Computing Development Plan 2022/23
Led by L Estlin

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 develop use of seesaw app and assessment criteria for teachers
Children's overall thoughts and understanding of computing to improve	Develop a love of computing and not just the iPads. Awareness of careers and roles within computing. Invite professionals in.
Focus on girls engagement with computing	Latest research from CPD and industry have indicated that more boys enter careers in computing and some girls feel that it is a 'boys' subject. Invite role models/professionals in computing into school.

Overall target									
Action to be taken		**Success Criteria and Impact on Learning and Standards.**	**Lead Person**	**Monitoring**	**Evaluation**	**Cost/ Resources**	**Milestone 1 December 2022**	**Milestone 2 April 2023**	**Milestone 3 July 2023**
1	Promote eSafety throughout the school	Children understand how to keep safe online and when using devices/platforms. Children know what to do if they have negative experiences online or something makes them feel uncomfortable. Teachers have regular conversations about safety as part of computing and the wider curriculum to gain understanding of the safety needs in their class (es). All staff to receive up to date safety guidance September 2022	**LE**	Planning and observation of esafety lessons. Pupil interviews (survey) Work produced Internet safety surveys		None	Staff to have timetabled esafety on their yearly curriculum plan Training with DH (SM) and LE: internet safety whole school staff training. Initial interviews undertaken. (surveys) What do children use/do online in each class/keystage? Staff have identified where the esafety risks are within their class. Staff survey	E safety to be commonly discussed in any computing lesson and wider curriculum. Internet safety day lessons and work. Evidence of internet safety posters/work in every classroom.	Staff to have delivered their esafety topic with work produced to evidence this as part of computing curriculum. Children able to talk about staying safe online. Use of surveys for pupil feedback

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 challenge. Trial use of seesaw app to gather evidence electronically for computing. Develop an electronic assessment framework from objectives from each topic.	LE	Assessment grid completed by teacher.		Free	Staff to have handed in their first assessments trialing digital assessment using seesaw as evidence base.	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.	**LE**	Before and after questionnaire / pupil interviews		Time out of class to conduct interviews	Interview children about their understanding and feelings about computing. Staff to have completed questionnaires with the children to attain their initial response	Invite visitors in from computing careers to talk to children or teach class to explore careers in computing as a class.	Pupils to be able to talk fluently about computing and what potential careers it may hold. Increased enjoyment and attitude in computing viewed in questionnaire s.
	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.	**LE**	Before and after confidence sheet. Lesson observation		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.

	Focus on girls engagement with computing	Subject leader to gain understanding of girls view of computing compared to boys across key stages. Identify key areas for development.		Before and after questionnaire / pupil interviews			Before and after questionnaire / pupil interviews	Teachers to explore girls in computing careers. Subject lead to invite female computing professionals into school	Girls coding/computing lunchtime club with subject lead' Repeat pupil interviews.