Bonneygrove Primary School
Subject Action Plan
Working Document

Computing Action Plan 2023-24

School Improvement Plan

Priority 1: Quality of Education	Priority 2: Curriculum Development
To improve the quality and consistency of teaching and learning across the school to raise standards and improve outcomes for all. Explicit and clear teaching steps to meet the needs of all children through clear instructions with explicit outcomes. To improve the teaching profile from Good to Outstanding.	To embed the curriculum further through subject leaders thorough understanding of their subject across the school, how it can be developed yearly so that all children make substantial progress in all (foundation) subjects and understand the value of their learning on their current and future lives.
Priority 3: Pupil Premium and SEND support	**Priority 4: Development of Mathematics**
Closing the gap in performance outcomes with PPG and SEND children. Careful tracking of prior attainment groups in every year group and specific milestones /targets set with areas of opportunity based around well-structured and delivered interventions. All children will be tracked to ensure any interventions are evident from the outset. All SEND children will make accelerated progress from their starting points and will be afforded one to one or small group support where EHC or need requires.	Development of mathematics to improve outcomes across the school. Use of data and GAP analysis to promote outcomes for PPG and SEND children. Development of fluency and mental mathematics throughout the school. Development of teaching mathematics throughout the school – ensuring CPA process is used as a matter of course. Development in the use of TAs across the school to support learning, progress, and attainment. MTC to be rigorously supported by class teachers and Mathematics Leader.
Priority 5: Personal Development of Children and Adults	**Priority 6: Reading**
Promote the extensive personal development of our pupils through a wide, rich set of experiences (various clubs in school). Opportunities for pupils to develop their talents and interests are of exceptional quality through sponsorship, There will be a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work provided and supported by the school. The school will provide rich experiences in a coherently planned way, in the curriculum (fifty things to do before leaving Bonneygrove) and through extra-curricular activities, and all staff strengthen our school's offer of activities and clubs. Staff and club organisers will always focus on the school's six values: **Resilience - Honesty - Ambition - Creativity – Kindness and Inclusion.**	To provide targeted support for less able readers. Particularly the lowest 20% of readers, by ensuring all staff have sufficient knowledge and experience of the phonic teaching programmes used to develop early reading skills. Provide Key Stage One and Key Stage Two staff with specific phonics training, and ongoing CPD, so they are equipped to provide pupils with appropriate support and guidance as they move through Key Stage Two. Read for Twenty in each year group and a focus each half term on one of the content domains 1a-1e and 2a-2h. 'Bug Club' to be used daily by all children in school and at home. Classes to visit libraries at least once per week.

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What do I want to achieve? **OBJECTIVE**	What do I need to do to achieve the objective? **ACTION**	How will I achieve the objective? **SUCCESS CRITERIA**	What support will I need to give others to achieve the objective in a timely manner? **WHEN / HOW**	What group of people or individual will undertake the objective **WHO**	What resources are required to support me meeting the objective? **COST**	After completion of objective what are my expectations? **INTENDED OUTCOME**
1. Embed Long Term Kapow planning Overview (full year) as the key planning document for teaching Computing	Ensure all Year group Leaders and Class Teachers know the Long-Term Overview for their Year group Monitor to ensure Computing is being taught regularly across the school, in all Year groups (Termly) Website updated with whole-school Long Term Overview Attend training to ensure Computing Lead has up to date skills to lead curriculum Displays across the school that show high standards of work samples	**All** year groups, including EYFS, are clear with sequence of lessons and planning, and Computing is being taught regularly Individual Year group Curriculum maps updated with new Kapow Long Term Planning Overview Staff Meetings that give key updates on Kapow and Computing Evidence Reviews, Pupil Voice and Learning Walks will show Computing is being taught and outcomes are achieved (Termly)	Staff Meeting to all staff to give key messages Meet with staff to communicate during PPA or via email when Computing messages need to be given (Ongoing) Speak to EYFS to remind that Kapow has EYFS Computing Planning that can be integrated into Curriculum	Computing Lead Year Group Leaders and Class Teachers DHT (Curriculum Lead and Social Media Lead)	£380 for Kapow subscription Use Help facilities within Kapow Computing Lead to attend Computing Update training (£200)	**Computing is taught comprehensively and sequentially across the whole school (including EYFS).** **All children can access the curriculum and all teachers have the skills and resources needed to teach it.**

		Staff have all necessary skills and feel supported in delivering Computing Curriculum				
After completion of objective what are my expectations? **ACTUAL OUTCOME**	**IMPACT**	**Date Objective Achieved:** **Ongoing**	**Diary of events related to objective:**			
			04.09.23 – Long Term Overview (23/24) emailed out with some Units amended to provide Cross-Curricular links			

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OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	INTENDED OUTCOME
2. Ensure all teachers have the necessary resources (Hardware/Software) to teach the Kapow Units	Ensure KS1 have a full set of Chromebooks in their trolley (currently 16) – New trolley needs to be ordered. Ensure all hardware and software needed to teach Kapow has been bought for school or has been downloaded on Chromebooks Look into possibility of extra funding to support with new computing software/hardware delivery in school Ensure any broken equipment is replaced or	Computing Lead will be aware of Hardware and Software across the school All teachers will have the full range of resources needed to deliver the curriculum Any new resources will have been ordered in before a Unit begins All Hardware and Software needed for the Kapow Curriculum is in working order	Ensure teachers are looking ahead in planning and identifying where extra resources are needed (Ongoing) Buy any extra equipment/apps needed to deliver the Curriculum	Computing Lead Year Group Leaders and Class Teachers HfL Computing Support Business Manager/HT	Look into possibility of increasing number of KS1 Chromebooks from 16 to 30 for a whole class set – COST TBC Awaiting Extra Micro:bits ordered through Government Scheme Repair/replacement of broken equipment – ONGOING	**Kapow is taught for one full year and all resources are available for children to fully access the Computing Curriculum** **All resources are working and readily available for children to use**

	repaired to enable full range of resources to be available				
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3. To ensure teachers are saving evidence of children's work to support with assessment.	Remind teachers of need to evidence work in Computing Lessons using Google Suite/Shared Drive/Blue folders Ensure teachers are confident in how to save work on Google Drive Update Insight Assessment System with new objectives for each Unit so teachers can update assessments regularly Computing Lead to be aware of data for each year group	Children's outcomes are being saved regularly each lesson, as per other subjects Class Teachers are confident at how to save children's work on the school systems (Google Drive or main Staff Shared) Regular Evidence Reviews ('Book Looks') show work is being saved (1/2 Termly) Assessments of children's work is accurate, and match Pupil conferences (check ½	Staff Meeting to discuss ways of saving and recording children's work Meet with staff to communicate during PPA or via email when Computing reminders need to be given (Ongoing)	Computing Lead Class Teachers	Support from HfL in ensuring staff have access to Google Classroom (Cost TBC)	**Children's outcomes from lessons/Units are saved and accessible for review**

	across the school (using Insight) Carry out Monitoring to look at work being produced by children in classes (1/2 Termly) At the end of the Year – save work from three children from each class (range of abilities) to use as exemplars of work	Termly) and Computing Lead is aware of data Displays across the school show high standards of work samples				
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4. **To monitor quality of teaching in Computing lessons.**	Ensure CTs have the support and skills necessary to teach Computing through Kapow by using teaching videos and Knowledge Organisers on website, and discussion with Lead Complete Learning Walks to observe Computing lessons – use outcomes to inform teacher CPD (Termly) Complete Pupil Voice to check Pupil's understanding of Computing and ensure it is being taught (Termly) Complete regular Evidence Reviews on Google Classroom, Blue Folders	Teachers support children in Computing Lessons and are making 'good' progress within and across lessons, including children with SEND Teachers are using assessment (AfL) to inform planning, as per other lessons Teachers are teaching well-planned and resourced lessons, with good scaffolding and models provided for all Teachers receive all training needed to support children in making good progress in Computing	Staff Meeting to provide key updates: using AfL (revisit old units if needed) and also regarding scaffolding to support children with SEND (previously delivered March 2023)	Computing Lead	Computing Lead update training session (£200)	**All children are making 'good' progress within and across lessons, including children with SEND** **Teachers are using assessment accurately to inform planning, as per other lessons**

	and/or in Bonneygrove Planning computing files (Termly) Support teachers with using AfL to amend planning, using previous Units if needed. Support teachers in ensuring all children have access to the curriculum, including ways to scaffold for children with SEND.				
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5. To ensure children are aware of ways to be safe online	Children to participate in Online Safety activities and are aware of how to stay safe online (Safer Internet Day) Complete one Unit of Online Safety per year – one lesson to be taught every half-term at the end of each main Unit. Teachers to be informed of this Raise the profile of Online Safety with parents by offering support and guidance on how to stay safe online. Consider eSafety talk/sessions	Children can talk about ways to ensure they are safe online Parents feel supported in supporting children be safe online	Meet with staff to communicate during PPA or via email when Computing messages need to be given (Ongoing) linked to eSafety	Class Teachers Computing Lead	eSafety resources – already in Kapow Safer Internet wesbites (free) Resources for Parents - some from Kapow and external sources (TBC)	**Children and Parents are aware of how children can be kept safe online**

	Issue online safety updates via Social Media					
	Conduct pupil voice about eSafety					

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Ensure children with SEND can access the Computing curriculum through adapted/additional resources.	Gather resources for children across the school Create a folder and a hardware box for SEN resources Create a 'Checklist' of ideas for staff about how to support children with SEND	All children have the resources to enable them to access Computing Crib sheets are provided for children to explain tasks in lessons Ensure pupils can clearly see the board when modelling work Text is enlarged on the screen/iPads for chn with visual impairments Teachers are aware of how to use Accessibility features	Staff Meeting Support teachers during planning sessions	All staff	Time (Subject Leader Time) Budget (TBC)	**A variety of resources are available for children from Nursery to Y6 to access the Computing curriculum, regardless of their needs.**

		Glare is reduced on screens				
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