



## **Parkside House School ICT and Computing Curriculum Statement 2025-2026**

### **Our Mission**

At Parkside House School, we aim to empower students with the confidence, skills, and qualifications to reach their potential and become responsible digital citizens in our ever-evolving technological world.

### **Intention**

At Parkside House School, our students love the challenge of working in the rapidly changing world of technology. We embrace the opportunity to explore the diverse possibilities offered by digital devices from mobile to console, PC to SMART TV. We help young people develop the confidence and skills to navigate this evolving environment whether it is at school, home or work, for business or for pleasure. For those who will benefit, at the end of Key Stage 4 & 5, we offer the chance to gain qualifications that recognise their skills and for everyone, experiences that help equip them to make the right decisions as they move into the world as confident, competent, and safe digital citizens.

### **Implementation**

To help students develop the skills they need in a digital future, we explore this new frontier using both familiar topics and essential ICT skills. We use visual programming that challenges the children to learn all about programming, algorithms, and code at their own pace. Some students go on to explore traditional text-based coding, Office skills, investigate the nuts and bolts of a computer, their history and role in society with the possibility of pursuing this to level 2. Other students can opt for more practical routes focusing on skills that we use at work and school to



write stories, create posters, budget for homes and businesses, and how to stay safe online. We use emerging technology to learn in virtual worlds, simulations, and games to extend experiences and engage pupils. Our courses are flexible; using a core structure with modules and personal projects swapped in and out as necessary. These projects improve skills or interests around topics the students enjoy and as part of our differentiated, challenging, and inclusive approach, the Year 6 students follow a simplified version of the Key Stage 3 modules with support.

We have found it best for our students to assess their progress through a range of observation, written and online work, through discussion, debate, reflection, and participation, to capture the full scope of students' learning and engagement. These are done regularly throughout each topic.

## Impact

At the end of Key Stage 3, we want the pupils to be aware of the possibilities of how digital devices can help them find information, support creativity, shop, play, and socialise and explore the digital world. Pupils will be able to show or explain how they can stay safe online by protecting personal data, how to make sensible spending choices, to tell real information from fake and know how to be good online citizens. At Key Stage 4 & 5, for those pupils who choose, we offer the opportunity to show the impact of what they have learnt with qualifications up to Level 2 Digital Functional Skills, Esports BTEC and Interactive Media, with Entry Level Unit Awards that they can then take forward into work, college, or apprenticeships.