



**“Grow together
in Christ”**

**Implementation Report
for Computing
2019/20**

**Implementation Leaders:
Mrs S. Sweeney & Miss O. Drury**

Implementation Leader Report



Intention	To ensure that evidence is collected for pupils that demonstrates the secure curriculum that is taught in computing.
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Problem
What is the reason behind your intention?
Think from the perspectives of leaders, teachers, children and attainment

LEADERSHIP

- The leadership of computing has been undertaken in recent years by leaders who are no longer on the staff.
- This year, computing will be led by a team covering KS1 and KS2 (and the school’s assistant head teacher) in order to raise its status and give more focus to leadership of the subject.

STAFF

- During the explore phase it was noted staff do not gather evidence from the learning taking place within the Junior Jam sessions.
- As Junior Jam has specialism within this subject, staff do not currently use a consistent approach to the identification of specific computational knowledge to be taught sequentially in the topics, a deep understanding of how this build upon prior computational teaching, or indeed how the retention of this knowledge will be reviewed in subsequent terms.
- Computational knowledge, vocabulary and implementation are infrequently displayed around school and within classrooms.

CHILDREN

- Children have voiced their life experiences on different programmes and social networks, they therefore need a greater curriculum development around e-safety, which should be covered by class teacher, not Junior Jam.
- Children needed more opportunities to recall computational knowledge and vocabulary from prior topics and their own experiences, making relevant links across topics and outside of Junior Jam sessions.

ATTAINMENT

- Data from July 2019 shows 39.4% of the school are currently working below expected standards within Computing. Assessment of learning remains an area of development and with correct evidence gathering in place, this will allow for accurate assessments to take place.
- There are currently no working above expected standards within Computing. Explicit identification of the precise knowledge and vocabulary to be taught and assessed in computing would allow teachers to ensure a greater proportion are challenged towards this higher standard for each topic.

Intervention Description
What are the active ingredients of your intention?
What is the DNA of your intention?

Active ingredient 1:

Sequential and skill building progression long term plan in place.

Active ingredient 2:

Seesaw introduced and all staff trained to gather evidence of children's individual achievements in computing. This will provide a secure basis of assessments of learning.

Research / Evidence

*Is a solution to your problem already available?
Which research or evidence-based research have you consulted?*

EEF Using Digital Technology to Improve Learning.

*EEF (March 2019) **Technology can play a role in improving assessment and feedback:**
"Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered."*

Planned Implementation Activities

Will this be done through training, resources, monitoring, coaching, etc?

Outline of activity <i>(including when the activity will begin and persons responsible)</i>	Impact of activity		
Autumn Term 1. Further develop sequential long-term plan for Computing 2. Leaders to evaluate impact of Junior Jam and the two-year cycle of computing	Milestone 1: Sequential long-term plan in place for two-year cycle, used effectively to improve computational knowledge of staff across school.		
	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table> Evidence: 		
Spring Term 1. Implementation of Seesaw to gather computing evidence across school and within other subjects 2. Moderation of assessments with peer group year groups (staff meeting)	Milestone 3: Whole school to use the evidence gathered to assess children's individual learning and produce accurate assessments. Leaders to analyse the attainment of children across school for computing.		



<p>3. All classes to visit Apple shop in Leeds for expert e-safety learning sessions</p>			
<p>Evidence:</p>			
<p>Summer Term</p> <ol style="list-style-type: none"> 1. D:Side e-safety visitation in each classroom – teachers to observe as CPD. 2. Evaluation of knowledge and skills retention through end of year assessments. 3. Evaluation of computing planning cycle, skills progression and e-safety learning opportunities in preparation for 2020-21 delivery. 	<p>Milestone 4: Progression long term plan, e-safety lessons and accurate assessments in place for all year groups and used effectively to improve computational knowledge and online safety.</p>		
<p>Evidence:</p>			

<p style="text-align: center;">Implementation Outcomes <i>What short-term measures will you see to know that this is working?</i></p>	
<p>Short term</p> <ul style="list-style-type: none"> Improved computing long term plan sequentially organised and linked topics together to aid sequential teaching of knowledge and skills for all year groups. 	
<p>Medium term</p> <ul style="list-style-type: none"> All class teachers gather and use Seesaw for all computing topics from Spring Term onwards. This evidence is to be used to ensure accurate assessments are gathered. 	
<p>Long term</p> <ul style="list-style-type: none"> Computing is taught sequentially across a two-year cycle for all year's groups. Pupils have accurate assessments that are reflective on the evidence collected throughout computing lessons and lessons where digital technology is used purposefully. 	

