit individual Computing achievements.
- GCSE Computing: For students following an appropriate GCSE pathway.

Key skills include:

- Word Processing: Creating and formatting documents.
- Spreadsheets: Entering, calculating and presenting data.
- Presentations: Creating effective digital presentations.
- Online Safety: Using technology safely and responsibly.
- Research & Digital Communication: Finding information and communicating appropriately online.
- Independent ICT: Completing practical digital tasks with increasing independence.
- Employability: Developing digital skills for further education, vocational courses and employment.
- Computer Skills: Using computers and managing files.
- Hardware & Software: Identifying components and software.
- Digital Communication: Communicating appropriately online.
- Emerging Technology: Exploring AI and its impact.
- Coding & Programming: Developing computational thinking and programming skills through platforms such as Scratch, with opportunities to explore sequencing, algorithms, variables, loops, conditions and debugging.