Tuition, Medical and Behaviour Support Service

Curriculum Policy

Computing and ICT

Adopted:	February 2025
Reviewed:	October 2025
Next Review:	October 2026
Responsibility:	Dan McEntee

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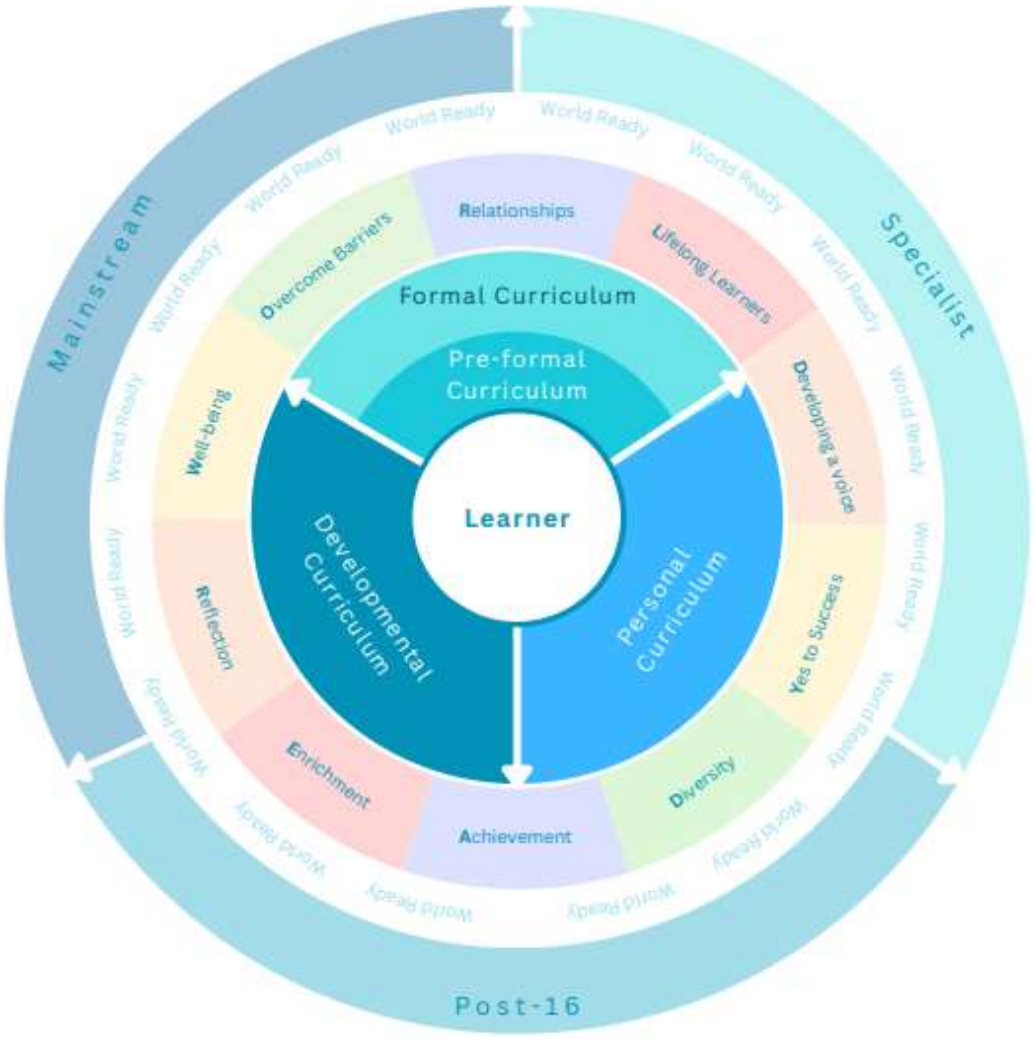
TMBSS Curriculum Model

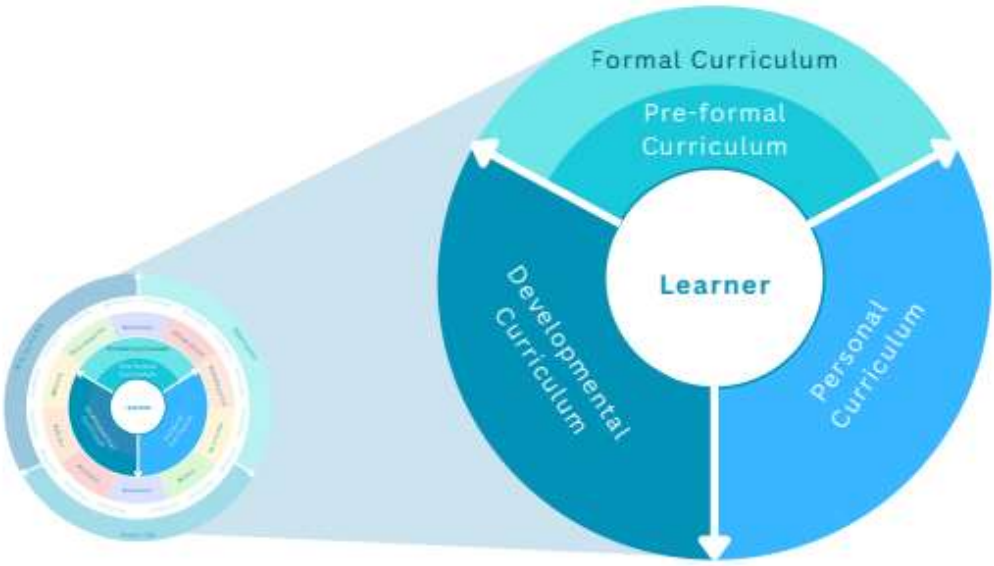
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

A closer look at our curriculum:



Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

ICT and Computing Policy

Computing and ICT are being used in all areas of the curriculum to help students with their access to and understanding of other curriculum areas. ICT is viewed as an integral skill for the student to learn as it is now needed for all careers.

Staff at TMBSS are positive role models of ICT using the computer in lessons to help with learning and show basic understanding of digital literacy.

Aims and Objectives

This policy is a working document, which provides guidance and information on all aspects of Computing and ICT in the school for staff, parents/carers and governors. To be accessible to all of these groups, the document needs to be available on the website and presented in a way that is easy to understand.

The computing and ICT curriculum aims to help students develop skills on a computer that:

- Develop their ability to think in a logical order
- Develop their creative problem-solving skills
- Develop their basic ICT skills
- Develop awareness of E-safety issues.

Computing covers the three main strands of Computing Creativity, Programing and Digital Literacy. At Key stage 4 computing is covered by either the formal qualification AQA Computer Science GCSE, through AQA Unit Award module teaching, or the Digital functional skills.

Equal Opportunities Statement

The school is committed to the provision of Computing and ICT to all its students. Our programme aims to respond to the diversity of student's cultures, faiths and family backgrounds.

Methodology

Students in Key Stage 3 will follow the TMBSS Key Stage 3 syllabus for Computing, this will follow a two-year scheme of work. All Centres will initially teach Year 1 of the scheme of work, commencing September 2025, then followed by Year 2 of the scheme of work, commencing September 2026. Work will be differentiated to meet the needs of individual pupils. This approach is used to ensure consistency in the teaching of Computing across all Secondary Centres, also ensuring that pupils on shared placements or pupils who move from one Centre to another do not duplicate work or miss any essential modules.

This approach also ensures staff teaching Computing we will be able to assess work across all the centres and provide support to deliver consistently high-quality Computing teaching.

Students in year 10 and Year 11 who attend TMBSS Medical Centres will follow the AQA Unit Awards in ICT course, where modules are taught that build to prepare for the AQA Computer Science GCSE qualification. Students who start at Medical Centres after December in their Year 11 academic year will be given the opportunity to gain the Digital Functional Skills qualification.

Students in the Behavioural Centres will be accessing the Digital Functional Skills qualification, where they must demonstrate they can use different devices and handle information, create and edit digital content, be able to use communication tools such as email and video calls, understand how to perform transactions online, and know how to be safe and responsible online. The assessment for this course can be accessed at any time throughout the year and is completed via an online assessment.

Summary of Computing and ICT curriculum and Qualifications available

Age group	Centre	Taught
KS3	Medical	KS3 2 year rolling curriculum
	Behavioural	
Y10	Medical	AQA Unit Award Scheme leading to GCSE Computer Science
Y10	Behavioural	Digital Functional Skills
Y11	Medical	AQA Unit Award Scheme leading to GCSE Computer Science. Digital functional skills if students arrive after December
Y11	Behavioural	Digital functional skills

Qualifications and the GCSE equivalent grades

GCSE Grades	Digital Functional skills	AQA Computer Science GCSE
9		9
8		8
7		7
6		6
5		5
4		4
3		3
2		2
1	Level 1	1
	Entry Level 3	

Literacy across the curriculum

In Key Stage 3 students will be given a word bank with terminology words and Vocabulary words that are Tier 2 and 3 words. This is to ensure that the explicit teaching of vocabulary is embedded into the KS3 ICT curriculum.

In both Key Stages all students will be expected to present their answers using formal sentences and paragraphs including accurate punctuation and spelling of keywords.

E-Safety (see e-safety policy for more information)

In the Keeping Children Safe in Education document (2023) it states Safeguarding, including online safety should be taught as part of a broad and balanced curriculum. Concentrating on the four C's, Content, Contact, Conduct, Commerce. In the National Curriculum, it states that pupils need to learn about the following areas of online safety as part of the curriculum.

In Key Stage 3, students will be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct, and know how to report concerns

Students in Key Stage 4 will be taught:

- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
  How to report a range of concerns

However, the results of the student e-safety survey will inform future planning to ensure key topics have been accessed by all students. A cross-curricular approach will also be taken to teach students about the safe and responsible use of social media and the internet.

Safer Internet Day is promoted annually throughout the Service, linking with teaching of the PSHE curriculum.