Computing Action Plan

Autumn 2023 – Autumn 2024

Contents

Whitchurch Values
are British Values

Respect
We show respect for those around us, the diversity of our community and for our environment

Generosity
We are generous in our words and actions

Resilience
We are resilient to the challenges we face daily

Honesty
We are honest with ourselves and others

Responsibility
We take responsibility for our learning, our behaviour and the choices we make

Aspiration
We continually strive to be the best we can be

British Values

Rule of Law
The rules help us to stay safe and fair. They apply to everyone, no matter who you are.

Individual Liberty
Everyone has the right to be themselves and express their opinions. We respect each other's differences.

Democracy
Every voice counts! We all have a say in making decisions that affect us.

Mutual Respect
We treat others as we want to be treated. We celebrate diversity and show kindness to everyone.

Tolerance
We respect and learn from each other's beliefs and traditions. We live together in harmony.

Section One: Statement of Intent for Computing at Whitchurch

At Whitchurch, we believe that Computing is a gateway to understanding how technology is woven into the fabric of life and how that both impacts and enriches our pupils' lives providing a wealth of learning opportunities and transferrable skills. At the heart of Computing, the curriculum is engaging and meaningful ensuring that it is inclusive for all pupils. In addition, our curriculum develops pupils' communication skills by learning how to keep themselves safe online through being able to recognise both the opportunities and threats posed.

We feel Computing teaches our children:
- To become adaptable and open-minded to the dynamic world of computer science and digital technology
- To be equipped with versatile and high technology computational skills that will drive their generation forward into the future
- To develop as lateral thinkers who strive for creative solutions to solve problems both independently or through team work
- To build positive relationships with the world online and understand how to communicate effectively, as well as managing conflict appropriately
- To become respectful, tolerant and active digital citizens of the world
- To set high expectations in their approach to lessons and believe they can use technology to aid their learning.

Section Two: Computing Key Priorities

Key Priorities	
To improve the quality of education in Computing for all groups of children.	To continue reviewing and evaluating the effectiveness of the COMPUTING curriculum to ensure it is align with National Curriculum statutory requirements, as well as with the school's curriculum key drivers
	To monitor the use of floorbooks as evidence of pupils' outcomes and progress within the COMPUTING curriculum and reflect children's progress and understanding over time
	To monitor the use of the embedded teacher assessment framework for COMPUTING to track and monitor pupils' progress and attainment
To develop the leadership of Computing to ensure all groups of pupils receive a good quality of education	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within COMPUTING
	To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Computing	Work collaboratively with other curriculum leaders to embed cross-curricular links that enable pupils to make deeper connections within their learning
	To increase the profile of COMPUTING across the school e.g. clubs, competitions, theme days and events that promote an enthusiasm and passion for COMPUTING

Section Three: Development Planning

Key Priority 1: To improve the quality of education in COMPUTING for all groups of children.	Lead: Siti Khan	RAG

Key Priority: Quality of Teaching	
1. To review and evaluate the effectiveness of the COMPUTING curriculum to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers 2. To use floorbooks as evidence of pupils' outcomes and progress within the COMPUTING curriculum and reflect children's progress and understanding over time 3. To embed a teacher assessment framework for COMPUTING to track and monitor pupils' progress and attainment	**Behind** **Not achieved** **Underway** **Completed**

Outcome – What? *What are we aiming to achieve?*	Actions – How? *What will happen to achieve the outcome?*	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation *What will we see when we have achieved the outcome?*
1. COMPUTING SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils. Ensure that the chn are receiving opportunities for real world experiences through a variety of rich and engaging topics	Review LTPs/MTPs for all year groups across the school when reviewing planning. Subject leader (SL) to monitor- - Is there coverage from the POS/NC? - Are a range of experiences planned for including LOTC? - Are the skills progressive from previous years? - Is planning differentiated for ALL groups of children to learn and make good progress? - Are there opportunities for children to receive real life experiences? - To create a whole school curriculum map Once planning is rigorously checked, feedback is given to YTLs to support with the QoE in COMPUTING across the whole school	Ongoing throughout the year – half termly	Leadership time	All groups of children will make good progress from their start points due to well-planned lessons that provide a range of opportunities and engaging activities that supports all groups of children across the school. Teachers will know how and who to approach to receive support (where needed) to enhance their skills of planning & ensure they have clarity around the topics they are teaching.
2. COMPUTING SL, SLT, YTLs and CTs will use floorbooks to ensure clarity around the content being taught in COMPUTING lessons and the outcomes of children	Use of a floorbook per year group that evidences the outcomes of each objective for the computing programmes of study. Subject Leader (SL) to monitor: - Is there coverage from the POS/NC - Are there opportunities for children to receive real life experiences?	Ongoing throughout the year – half termly MTL/SK	Leadership time	Outcomes from the floorbooks will be addressed in a systematic and robust manner which will result in the QOE in subjects improving across the school, within individual year groups and across the academic year.

across the school. This will allow for different objectives to be evidenced and for children to be able to refer back to their prior learning.	- Are a range of experiences planned for including LOTC? Discussions with pupils to understand their knowledge of the COMPUTING curriculum in relation to the development of the floorbooks. Establish whether children are able to make links between their prior and current learning using the evidence that they have collected.	Summer 2 - MTL	Leadership time	
3. COMPUTING SL, SLT, YTLs and CTs will have an assessment framework that can track and monitor pupils' progress and attainment in COMPUTING and identify areas of strength and areas of development that can be used to refine the education offer at Whitchurch linked to Computing	CPD training for class teachers to share a collective understanding of a whole school assessment system for Computing. Subject leader to provide support for each year group to ensure all are secure with how to assess and record the data accurately. To look through assessment descriptors to ensure assessments are used to inform future lesson planning.	Spring 2 – SK	Leadership Time	Teachers will be succinct in using a whole school assessment tool for Computing relating to the NC objectives that will lead to accurate formative and summative assessments of children's progress and attainment across the whole school.

Key Priority 2: To develop the leadership of COMPUTING To ensure ALL groups of pupils receive a good quality of education	Lead: Siti Khan			RAG
Key Priority: Leadership & Management 1. To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within COMPUTING 2. To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress				**Behind** **Not achieved** **Underway** **Completed**

Outcome – What? *What are we aiming to achieve?*	Actions – How? *What will happen to achieve the outcome?*	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation *What will we see when we have achieved the outcome?*
1. COMPUTING SL to deliver CPD training to class teachers to widen the understanding of the curriculum and assessment framework, in order to ensure at least a GOOD quality of education and build confidence around teaching COMPUTING.	COMPUTING subject leader and/or external specialists to deliver CPD training to all staff- covering the following: - Staff to complete a skills audit based on subject knowledge and confidence planning, teaching and assessing Computing - Do teachers understand why we teach COMPUTING and the importance of it? - Are there opportunities for children to receive real life experiences in COMPUTING? - Do teachers understand how computers think and make links between the use of technology and what they are teaching? - Do teachers understand how to use a wide range of hardware/ software to develop pupils' computational thinking and problem solving?	Spring 2 - SK Autumn 2/Spring 1 – SK	Leadership time CPD Budget EO8	This will provide staff with real world experience, as well as develop them as global citizens which they can then in turn cascade down to pupils as part of the COMPUTING curriculum due to subject-specific training that shares good practice, as well as effective strategies for the QoE related to COMPUTING
3. Subject leader can utilise the collection of data by CT using the TAF to ensure good progress is being made by all pupils, to identify gaps consistently occurring in their learning and to challenge and extend the learning of pupils who are exceeding.	COMPUTING SL will analyse the collection of data regularly. This will ensure: - Identification of pupils who are not attaining national expectations in Computing. Subject Leader to work across the whole school in sharing good practice on ideas around planning, teaching, assessment and questioning linked to the new curriculum to raise pupil outcomes. - Pupils who are exceeding in Computing and can be challenged through school-based projects e.g. attendance at Digital Leaders, borough-wide and National competitions, as well as involvement in the School Radio	Termly- throughout the year - SK	Leadership Time	QOE for COMPUTING will improve across the school as specific focus groups will be targeted and then supported with greater subject-specific aims in mind.

Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Computing	Lead: Siti Khan	RAG
Key Priority: Personal Development, Behaviour & Attitudes 1. Work collaboratively with other curriculum leaders to embed cross-curricular links that enable pupils to make deeper connections within their learning 2. To increase the profile of COMPUTING across the school e.g. clubs, theme days and events that promote an enthusiasm and passion for COMPUTING		**Behind** **Not achieved** **Underway** **Completed**

Outcome – What? *What are we aiming to achieve?*	Actions – How? *What will happen to achieve the outcome?*	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation *What will we see when we have achieved the outcome?*
1. COMPUTING subject leader, all teachers, SLT and link governor all understand what is being taught, when it is being taught and how it is being taught. They understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision.	Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links should be made Link elements of COMPUTING with wider curriculum across the year and ensure that these are understood prior to MTPs being created COMPUTING SL will - Liaise with other curriculum leaders and YTLs to ensure links are being explicitly outlined - Highlight opportunities to make real-life experiences explicitly recognisable in the teaching and learning. Explore enrichment trips, which involves the use of technology, for e.g. Samsung Discovery Centre at British Museum, digital storytelling at the British Museum	Autumn 2 onwards and half-termly	Leadership time Leadership time	Pupils are able to make connections within their learning through a thematic approach to curriculum design. Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience
2. SL and all stakeholders are invested in giving pupils opportunities to develop their talents and interests	Ensure there is a range of opportunities within computing to support pupils and nurture their talents and interests e.g. Safer Internet Day & Coding Competitions Highlight the opportunities for potential careers in COMPUTING through Careers week	Termly Summer 1/2	Leadership Time	Pupils are exposed to real world experiences that develop them as global citizens Pupils become aware of potential career paths they can undertake linked to COMPUTING

Section Four: Monitoring

Leaders' Monitoring Schedule
School Development Plan Monitoring 2023/2024

Priority	Responsible Staff	Monitoring Leader	Monitoring Date
To improve the quality of education in COMPUTING for all groups of children.	Martin TL (DHT/SL)	(HT) Martin TL (DHT)	Termly (Autumn, Spring 2 and Summer 2)
To develop the leadership of COMPUTING to ensure ALL groups of pupils receive a good quality of education	Martin TL (DHT/SL)	(HT) Martin TL (DHT)	Termly (Autumn, Spring 2 and Summer 2)
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Computing	Martin TL (DHT/SL)	(HT) Martin TL (DHT)	Termly (Autumn 2 and Summer 2)