South Hiendley Primary School

Computing Action Plan written in line with the School Development Plan 2020-2021 Leader: Elizabeth Edwards

Overview of Priorities (**Priorities from previous inspection**)

Leadership and Management	Quality of Education
1.1 Subject leader uses the monitoring information they collect to identify which aspects of curriculum implementation require improvement, and use this effectively to improve teaching and learning.	2.1 Leader has a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
1.2 Subject leader has the required subject expertise in order to effectively lead and develop their subject.	2.2 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
1.3 Subject leader is ambitious for pupils **and has high expectations of the work produced so that it is challenging for all abilities (LA/MA/HA/SEND/Lowest 20%).**	2.3 Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
	2.4 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
	2.5 Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Objective 1: Leadership & Management

Barriers to developing leadership:
-New leadership structure (distribution of roles)
- New Headteacher (new to school)
- New curriculum leader for MFL due to maternity leave

Increase the effectiveness of leaders by ensuring that:

1.1 Subject leader uses the monitoring information they collect to identify which aspects of curriculum implementation require improvement, and use this effectively to improve teaching and learning.

1.2 Subject leader has the required subject expertise in order to effectively lead and develop their subject.

1.3 Subject leader is ambitious for pupils **and has high expectations of the work produced so that it is challenging for all abilities (LA/MA/HA/SEND/Lowest 20%).**

Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	PersonResp. (Who?)	Monitoring
1.1 Subject leader uses the monitoring information they collect to identify which aspects of curriculum implementation require improvement, and use this effectively to improve teaching and learning.	**By December 2020:** A system for monitoring computing is in place for the year. **By April 2021** The monitoring practice is developing and improvements in teaching computing are beginning to show. **By July 2021** A cycle of monitor / feedback / evaluate is embedded. Evidence in pupil work, voice and observations shows improvements in teaching and learning.	Computing to be included on the monitoring plan. Computing lead to undertake monitoring that may include: • Pupil voice • Evidence of work (books/seesaw) • Lesson drop ins Computing leader to report findings and next steps from monitoring. Teachers to act on next steps. Computing leader will ensure that any next steps have been completed through follow up monitoring.		EE EE EE Teachers EE	Monitoring plan Evidence of monitoring (Pupil voice questionnaire, evidence of work, feedback from lesson drop ins) Feedback from monitoring including next steps. Evidence of follow ups.
1.2 Subject leader has the required subject expertise in order to effectively lead and develop their subject.	**By December 2020:** Computing lead has a good understanding of the computing scheme and what is being taught across each year group.	Computing leader to familiarise herself with the scheme, what is taught in each year group and when.		EE	Twinkl Plan-it scheme Curriculum document

	By April 2021 Computing lead is developing a good subject knowledge of the subject and knows where to direct other staff to for support. **By July 2021** Computing lead has a good understanding of the subject and a strong subject knowledge. Computing is effectively led and teachers are aware of where to go for support when needed.	Computing lead to research computing association to join for additional support. Computing lead to keep up to date with developments in computing and any online safety issues that could arise (current games/ social media 'fads' etc.) Attend network meetings/CPD for computing.		EE EE EE	Notes from network meetings
1.3 Subject leader is ambitious for pupils **and has high expectations of the work produced so that it is challenging for all abilities** **(LA/MA/HA/SEND/Lowest 20%).**	**By December 2020:** Clear end points (expectations) are in place and have been introduced to all staff. Clear practices for supporting lowest 20% are identified and introduced to all staff. **By April 2021** Subject leader has seen suitable challenge in most lessons when undertaking monitoring. **By July 2021** Teachers have high expectations for **all** pupils. Work is challenging for all abilities.	End points for computing in place for each year group. These are identified on the curriculum documents. To be shared with all staff. Monitoring plan and evaluation plan to be in place to capture and review the evidence.		EE EE	Curriculum document Monitoring

Objective 2: Quality of Education

Barriers:

- Staff may be new to role or lack subject expertise.
- Changes in curriculum may lead to inconsistency – CPD required
- Staff may have different levels of pedagogical knowledge
- Many children will require catch up plans following the period of closure.

Improve the Quality of Education by ensuring that:

2.1 Leader has a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
2.2 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
2.3 Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
2.4 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
2.5 Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	PersonResp. (Who?)	Monitoring
2.1 Leader has a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise	**By December 2020:** Computing lead has a good understanding of the scheme, what is being taught across the year and when. **By April 2021** Computing leader is becoming more confident in the subject and can support others when needed. **By July 2021** Teachers feel confident to seek support and know where to go. They are becoming more confident in teaching computing.	Computing leader to familiarise herself with the scheme, how it is rolling out and what is being taught when. Attend network meetings for computing. Computing lead to keep up to date with the subject and any changes/developments. Leader to share any CPD/updates/developments with other staff. Leader to provide support to other staff when needed. This could include signposting to websites, team teaching, lesson drop ins.		EE EE EE EE & staff EE & staff	Twinkl Plan-it scheme Notes from network meetings

2.2 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.	**By December 2020:** Teachers are aware of what is expected in the lessons and are beginning include Rosenshine's principles. **By April 2021** Teachers plan and teach good or better computing lessons most of the time, using the scheme provided. **By July 2021** Good or better teaching of computing is embedded throughout school.	Recap of Rosenshine's Principles in Action for all staff. Computing lead to ensure that all staff are familiar with the curriculum document, what they are teaching and how. Computing lead to identify and share good practice when undertaking monitoring. Evidence of Rosenshine's principles to be identified through this. Teachers to include the principles when planning and teaching.	7th September	EE EE EE All staff	Booklet Curriculum document for MFL Evidence of monitoring
2.3 Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.	**By December 2020:** Teachers are aware of the starting points of children and are slowly building on their knowledge and skills. **By April 2021** Teachers are supporting children to develop their long term memory and are beginning to embed new knowledge and skills.	Teachers follow Rosenshine's Principles in Action when delivering computing lessons. Computing lead to undertake monitoring to ensure the principles are being followed. Computing lead to interview pupils and allow them to share their knowledge.		Staff EE EE	Evidence of monitoring

	By July 2021 Teachers support children to know more and remember more. Children can recall learning from across their time at school. They can articulate what they have learnt and share their knowledge of computing.				
2.4 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.	**By December 2020:** Teachers are aware of what needs to be taught in computing this year. They are aware of the starting points of the class and are building on this. **By April 2021** Teachers are becoming more confident in knowing the abilities of their children and use this to inform teaching. **By July 2021** Teachers can confidently articulate where children are in terms of their learning journey. They have the confidence to use this to inform future teaching.	Computing lead to send out the curriculum document for computing (contains long term plan, progression grid and vocab) and ensure that all staff know where to find the scheme. Teachers to gain an understanding of where children are at following the school closures by talking to previous teacher and recap lessons. Computing lead to provide ideas for daily/weekly/termly reviews. Teachers to use daily/weekly/termly reviews effectively to assess where children are at.		HR Staff HR Staff	Curriculum document Scheme Examples of reviews

2.5 Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	**By December 2020** Children are beginning to further develop their knowledge and skills in computing. **By April 2021** Children are developing their knowledge and skills in computing. They are able to apply these skills in to different scenarios. **By July 2021** All children are making good progress. They achieve well and have embedded their knowledge of computing for their own year group.	Computing lead to ensure that teachers know which unit they are teaching and what the end points are. Computing lead to signpost staff to websites or places to support teaching (see scheme). Teachers to use the computing scheme, curriculum document and Rosensine's Principles in Action to support their teaching. Key vocabulary to be on display in the classroom for children to refer back to. Computing lead to undertake monitoring to ensure that progress is being made.		EE HR Staff Staff EE	Curriculum documents List of websites Spanish scheme Rosenshine's booklet Displays Monitoring feedback