Hidelow Grange School

Framework for Digital Education

	Reviewed: April 27th 2023 Sam Goodchild
Written: May 2021	Next review: April 2024
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Role: ICT Teacher Headteacher	
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Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

> For a more detailed description of what the school offers see "Statement of Independence" and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:
- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

> Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through…
- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;

- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:
1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust:** We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:
- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;

- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

Rationale

Digital technology is integral to almost every aspect of modern life. In preparation for adulthood, our students need to gain the technological skills to make the most of digital technology, and the personal and social skills to conduct themselves safely and responsibly in the online world. This is what we mean by 'Digital Education'. It incorporates learning about the practical uses of digital technology such as word processing and data analysis; and learning about all aspects of life online.

In schools, digital technology can

- **Extend the learning experience** – raises standards across the curriculum to improve the delivery of lesson content and allows students to engage in class in a variety of ways.
- **Extend learning** – takes teaching and learning beyond the four walls of the classroom for an 'anytime, anywhere' approach. Students and teachers can continue to work and access resources even from home.
- **Enrich the curriculum** – provides access to a whole host of information and encourages collaborative working and communication with others. The world is effectively brought into the classroom and pupils become more engaged in their learning.
- **Expand learning horizons** – access to fast internet connections allows for learning materials to be viewed, downloaded and worked through quickly. As well as this, the use of tools such as Skype for Business can be a great way of broadening the learning horizon by collaborating with others anywhere in the world!
- **Help with assessment** – pupil data can be recorded and analysed more efficiently for accurate assessment of pupils' learning abilities allowing teachers to see which areas of learning need a higher level of support and where students are making progress.

Our Intent: what we aim to achieve

By the end of KS4 all students to be enabled to:

- Follow realistic but challenging pathways to accredited outcomes in KS4;
- Feel comfortable and secure in their learning environment;
- Gain the confidence and resilience they need to make mistakes and move their learning forward;
- Make sustained progress or better from their starting points;
- Achieve meaningful qualifications specifically tailored to their needs and aspirations;
- Use a systematic but flexible and creative approach to solve problems, to reason, to think logically and to carry out investigations;
- Develop a self-critical, reflective approach to learning;
- Show initiative and an ability to work independently and in co-operation with others where possible;
- Evaluate the benefits and downsides of digital technology in the wider world;
- Use technology to access otherwise inaccessible areas of the curriculum;
- Develop functional and practical digital technological skills for use in school and beyond;
- Develop an understanding of how to conduct themselves online safely and responsibly;
- Know where to go for help and support online (CEOP, ThinkUKnow, Childline);
- Develop an understanding of their digital footprint and how to create a positive online presence

Implementation: how we do it

At Hidelow Grange School, we deliver our digital technology curriculum through ICT. This provides lively, interactive learning experiences fostering enjoyment of, confidence in, and enthusiasm for computing and technology. Our ICT syllabus follows the National Curriculum and is taught through weekly lessons for all key stages.

We use assessment to find students' starting points, highlight strengths and areas to develop. Based on this, we create an individual pathway through the curriculum to match needs and fill gaps.

We provide engaging experiences for students that enable rapid and sustained progress.

We address behaviour that effects learning and develop study skills so our students are ready and able to learn.

We build confidence, self-esteem and resilience and engender a love of learning for life.

ICT is taught using a range of approaches and work is differentiated to meet the different capabilities of individuals and groups. Our approaches include:
- Problem solving and investigations
- Practical activities and interactive websites
- Whole class and group discussions and activities
- Independent working and problem solving
- Self/peer assessment of work
- Use of resources on the internet for demonstration, consolidation and revision
- Use of learning aids such as revision cards, posters, worksheets etc.
- Exposition by the teacher

- Working with computers to develop logical thinking and reasoning
- Consolidation and practice

Homework
At times, homework may be set. Pupils are expected to complete any homework within 7 days.

Exam Revision
KS4 pupils will be expected to complete ICT revision when approaching their exams. Pupils are taught a range of revision techniques (e.g. flashcards, mind maps, use of past papers) tailored to individual needs.

Assessment
Assessment for Learning is an integral part of the teaching and learning process. Assessment is used to match learners to appropriate types of intervention, and to monitor the impact of interventions. It is a partnership between student and teacher with the common goal of improving the student's understanding and skills. Throughout this process, it is critical that students are involved in discussing and appraising their own work and are aware of the progress they are making. Through discussion with their teacher, students will know what steps to take to improve their work.

Teachers use a combination of formative and summative techniques such as:
- Marking written work
- One to one discussion with students
- Observation of the student/s
- A mixture of open and closed questioning
- Self/peer assessment to show understanding of knowledge learnt
- End of unit assessment
- Exam style questions
- End of Year formal testing and teacher assessments
- Baseline and end of unit assessments are scheduled throughout the school year.

Monitoring pupils whilst online

When students are working online, their individual devices are monitored by the teacher using *Go Guardian*. This allows the teacher to act as a local proxy. By viewing the screen remotely, the teacher can see what pupils are doing and monitor their internet use in lessons. They use this for face-to-face lessons as well as lessons taking place remotely. *Go Guardian* also enables teacher to identify which websites are appropriate to the lesson and to block sites as necessary. All teaching staff have been trained to use *Go Guardian*.

Digital Education across the curriculum

Learning to live safely and responsibly online:
As well as needing the skills and confidence to make practical use of technology, our students need to gain the understanding and wisdom to be able to manage their online lives successfully, safely and responsibly. This is particularly important for our students for a number of reasons. At Hidelow, our students do not have any access to social media or unsupervised access to the internet. Therefore have limited opportunities to develop skills safely in a real-life situation. They all have Social, Emotional and Mental Health Needs and some may have learning difficulties: therefore they may be

vulnerable and overly trusting online. They may have been victims or perpetrators of abuse on- and off-line in the past.

At Hidelow we use the *Education for a Connected World Framework (UK Council for Internet Safety)* as a basis for our curriculum about online health and wellbeing. All elements of this curriculum are explicitly covered in Life Skills and in ICT, as well as incidentally in other lessons. Some students may also receive 1-1 education about e-safety from the therapy team.

Digital technology applied across the curriculum:

Good digital technological skills can be a key to success in all subjects across the curriculum.

Specific links with other subjects

Subject	ICT Opportunities
English	Interactive whiteboard proficiency, spellchecker disabling to support spelling and phonics, use of word processing and digital presentation programmes, online assessment tools *(reading and spelling);* games to teach touch typing and practise spelling
Mathematics	Collecting and representing data; use of spreadsheets; drawing graphs, online games *(TT rockstars)* online assessment tools *(mathletics)*
Science	Interactive whiteboard proficiency, use of word processing and digital presentation programmes
Art	Online creative arts games (*e.g. colour wheel game*), research opportunities, online gallery visits*,* Tablet for photographs*,* Photoshop
Geography *(Project)*	Use of google maps and online navigational tools; use of word processing and digital presentation programmes; Research
History *(Project)*	Use of word processing and digital presentation programmes; research
MFL	Online educational games, MyTutor sessions
Life Skills *(PSHE)*	Use of Microsoft office (Word and PowerPoint), research opportunities; Xello; Barclays Life Skills
DT	CAD/CAM designs, Photoshop, online design tools; use of tablet to record work
Home Cooking	Use of word processing and digital presentation programmes; access to recipes and information about nutrition online
Music	Youtube videos, online music sheets, Boomwhacker tutorials, interactive whiteboard proficiency

In ICT, we use the following Schemes of work:
- KS3 ICT SOW for Computing (see T: Drive)
- Edexcel Pearson Functional Skills Scheme of Work

An ICT folder is stored on the shared drive, containing useful links and worksheets that subject teachers can use.

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

Review

This policy will be reviewed on an annual basis by the Headteacher and ICT Coordinator.
It is due for review in **April 2024.**

References

This policy should be read in conjunction with the policies and documents listed below:
- Curriculum Policy
- Pupil Assessment Policy
- Teaching and Learning Policy
- Staff Code of Conduct
- RSE Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- PSHE Overview
- Education for a Connected World- UK Council for Internet Safety 2020
- Keeping Children Safe in Education, DfE 2022
- Teaching Online Safety in School, DfE 2019

D.I.R.T. Time – Track Your Progress

✓   I need more work on this (emerging)

✓✓   I'm almost there (developing)

✓✓✓   I got it (secure)

Green is for your teacher's thoughts and comments
Purple is for your thoughts and comments

Whole School Literacy Marking Code

C = Either you need to add a capital letter or take one away

P = You either need to add a piece of punctuation or take a piece out

SP = There's a word that you have spelt incorrectly

VF= Verbal feedback given

GR= Check your grammar

// = You need to start a new paragraph or you've started a new paragraph unnecessarily

Spellings to be written correctly three times at the bottom of the piece of work