

**Subject Leader Raising Aspirations Plan**

**Subject: Computing**

**Academic year 2023 - 2024**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding | * Leadership ensures a robust curriculum is being followed. * Professional development is undertaken to take account of the changes in the EYFS curriculum. * Parents are well informed and prepared for changes to the curriculum * The computing curriculum ensures thorough and age-appropriate delivery of content to safeguard our pupils. * Fundamental British Values are clearly embedded throughout the computing curriculum. * Strong support is given to the newest teachers in school to ensure confidence, strength and enthusiasm in the subjects. |
| 1. The quality of education   (Teaching, Learning and Assessment) | * Computing is taught by class teachers and Assistant teachers, ensuring sessions are delivered by the adults in school who have a knowledge of what has come before and what comes next following a clear relevant curriculum. * Drop-ins and observations demonstrate the teaching of computing is consistently good. * The assessments for computing demonstrate that the majority of pupils are working at age-related, gaps have been identified and are eradicated. * Pupils with SEND access a full curriculum that they can apply and develop independence and enjoyment from learning. |
| 1. Personal Development. Behaviour and attitudes | * Children of all ages understand the importance of a high quality of education on their immediate and future lives. * Pupils develop resilience to setbacks and take pride in their achievements in computing |

Please refer to the Inspection Handbook for guidance.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

**Raising Aspirations Plan 2023- 2024**

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| 1. Leadership and Management including safeguarding   Improve the skills, capacity and effectiveness of the leadership of computing to secure rapid and sustained progress through the implementation of consistent and effective computing across the school to accelerate pupil progress. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * How has the curriculum been adjusted inline with the EYFS changes? * How are teachers being supported with delivering developments to the curriculum? * Are parents adequately informed about the curriculum? * What is the data telling – can gaps be identified in an area/ year group and if so how are teachers being supported to pinpoint and accelerate knowing more and remembering more for all pupils. | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | | | | |
| Manage the transition of new computing curriculum from Jam coding | | Week 1-8 | IP |  |  |
|  | | Continual | IP |  |  |
|  | | Week 1 – 4 | IP |  |  |
| Provide training and support for class teacher’s delivering computing | | Continual | IP |  |  |
| Provide updates for parents about online safety via the school website up to date information | | Week 1- 8 | IP |  |  |

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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What does the subject look like across the school – coverage and standards? Is this information used to support high quality teaching and learning. * How do you know the teachers have a good knowledge of the subjects and that they present subject matter clearly in an interesting and engaging manner? * How is the curriculum coherently planned and sequenced to ensure strong cultural capital? * How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence? * How are more able pupils accessing and influencing the curriculum? * What has been taken from our Covid experience to positively influence the quality of education? And how is this being woven in/shared with teachers etc. | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | | | | |
| Observe a selection of Computing lessons to ensure that lessons are high quality, children are engaged in activities quickly, learning is differentiated and linked to previous sessions and that progress is made. | | Week 4 | IP |  |  |
|  | |  | IP |  |  |
| Work collaboratively with curriculum leaders to make cross-curricular links that enable pupils to make deeper connections within their learning | | Week 1-8 | IP |  |  |
|  | | Week 7 | IP |  |  |
|  | | Week |  |  |  |

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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Do pupils behave as their best self in this subject? * Are standards as high as they are in core subjects? Why is this? * What are the pupils attitudes to the subject and how can these be further developed? * How are you ensuring teachers receive focused and effective professional development? * How do pupils develop resilience to setbacks and take pride in their achievements in this subject? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | | | | |
| Observe lessons and attitudes of the children engaging with computing lessons with new computing teacher. | | Week 7 | IP |  |  |
| Complete pupil interviews termly using Google quizzes | | Week 8 | IP |  |  |
| Investigate how assessment feedback allows children to improve their learning. Through questionnaires. | | Week | IP |  |  |

**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Spring Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer Term Evaluation**

**Subject:**

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| --- | --- | --- | --- |
|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |