

Curriculum Intent, Implementation, and Impact: Pearson Functional Skills in Digital Skills

Intent

At our autism-specialist setting, the **Pearson Functional Skills in Digital Skills** qualification is designed to prepare learners for life, learning, and work in the modern digital world. Our curriculum is carefully adapted to support autistic learners with varying communication, sensory, and processing needs.

Our intent is to:

- Equip learners with practical, **real-life digital skills** that support communication, independence, and employability.
- Deliver a **structured, accessible, and supportive learning journey**, aligned to each learner's EHCP and Preparation for Adulthood (PfA) outcomes.
- Build **confidence and reduce anxiety** around technology use through consistent routines, visual supports, and real-world application.
- Provide a recognised qualification pathway that values progress and celebrates achievement without academic pressure.
- Foster a lifelong positive relationship with technology for personal safety, creativity, and participation in a digital society.

Implementation

The Pearson Functional Skills in Digital Skills qualification is available at **Entry Level 3 and Level 1** and can be delivered flexibly over an academic year or integrated across the key stages depending on learner need.

Curriculum Delivery

- Learners study units such as:
 - Using devices and handling information
 - Creating and editing digital content
 - Communicating online
 - Transacting digitally
 - Being safe and responsible online
- Topics are taught through **practical, scenario-based activities**, e.g.:
 - Sending an email with an attachment
 - Using search engines safely
 - Creating a basic presentation or poster
 - Recognising phishing or unsafe websites
- Lessons are designed around **structured routines**, using:
 - Visual schedules
 - Chunked instructions
 - Now/Next boards

- Multimodal learning (videos, demonstrations, hands-on work)

Support Strategies

- Highly differentiated resources with simplified instructions, symbol support, and step-by-step guides.
- Use of assistive technology (e.g. speech-to-text, screen readers) where appropriate.
- One-to-one or small group instruction based on individual sensory and social-emotional profiles.
- Tasks scaffolded to reduce cognitive load and promote independence.

Embedding Preparation for Adulthood (PfA)

- Digital budgeting tasks linked to **independent living**.
- Email, CVs, and online forms to support **employment skills**.
- Safe searching and content creation linked to **community participation** and **communication**.
- Recognising scams and controlling personal data under **staying healthy and safe**.

Marking and Assessment Criteria

Assessment Method

- The qualification is assessed through a **summative on-screen or paper-based test**, with adaptations for access arrangements (e.g. extra time, a reader or scribe).
- For Entry Level 3 & Level 1, the test is **externally set and marked by Pearson**.
- The test consists of a **practical task** and multiple-choice questions related to real-life digital tasks.

Marking Criteria

Assessment focuses on demonstrating **practical competence**. Learners are assessed on their ability to:

Skill Area	Assessment Focus
Using Devices and Handling Information	Logging in, using folders, finding and saving files correctly
Creating and Editing	Creating documents, editing text/images, using basic formatting tools
Communicating	Sending and receiving messages appropriately (e.g. email)
Transacting	Completing simple online forms, selecting payment methods securely
Being Safe and Responsible Online	Recognising risks, applying privacy settings, and using the internet appropriately

Marking Outcomes

- Learners are awarded a **Pass or Fail**.
- There is **no grading beyond Pass**, making the qualification accessible and achievable.

- Progress is also tracked through **formative assessment**:
 - Tutor observation records
 - Annotated screenshots
 - Learning checklists
 - Peer/self-assessment using visuals or symbols
- Learner progress is **mapped to EHCP outcomes** and PfA targets to ensure relevance and personalised learning.

Impact

Academic and Functional Outcomes

- Learners achieve **Pearson Functional Skills in Digital Skills qualifications** at Entry Level 3 or Level 1.
- Students demonstrate the ability to safely and independently use digital tools across real-life contexts.
- Evidence of increasing **digital literacy**, confidence, and reduced support over time is recorded through portfolios and tracking tools.

Personal Development and Life Skills

- Improved **self-esteem and independence**, particularly in tasks such as emailing, online shopping, or content creation.
- Growth in **problem-solving and resilience** when navigating unfamiliar interfaces or solving technical issues.
- Learners contribute more confidently to digital-based classroom activities and social communication.

Preparation for Adulthood

- Learners are more prepared for **further education, supported internships, or employment**, especially where digital competence is expected.
- Positive **home-school collaboration**, with families reporting greater independence in home tech use (e.g., managing online appointments or emails).
- Learners demonstrate greater **online safety awareness**, contributing to long-term wellbeing and protection from digital risks.

Summary

The Pearson Functional Skills in Digital Skills curriculum provides a **structured, inclusive, and purposeful digital learning experience** for autistic learners. By integrating functional tasks, individualised support, and formative and summative assessment, we enable learners to succeed, build confidence, and become safe, capable digital citizens.

Enrichment

At Wargrave House school we enrich our learners' experiences by providing a plethora of additional platforms to explore, demonstrate and strengthen their digital skills. Learners can access computing club each week and online digital platforms such as maths seeds, Mathletics, accelerated reader daily. Learners can also access Spike Lego, Sphero balls, scratch, voice recorders musical instruments, VR headsets and drones to complete projects across the curriculum.

Community learning

At Wargrave House School, we love to encourage learning and exploration through experimentation and adventure to support and consolidate skills, qualities and life skills developed through the curriculum. Therefore, we harness community-based activities in experiences to promote the use of these said skills. Examples include using the Ipad to capture evidence of these skills; using the go pro camera to site the practical activities the learners have been involved in and use drones to capture footage for assemblies, projects and VR headsets.

Preparation for life

At Wargrave House school, we prioritise and value the development of life skills to increase the choices available to our learners in adulthood. Therefore, we promote the use of digital devices and software through independent living skills, operating appliances and using software in functional communication.

Capital of culture

In order for our learners to utilise their skills to create a positive capital of culture in school, they are encouraged to participate in activities which enrich the lives of both themselves and others whilst extending their knowledge of digital skills and the use of digital technology in the school, local and wider learning communities. Examples include using the EPOS till system in the school shop; using the barista machine and the sum up app in the Barista bar; using digital devices and software to deliver presentations in assemblies; using different digital devices and software and accessing the DIDIM smart playground at regulation times during the day.

Complimentary courses

All learners in KS4, engage in a Btec pre-vocational studies - Entry to vocational studies course at E1-L2 level. Whichever level of course is being accessed, all learners participate in a variety of modules, designed to deepen their understanding of different work sectors and employability skills.

At Entry level 1, the learners can cover the following modules:

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared Visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

At entry level 2, the learners can cover the following modules:

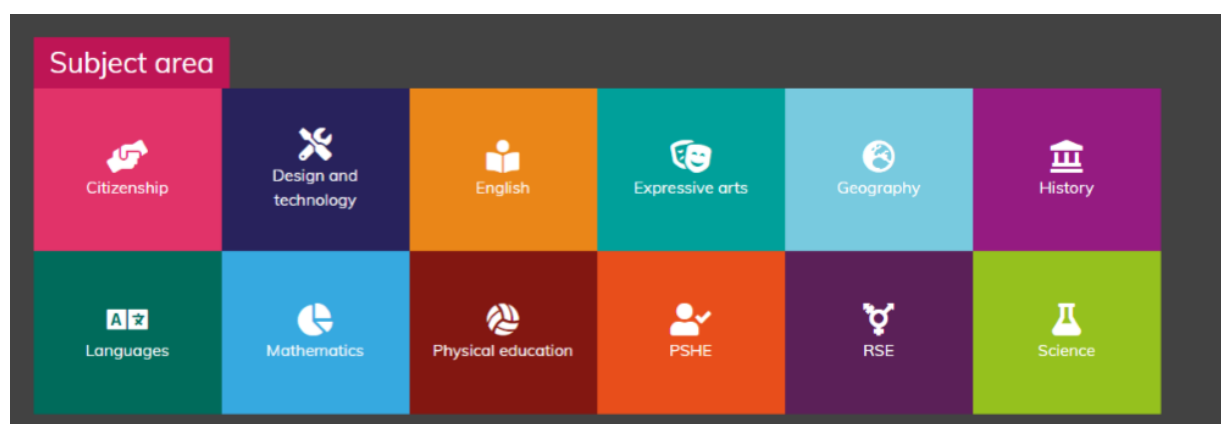
Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Adapting to New Situations	30	Optional
2	Following Instructions to Carry Out a Task	30	Optional
3	Handling Money Transactions	30	Optional
4	Preparing a Meal for Others	30	Optional
5	Participating in a Visit	30	Optional
6	Understanding Personal Health and Wellbeing	30	Optional
7	Contribute to Running an Event	30	Optional
8	Providing a Customer Service	30	Optional
9	Using Digital Skills	30	Optional
10	Contributing to a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Contribute to a Team Sport Activity	30	Optional
13	Create a Product	30	Optional
14	Being Creative	30	Optional
15	Contribute to an Enterprise Activity	30	Optional
16	Planning for the Future	30	Optional
17	Being Part of the Team	30	Optional
18	Working Towards an Agreed Target	30	Optional
19	Create a Document	30	Optional
20	Using Public Transport	30	Optional

At entry level 3, the learners can cover the following modules:

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	Mandatory unit		
1	Skills for Learning	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

Learners working at Entry level, access LifeSkills challenges that have been mapped to the four Preparing for Adulthood pathways and cover subject areas such as English, mathematics and PSHE. Learners access a bespoke package of modules linked to their area of need and interest, especially linked to their EHCP.

These are the areas that can be covered:



Preparing for Adulthood pathway



Community inclusion



Employment



Good health



Independent living and
housing

Vocational area



Computing



Construction



Hair and beauty



Health and social care



Hospitality and
catering



Land-based



Manufacturing



Media



Sport and leisure