



## Featherstone Academy Subject Leader Action Plan

February 2023

### DEPARTMENT/SUBJECT ACTION PLAN

**Subject:** Computing

**Subject lead:** Ryan Williams

**Year:** KS1 and 2

### CONTEXT

This year, Ryan Williams has taken on the role of Computing leader, and will be in charge of monitoring the subject from Early Years to Year 6. Ryan is starting to become familiar with the Computing curriculum across the whole school and is starting to understand how computing should be assessed. Computing should be incorporated into each termly plan in each year group and follow the new SWITCHEDON curriculum plan. This includes lesson plans, powerpoints and online resources. Due to COVID, Computing wasn't taught last year and children have missed out on important learning and skills. Teachers should start to become familiar with the SWITCHEDON teaching books they have been given and work through the lessons that are already planned so that they have a better understanding when they come to teaching the lessons.

Key: Highlighted in yellow – February 2023 update

### SUBJECT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

- School to invest in new IT technology to aid with the childrens learning and support the Computing curriculum
- Computing leader to have a more thorough understanding of the computing curriculum from Early Years – Year 6.
- Teachers to follow and complete the SWITCHEDON curriculum by following the lesson plans and becoming familiar with the software mentioned.
- For teachers to get into a weekly routine of evidencing computing from the scheme and as a cross-curricular approach.
- To incorporate online safety into most lessons (sometimes not possible) and show evidence of this. Teachers to promote online safety as part of internet safety week or mental health week. Online safety should also be taught across the whole school in assemblies and ay home through the staff newsletter.

#### DEPARTMENT/SUBJECT PRIORITIES (1 YEAR TIMESCALE):

1. To ensure that the new Computing resources are being used appropriately in lessons.
2. To develop pupils ability to work with the software mentioned in the curriculum and their understanding of the vocabulary.
3. Promote curiosity, wonder and awe in Computing and encourage children to continue using Computing software at home.
4. All year group teachers to evidence their computing lessons correctly and to use the whole school evidence folder.
5. To incorporate online safety into computing lessons, across the school and at home. This should be evidenced and information available to all staff, children and parents/guardians.

## SUBJECT PRIORITY 1: OCTOBER 2022

Member of staff with overall responsibility:

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG Evaluated at end of each term
<i>To ensure that the new Computing resources are being used appropriately in lessons.</i>	<p>Timetable put in place for each year group to use Laptops and Ipads.</p> <p>Teachers to take out Laptops and Ipads for other lessons in a cross-curricular approach or for research purposes.</p>	<p><i>Headteacher, All teaching staff.</i></p> <p>All teaching staff.</p>	<i>End of school year</i>	<p><i>Laptops and ipads.</i></p> <p><i>Charging station.</i></p> <p><i>Safe place to store technology.</i></p>	<p><i>Timetable clear to all staff of who and when will be using the technology. Teachers to make sure that they do use the technology when stated on the timetable.</i></p> <p><i>Evidence of using technology in other subjects. Eg. Displaying work made on computers or creating powerpoints for presentations.</i></p> <p><i>Feb 2023 update: Timetable for computing has been set up and being used by all teachers whether in the computer room or in the classroom. Cross-curricular approaches are starting to be used with computing but still not evidenced in computing books. Please look at Subject priority 4 for more information on this as a new priority.</i></p>	<p><i>Evidence of work created through using computers.</i></p> <p><i>Talking to children about their experiences of using technology.</i></p>	<i>Green/Amber</i>

## SUBJECT PRIORITY 2: OCTOBER 2022

Member of staff with overall responsibility:

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<i>To develop pupils ability to work with the software mentioned in the curriculum and their understanding of the vocabulary.</i>	<p><i>Teachers to have an understanding of the computing curriculum and make themselves aware of the computing vocabulary.</i></p> <p>Teachers to practice using the software mentioned eg. Scratch so that they can teach the children with confidence.</p>	<p><i>RW</i></p> <p><i>All teaching staff</i></p>	<i>Before starting each new unit in the SWITCHEDON curriculum</i>	<p><i>Laptops and ipads.</i></p> <p><i>Charging station.</i></p> <p><i>Safe place to store technology.</i></p>	<p><i>More confident teachers in teaching computing meaning that it will benefit the children as lessons can be very engaging and inspire children to experiment with the software.</i></p> <p><i>Teachers able to model the software's capabilities and teach effective computing lessons after a year of not being able to use computers.</i></p> <p><i>Feb 2023 update: from the pupil voice, children seem very happy with the computing curriculum and it is evident that computing has started to become more and more evidently taught across the school. Teachers are very familiar with the scheme and how to use it.</i></p> <p><i>The next problem is that some teachers are finding it difficult to understand and use some of the software, such as coding on scratch.</i></p>	<i>Staff Audit</i>	<i>Amber</i>

## SUBJECT PRIORITY 3: OCTOBER 2022

Member of staff with overall responsibility:

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<i>Promote curiosity, wonder and awe in Computing and encourage children to tinker with Computing software at home.</i>	<p>Demonstrate and model the software to the children and make them aware of how to access it at home.</p> <p>Encourage children to share what they have created and provide feedback online to each others creations.</p>	<p><i>Class teachers</i></p> <p><i>Parents</i></p>	<i>Throughout the school year</i>	<p><i>Laptops and Ipads.</i></p> <p><i>Access to technology at home</i></p>	<p><i>Children encouraged and motivated to use the computing software at home and work with other children to tinker, develop and provide feedback.</i></p> <p><i>Children inspired and motivated to keep using the software.</i></p> <p><i>Feb 2023 update: This has been evident in Year 5 with constant encouragement to use software at home such as rollama and kahoot. Also, within homework projects. This needs to be constant across the school.</i></p>	<p><i>Parent feedback</i></p> <p><i>An increase in engagement with computing at home</i></p>	<i>Amber</i>

# SUBJECT PRIORITY 4: FEBRUARY 2023

Member of staff with overall responsibility:

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<p><i>All year group teachers to evidence their computing lessons correctly</i></p> <p><i>To use the whole school evidence folder</i></p>	<p>Teachers to use the template on sharepoint to create a type up of each lesson with picture evidence.</p>	<p><i>Class teachers</i></p>	<p><i>Throughout the school year</i></p>	<p><i>Laptops and Ipads.</i></p> <p><i>Printer</i></p> <p><i>Computing books</i></p>	<p><i>Teachers will need to print out their completed evidence twice.</i></p> <p><i>One for the year group computing book and the other for the computing evidence folder in the computer room. This folder will show how computing is being taught across the school and show off Featherstone's computing curriculum.</i></p>	<p><i>Checking the year group computing books</i></p> <p><i>Checking the whole school evidence folder.</i></p>	<p><i>Amber</i></p>

SUBJECT PRIORITY 5: FEBRUARY 2023

Member of staff with overall responsibility:

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<i>To incorporate online safety into most lessons (sometimes not possible) and show evidence of this.</i>	<p>Use the scheme book which will give the teacher information on internet safety linked to each particular lesson.</p> <p>Teachers to promote online safety as part of internet safety week or mental health week.</p> <p>Online safety should also be taught across the whole school in assemblies and at home through the staff newsletter.</p>	<p>Class teachers</p> <p>Subject lead</p> <p>SLT</p>	<i>Throughout the school year</i>	<p>Laptops and Ipads.</p> <p>Computing books</p> <p>Scheme books</p>	<p>Teachers providing evidence of online safety taught in their printouts for each lesson.</p> <p>Individual online safety lessons evidenced in whole school folder in the computer room.</p> <p>Monthly info sent for the newsletter.</p>	<p>Checking the year group computing books</p> <p>Checking the whole school evidence folder.</p>	<i>Amber</i>