



# Computing Action Plan

Autumn 2021 – Autumn 2022

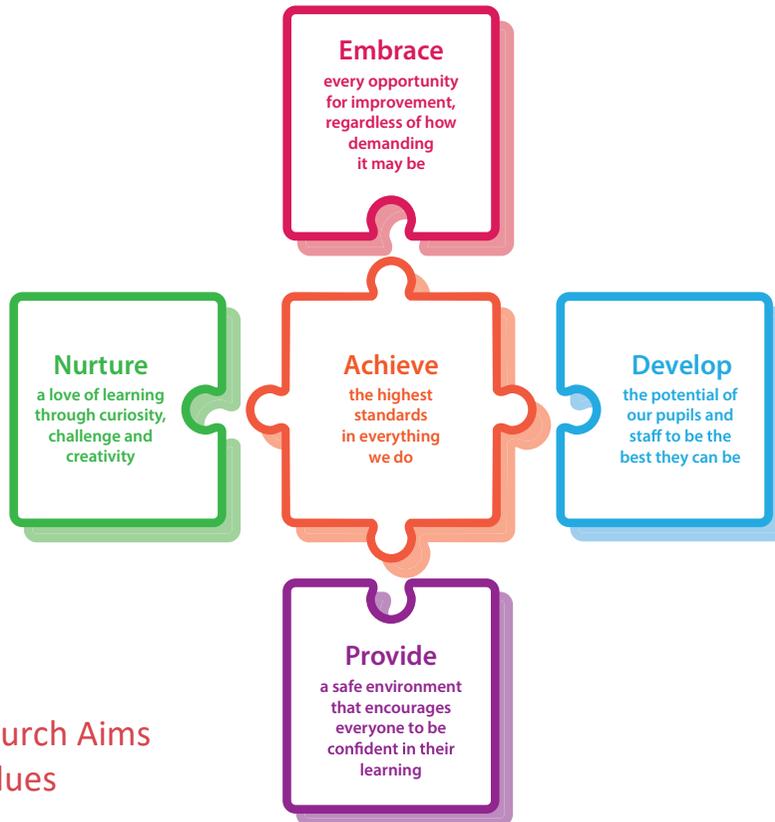
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## Our Vision and Values

learners today,  
leaders tomorrow



## Whitchurch Aims and Values



## 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 change with the ever-evolving world of technology and being prepared for their future lives
- To develop their problem solving skills which allow the children to think creatively to find solutions both independently and within a team environment.
- To become analytical when challenges arise and learn to solve problems in an effective way
- To build positive relationships with the world online and understand how to communicate effectively, as well as managing conflict appropriately
- To become respectful and tolerant global citizens in the digital world
- To embrace technology and learn to understand how to use a wide range of both software and hardware connected to their daily lives
- 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	
<b>To improve the quality of education in COMPUTING for all groups of children.</b>	To analyse LTPs/MTPs for all year groups across the school when reviewing planning to create a COMPUTING whole-school LTP referencing each year group's LTPs and the NC skills and knowledge from the POS
	To use floorbooks as evidence of pupils' outcomes and progress within the COMPUTING curriculum
	To create and implement an assessment framework that tracks pupils' progress and attainment in COMPUTING
<b>To develop the leadership of COMPUTING To ensure ALL groups of pupils receive a good quality of education</b>	To create an 'Intent statement' that relates to the vision and QoE in COMPUTING.
	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within COMPUTING
	To attend both external and in-school training focusing on curriculum design to support the leadership of COMPUTING
<b>To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Computing</b>	Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning
	Host COMPUTING-related clubs, theme days and events to 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: Deputy Headteacher		RAG
<b>Key Priority: Quality of Teaching</b> 1. To analyse LTPs/MTPs for all year groups across the school when reviewing planning to create a COMPUTING whole-school LTP referencing each year group's LTPs and the NC skills and knowledge from the POS 2. To use floorbooks as evidence of pupils' outcomes and progress within the COMPUTING curriculum 3. To create and implement an assessment framework that tracks pupils' progress and attainment in COMPUTING				Behind <span style="color: red;">Not achieved</span> Underway <span style="color: green;">Completed</span>
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
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- <ul style="list-style-type: none"> <li>- Is there coverage form the POS/NC?</li> <li>- Are a range of experiences planned for including LOTC?</li> <li>- Are the skills progressive from previous years?</li> <li>- Is planning differentiated for ALL groups of children to learn and make good progress?</li> <li>- Are there opportunities for children to receive real life experiences?</li> <li>- To create a whole school curriculum map</li> </ul> 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  DHT/SL	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 for the chn at Whitchurch & ensure they have clarity around the topics they are teaching.

<p>2. COMPUTING SL, SLT, YTLs and CTs will have clarity around the areas of strength and development in their subjects across the school. Identified areas of strengths will be utilised to support where AOD have been identified.</p>	<p>Monitor LTPs/MTPs planning to both triangulate what has been taught and ensure differentiation, progression, inclusion and a range of skills being taught- these should be annotated on the plans. Discussions with class teachers to understand how COMPUTING is evidenced to show pupils' progress and attainment</p> <p>Feedback to year team leaders, SLT and governors with points to celebrate and areas of development. (For subject leader and year team leaders).</p> <p>Discussions with pupils to understand their feedback of strengths and weaknesses of COMPUTING in their class</p> <p>Establish if there are opportunities to look at and understand their mental well-being linked to eSafety?</p>	<p>Ongoing throughout the year – half termly</p> <p>DHT/SL</p> <p>Summer 2 - DHT</p>	<p>Leadership time</p> <p>Leadership time</p>	<p>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.</p>
<p>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</p>	<p>CPD training for class teachers to share a collective understanding of a whole school assessment system for Computing.</p> <p>Subject leader to provide 1:1 support for each year group to ensure all are secure with how to assess and record the data accurately.</p> <p>To look through assessment descriptors to ensure assessments are accurate and used to inform future lesson planning.</p> <p>Analysis of data identifies 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.</p> <p>Analysis of data identifies pupils who are exceeding in Computing and can be challenged through school-based projects</p>	<p>Spring 2 – DHT</p> <p>By beginning of Summer term and then on-going throughout the school year.</p>	<p>Leadership Time</p> <p>CPD Budget EO8</p>	<p>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.</p>

<b>Key Priority 2: To develop the leadership of COMPUTING To ensure ALL groups of pupils receive a good quality of education</b>				<b>Lead:</b> Deputy Headteacher	<b>RAG</b>
<b>Key Priority: Leadership &amp; Management</b>					<b>Behind</b> <b>Not achieved</b> <b>Underway</b> <b>Completed</b>
<ol style="list-style-type: none"> <li>To create an 'Intent statement' that relates to the vision and QoE in COMPUTING.</li> <li>To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within COMPUTING</li> <li>To attend both external and in-school training focusing on curriculum design to support the leadership of COMPUTING</li> </ol>					
<b>Outcome – What?</b> <i>What are we aiming to achieve?</i>	<b>Actions – How?</b> <i>What will happen to achieve the outcome?</i>	<b>Who/when?</b>	<b>Resources Costs</b> <b>Budget Code CFR</b>	<b>Success Criteria and Evaluation</b> <i>What will we see when we have achieved the outcome?</i>	
1. COMPUTING subject leader, all teachers, SLT and governors all understand what is being taught, when it is being taught and how it is being taught.	Create an intent statement which needs to be a clear outline of the vision and aspirations of the COMPUTING subject leader in moving COMPUTING forward.	Spring 1  DHT	Leadership time	<p>School stakeholders 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.</p> <p>COMPUTING 'Intent statement' is shared across the school/website with all stakeholders.</p> <p>QOE in subjects adheres to these INTENT statements. This is triangulated across all sources of evidence.</p>	

<p>2. Class teachers have secure subject knowledge of what they are teaching and how they teach COMPUTING to support pupils' outcomes and ensure at least a GOOD quality of education in the subject</p>	<p>COMPUTING subject leader to deliver INSET training to all staff- covering the following:</p> <ul style="list-style-type: none"> <li>- Do teachers understand why we teach COMPUTING and the importance of it?</li> <li>- Are there opportunities for children to receive real life experiences in COMPUTING?</li> <li>- Do teachers understand how computers think and make links between the use of technology and what they are teaching?</li> <li>- Do teachers understand how to use a wide range of coding software (eg Scratch) to develop pupils' computational thinking and problem solving?</li> </ul>	<p>Spring 2  DHT</p>	<p>Leadership Time  CPD Budget E08</p>	<p>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</p> <p>Teachers will know how and where to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch &amp; ensure they have clarity around the topics they are teaching.</p> <p>QOE for COMPUTING will improve across the school as we see the implementation of actions from the CPD session and the impact upon pupil outcomes.</p>
<p>3. Subject leader can support teachers to enhance their skills enabling pupils to make good progress &amp; the</p>	<p>Attend in school training</p> <ul style="list-style-type: none"> <li>- Attend half termly training provided by SLT on a range of activities including: changes to the framework, changes to the school monitoring system and continued support on leadership and developing the QoE in COMPUTING.</li> </ul>	<p>Half termly basis - DHT  Termly-throughout</p>	<p>Leadership Time</p>	<p>QOE for COMPUTING will improve across the school as we see the implementation of actions from the CPD sessions attended and the impact upon pupil outcomes.</p>

QoE in COMPUTING to be at least GOOD	- Attend COMPUTING conferences to network with other schools in the borough and share good practice and seek support and advice when needed.	the year - DHT	CPD Budget E08	
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<b>Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Computing</b>		<b>Lead:</b> Deputy Headteacher		<b>RAG</b>
<b>Key Priority: Personal Development, Behaviour &amp; Attitudes</b>				<b>Behind</b> <b>Not achieved</b> <b>Underway</b> <b>Completed</b>
<ol style="list-style-type: none"> <li>1. Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning</li> <li>2. Host COMPUTING-related clubs, theme days and events to promote an enthusiasm and passion for Computing</li> </ol>				
<b>Outcome – What? What are we aiming to achieve?</b>	<b>Actions – How? What will happen to achieve the outcome?</b>	<b>Who/when?</b>	<b>Resources Costs Budget Code CFR</b>	<b>Success Criteria and Evaluation What will we see when we have achieved the outcome?</b>
<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links can be made Link elements of COMPUTING with wider curriculum across the year.</li> <li>2. Create COMPUTING rationale document that outlines what is being taught, why it is being taught and how it is being taught. If there are any cross curricular links- how these are purposeful? Are there any trips that could be linked? To ensure the links to safeguarding are clear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2 onwards and half-termly</li> <li>2. Summer 1 onwards and half-termly</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership time</li> <li>2. Leadership time</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils are able to make connections within their learning through a thematic approach to curriculum design.</li> <li>2. Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory</li> <li>3. Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience</li> </ol>

<p>2. SL and all stakeholders are invested in giving pupils opportunities to develop their talents and interests</p>	<p>Ensure there is a range of opportunities within computing to support pupils and nurture their talents and interests e.g. Safer Internet Day</p> <p>Liaise with IT technician to ensure the school radio is used across the school – this can be used to promote interests and talents and a platform for pupils to express themselves</p> <p>Liaise with ‘Coding Club’ and ‘Innovation Pod’ to get access to high quality after school clubs for pupils within the school</p> <p>Liaise with governors – what experiences can they offer the pupils with regards to COMPUTING</p>	<p>Spring 2 onwards and half-termly</p>	<p>Leadership Time</p>	<p>Pupils are exposed to real world experiences that develop them as global citizens</p> <p>Pupils become aware of potential career paths they can undertake linked to COMPUTING</p>
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## Section Four: Monitoring (Impact)

### Leaders’ Monitoring Schedule School Development Plan Monitoring 2021/2022

Priority	Responsible staff	Monitoring Leader	Monitoring date
<p><b>1. To improve the quality of education in COMPUTING for all groups of children.</b></p>	<p>Martin TL (DHT/SL) Tia Goldsmith</p>	<p>Caroline Rowley (HT) Martin TL (DHT)</p>	<p>Summer 2</p>
<p><b>2. To develop the leadership of COMPUTING To ensure ALL groups of pupils receive a good quality of education</b></p>	<p>Martin TL (DHT/SL) Tia Goldsmith</p>	<p>Caroline Rowley (HT) Martin TL (DHT)</p>	<p>Spring 2</p>
<p><b>3. To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Computing</b></p>	<p>Martin TL (DHT/SL) Tia Goldsmith</p>	<p>Caroline Rowley (HT) Martin TL (DHT)</p>	<p>Termly (Spring 2 and Summer 2)</p>