Curriculum Subject Development Plan 2020/21   Subject Area. Computing   Lead Person. Simon Magill

Main Areas of Development	Reason/Evidence
All staff to be confident with the teaching of computing	**Some staff have reported a lack of confidence in delivering some areas of the computing scheme.**
Assessments to be undertaken regularly	**To improve the next steps planning/ grouping of computing**
Children's overall thoughts and understanding of computing to improve	**Develop a love of computing and not just the iPads.**

Overall target								
Action to be taken	**Success Criteria and Impact on Learning and Standards.**	**Lead Person**	**Monitoring**	**Evaluation**	**Cost/ Resources**	**Milestone 1 December 2020**	**Milestone 2 April 2021**	**Milestone 3 July 2021**
i Promote eSafety throughout the school	Children to understand how to stay safe on the internet. Staff to plan and deliver an esafety topic.	SM	Planning and observation of esafety lessons. Pupil interviews Work produced	Have staff planned and delivered an esafety topic? Children can talk about how they can stay safe on the internet.	None	Staff to have timetabled esafety on their yearly curriculum plan. Initial interviews undertaken. Staff have identified where the esafety risks are within their class.	Esafety to be commonly discussed in any computing lesson.	Staff to have delivered their esafety topic with work prodiced to evidence this. Display in school. Children able to talk about staying safe online.
ii Receive, track and analyse assessments for each topic taught in class.	All staff to hand in assessment to computing leader. This enables staff to have a better grasp on whole class understanding and those who require support or pushing. Computing coordinator to complete an analysis on the data given for each class.	SM	Assessment grid completed by teacher.	Has completing the data helped 'shift' children from low ability to higher ability for the next topic. What improvements does this make to the teaching of this group? How is it shown?	Free	Staff to have handed in their first assessments. Staff to have used this to improve the groupings of children within computing.	Staff have clear groupings within computing. Staff can talk about why they have created these groupings.	Computing is more accessible for all abilities. Increase in the number children viewed as lower ability moving to

								middle or more able.
To compare children's thoughts and understanding of computing via the use of before and after questionnaires and pupil interviews	Children to show a better understanding of computing and how it could be use in the real world (i.e. for a profession). Children to show a better attitude toward computing.	SM	Before and after questionnaire / pupil interviews	Have initial scores increased from the start of the year to the end? Can children explain how the computing that they have been taught is relevant to every day life?	Interview time	Staff to have completed questionnaires with the children to attain their initial response. Initial pupil interviews completed.	Pupil interviews to show that computing is changing their thoughts and opinions on what computing is for. Staff to report an increased understanding (of children) as to what computing is for.	Pupils to be able to talk fluently about computing and what potential careers it may hold. Increased enjoyment and attitude in computing viewed in questionnaires.
All teaching staff to be confident with the teaching of computing	Identify areas that teachers require support in. Complete joint planning. If necessary, complete team teaching. Teachers to feel an increased confidence in teaching that area. This will help as the children will be having the content delivered correctly.	SM	Before and after confidence sheet. Lesson observation	Have staff who have received this support used it to develop their delivery of computing? Has their confidence in delivering this increased? Staff to be regularly teaching computing due to increased confidence.	Time out of class to team teach/ observe	Areas that require support identified. Initial planning completed together.	Team teach opportunity created and implemented. Staff to report increased confidence.	Staff to be independently able to teach all areas of their part of the scheme with an increased confidence.
Ensure that More Able and SEN are planned for within computing planning.	SEN and more able have tasks that are appropriate to their needs. They are included in planning. More able computing pupils may not be more able English pupils and staff should feel confident in assessing a child as more able in computing.	SM	Planning Pupil interviews Pupil questionnaires	Does planning cater for those with SEN and those who are more able. Are pupils identified as more able? Do pupils feel that computing is challenging (MA) or	Coordinator time	Staff to identified SEN and more able pupils in computing.	Staff to plan to incorporate needs of all children in their class.	Staff can explain how this has helped individuals in computing and progress is seen throughout the class.

				accessible (SEN)				