**Seven Stars Primary School**

**Computing Action Plan**



**2022 - 2023**

**‘Where children come first’**

**Monitoring group:**

Subject Leader: Rachel Warner

Curriculum Leader: Cathy Walsh

Head Teacher: Mike Mitchell (with Senior Leaders)

Governor: tbc

**Support and quality assurance:**

LA School Improvement Partner: Angela Heyes

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| **Computing 2022-23** | | | |
| Milestones / Success Criteria columns should be RAG rated at the end of each term: what has been achieved/HAD THE INTENDED IMPACT, what has been started but not yet embedded (LIMITED IMPACT) and what has not yet been achieved (Actions not taken therefore NO IMPACT to date) | | | |
| **Objectives (Intent)** | **Measures of success (Impact) by July 2023** | **Current position (July 2022)** | |
| 1. **Establish a clear and logical sequence of key knowledge (including vocabulary) for Computing from Early Years into Year 1 and then throughout school to Year 6** | A clear curriculum for Computing is in place *(either devised by the subject leader in liaison with teachers or a published scheme)* which is:   1. Logically sequenced from Early Years to Year 6 and clearly identifies the essential knowledge that pupils should learn 2. Linked to the National Curriculum 3. Offers clear opportunities to open each of the five doors of our Open Doors Curriculum 4. Available for all to see and read on the school web-site in the Curriculum section 5. Available in the correct section of Teams so that staff are able to access Curriculum Subject Plans for each cohort   A word-bank of key vocabulary for Computing for each Year group has been produced (which indicates what new words/phrases are being introduced in each year group)  Knowledge Organisers have been reviewed and link clearly to Medium Term Plans and added to the school website. | Ofsted report July 2022 (generic comment):  *‘In a minority of subjects, leaders have not thought carefully enough about the essential knowledge that pupils should learn from the early years to Year 6. This means that pupils do not build new learning on what they already know. This slows some pupils’ progress. Leaders should ensure that all subject curriculums clearly identify the knowledge that pupils will learn from the early years to Year 6’*   * All staff are using or teaching from purple mash computer curriculum units and adapting them to suit the needs of individual children or adapting them to make them link with topics. * Some staff have been using a curriculum map some staff have been using ICT slots to catch up on other areas of the curriculum. Not all curriculum has been covered last year. * Early Years are using the EYFS Purple Mash (Mini Mash) curriculum tool as a guideline to inform their computing planning and lessons. They are using a range of physical resources to support development of computational thinking such as push and pull toys, switches and bee bots * We have a new technician who has updated the server and wifi capacity * Subject leader has monitored evidence of work through purple mash | |
| 1. **Develop high quality teaching (pedagogy) throughout the school in all Key Stages/Phases in Computing (and for all pupils including SEN and more Able)** | All staff (teachers and TAs) have improved in their subject knowledge and understanding of subject-specific pedagogy (how to deliver) Computing through:   * 1. effective self-reflection, subject-specific survey results analysed and actions implemented   2. internal support and training (Staff meetings; 1:1 input; visiting partner classes)   3. external support and training where necessary and within school budget restrictions (e.g. via Purple Mash or other providers)   4. Links with other schools where Computing is a strength of the school   All staff are aware of how to support, enable and celebrate SEN pupils when adapting and delivering the ComputingCurriculum | Result of most recent ‘staff confidence’ Computing survey indicates that the majority of staff do not feel confident in delivering some elements the Computing curriculum without some support (Particularly coding)  2021-22 staff have used a produced scheme (e.g. Purple Mash) and resources | |
| 1. **Monitor the Computing provision across school to identify how effectively the Computing curriculum is being taught and that the content is understood by pupils*.*** | A Computing action plan with clear targets is in place which is reviewed at least termly  A subject leader log has been kept over the year with an indication of monitoring that has taken place and any other subject leader actions    ‘Golden Thread’ Monitoring exercises have taken place in Computing through for example pupil interviews, surveys, books, data, observations, displays and ensuring all learning is matched to the curriculum intent (so we have evidence that what we say we will teach IS being taught when we say it is)  Reports have been delivered/presented to Governors on Computing at regular intervals at Governor meetings and/or in 1:1 conversations with Governors  Analyse end of year data for Computing using the Purple Mash Tracker information and identify strengths and gaps to inform action plan and future CPD/input | Ofsted report July 2022 (generic comment):  *‘In a small number of subjects, leaders have not checked to make sure that staff deliver the curriculum as intended. This sometimes hampers pupils’ progress.*  *Leaders should ensure that subject leaders receive suitable support so that they can check how effectively these subject curriculums are being taught and that the content is understood by pupils.’*  Year 1: Almost fully taught 2 lessons missing from spreadsheets  Year 2: 4/9 units fully taught some missing evidence from Questioning, effective searching and presenting ideas  Year 3: 8/9 units fully taught spreadsheet unit missing  Year 4: 1 lesson from planning taught  Year 5: 2 out of purple mash units fully taught some evidence for KLIPs for word processing (Word) Spreadsheets (Excel) given  Year 6: 5 out of 9 units taught. | |
| 1. **Additional actions have taken place across the year that have moved the subject forward** | * 1. The Computing Policy has been reviewed   2. Computing pages of the school web-site have been updated   3. Resources have been purchased where necessary to support the implementation of the curriculum   4. Additional extra-curricular Computing opportunities or whole school events have been organised and offered to the children   5. Computing is seen in the school environment such as through displays | Laptops fully set up and used throughout the school for cross curriculum links combining computing with other subjects. | |
| **Objectives**  **(Intent)** | **Specific Action / Tasks - Implementation**  (what steps we will take to achieve our intended outcomes) | **Support for Leader** | **Monitoring / Quality Assurance / Support events / Milestones**  (further dates to be added as necessary) |
| 1. **Establish a clear and logical sequence of key knowledge (including vocabulary) for Computing from Early Years into Year 1 and then throughout school to Year 6** | 1. Review current Medium Term & Long Term Plans (Curriculum) for Computing:  * Ensure the curriculum is sequenced (knowledge building on prior knowledge) and matched to the National Curriculum expectations (and address gaps or mismatches where necessary) * Ensure Medium Term Plans and Knowledge Organisers match the agreed Curriculum * Ensure retrieval practices relevant for Computing are in plans (and being implemented in lessons) * Ensure the Computing curriculum for each cohort helps the children embed Computing knowledge into long term memory through dual coding (use of various means of presenting information), retrieval practices, interleaving (returning to key principles and reminders of prior knowledge) * Support teachers with planning and resources where the curriculum needs to be revised (review Purple ensuring breadth of coverage of all Computing objectives in all year groups)  1. Review the allocated teaching time for Computing and ensure appropriate amount of time is being allocated and delivered for the Computing curriculum on a weekly basis (and that teachers are teaching each subject at least 50% of the time in the school year – core subjects should be the vast majority of the time) 2. Build a word-bank of key vocabulary for Computing for each Year group which indicates what new words/phrases are being introduced in each year group and ensure key vocabulary appears on Medium Term Plans; Knowledge Organisers; Web-site (class and subject pages); Displays in class and in books | SLT  Adviser  Purple Mash  Partner schools | INSET MTP review **1.9.22**  **Ongoing** review over the year in Subject Leader monitoring time  Purple mash training **21.9.22**  Subject Leader time at staff meeting to monitor subject and complete Subject-specific tasks:  **19.10.22 & 7.12.22** – Autumn term  Feedback given to all staff on how to complete assessments  **8.2.23 & 22.3.22** – Spring term  **24.5.23 & 28.6.23** – Summer term  **8.2.23** – Staff Meeting / Subject Leader focus on ‘Open Doors’ whole school intent  **5.7.23** – Whole School Curriculum review of all subjects (including vocabulary banks; Medium Term Plans; review of schemes and resources) |
| 1. **Develop high quality teaching (pedagogy) throughout the school in all Key Stages/Phases in Computing** **(and for all pupils including SEN and more Able)** | Identify CPD needs of staff in relation to Computing and implement training/updates in liaison with Curriculum Lead (staff meetings/calendar)   * Initial self-reflection survey from all teaching staff to identify areas where CPD is required * Ongoing in-house training / support (with staff meeting time) * External support and training (Purple Mash 21st September) * Use monitoring to inform whole school or individual CPD around a specific aspect of Computing   Ensure principles of High Quality Teaching are being implemented in Computing to ensure the best outcomes for all pupils (including SEN) in line with the school Teaching and Learning Policy  Subject Leader to seek their own development and support via Curriculum Leader (within constraints of the school budget) including:   1. Discussions with Curriculum Leader (CW) 2. External CPD and support (e.g. Lancs; Yarrow etc) 3. Links with partner schools (e.g. local primary or High schools and/or colleges) 4. Professional organisations 5. Advisers/consultants 6. Publications / self-study | SLT  CPD providers (Purple Mash Yarrow etc)  Adviser | Initial staff confidence survey **2.9.22** (to be analysed by HT and passed to SL **23.9.22**)  Specific Staff Meeting time allocated to training and support for Computing at a date allocated by SLT (tba)  CPD dates to be arranged over the year dependant on budget (in liaison with DH/HT)  1:1 support events or facilitating observations of lessons between partner teachers where appropriate – dates tba (in response to monitoring and staff confidence survey)  Ongoing staff training by CW on principles of High Quality Teaching (extending universal offer) for all subjects  **28.9.22** & further dates tba |
| 1. **Monitor the Computing provision across school to identify how effectively the Computing curriculum is being taught and that the content is understood by pupils*.*** | 1. Develop subject specific action plan with SMART targets reviewed & developed regularly      1. Monitor subject-specific progress of pupils (identifying strengths and gaps) providing feedback to teachers and identifying targets/actions and providing support where needed via ‘Golden Thread’ (pupil interviews, surveys, books, data, observations, displays etc) 2. Monitor the effectiveness of the curriculum ensuring that the key skills are being taught (see intention 1 above) and that what is being taught is what is on the plans 3. Report to SLT and Governors on progress of subject action plan and impact of intentions/progress of pupils 4. Meet termly with Curriculum Leader for support conversations regarding monitoring of the subject 5. Maintain over the year a Subject Leader Log (on Teams) as a record of evidence of monitoring and to support feedback and review of subject for Action Plan 6. Analyse end of year data for Computing using the Purple Mash Tracker information and identify strengths and gaps to inform action plan and future CPD/input |  | INSET MTP review **1.9.22**  **Ongoing** monitoring over the year in Subject Leader monitoring time (during occasional release time negotiated with SLT/DH but also monitoring ‘moments’ *e.g*. walk-round after school; mini-pupil interview or book look)  Subject Leader time at staff meeting to monitor subject and complete Subject-specific tasks:  **19.10.22 & 7.12.22** – Autumn term  Feedback given to all staff on how to complete assessments  **8.2.23 & 22.3.22** – Spring term  **24.5.23 & 28.6.23** – Summer term  **5.7.23** – Whole School Curriculum review of all subjects (including vocabulary banks; Medium Term Plans; review of schemes and resources)  Subject Leader Review meetings with Curriculum Lead (CW):  w/c **10.10.22** – Autumn term  w/c **6.2.23** – Spring term  w/c **19.6.23** – Summer term  **20.9.23** - Computing Action Plan to be added to Teams  Subject report for Governors’ Curriculum and Standards committee |
| 1. **Additional actions that will move Computing forward in the school and support improved outcomes for all pupils** | 1. Review Computing Policy 2. Update Computing pages of the school web-site 3. Purchase resources where necessary to support the implementation of the curriculum:  * Computing scheme Purple Mash  1. Additional extra-curricular Computing opportunities or whole school events have been organised and offered to the children  * Computing Club  1. Development of school environment to enhance and raise the profile of Computing |  | Subject Leader time at staff meeting to monitor subject and complete Subject-specific tasks:  **19.10.22 & 7.12.22** – Autumn term  **8.2.23 & 22.3.22** – Spring term  **24.5.23 & 28.6.23** – Summer term  **7.12.22** – Subject policy updated and on Teams and School web-site  **On-going** – update subject pages on the school web-site (to be reviewed at Subject Leader review meetings)  **5.7.23** – Whole School Curriculum review of all subjects (including vocabulary banks; Medium Term Plans; review of schemes and resources)  Subject Leader Review meetings with Curriculum Lead (CW):  w/c **10.10.22** – Autumn term  w/c **6.2.23** – Spring term  w/c **19.6.23** – Summer term  **June/July 2023** – evidence of school displays (classes/whole school) promoting and supporting profile of subject across the year (photos) |