

# Computing Implementation Plan 2022-2023

Problem	Intervention Description	Implementation Activities	When will activity begin?	Implementation Outcomes:	Overall outcomes for pupils
Think from the perspective of teachers, students and attainment.	What are the active ingredients that will be different?	Will this be done through training, resources, monitoring, coaching, incentives, etc?	Set realistic start times.	What short-term measures (e.g. fidelity, acceptability, reach) will you see to know that this is working?	Short, medium and long-term outcomes (plus timeframes).
<p><b>Teaching of computing is not consistent across school</b></p> <p><b>Leadership</b></p> <p>Ensure that the new curriculum plan is being taught across all year groups.</p> <p>Monitoring that curriculum is being taught by Junior Jam and class context plan is being followed by all teachers.</p> <p>More CPD needed to enable teachers to understand key skills before delivering them.</p> <p><b>Teachers</b></p> <p>Teachers to use curriculum plan to ensure half termly objectives are being taught in classroom context.</p> <p>More CPD needed for consistent and thorough delivery of computing lessons.</p>	<p><u>Active ingredient 1:</u></p> <p>Staff to have access to a purposeful computing curriculum planner. This will indicate teaching delivered by Junior Jam and half termly objectives for the classroom context (teacher led)</p> <p><u>Active ingredient 2:</u></p> <p>Staff to be given CPD to help with delivering teacher led sessions. 'How to' videos will be shared to support as well as support with apps.</p> <p><u>Active ingredient 3:</u></p> <p>Pupil outcomes to be monitored through a combination of their class work (shared on Google Classroom and Seesaw) and their voice within lessons and after a period after lessons to check</p>	<p><u>Evidence based practice and research consulted:</u></p> <p><i>The effect of flipped learning on academic performance as an innovative method for overcoming ebbinghaus' forgetting curve B Chun and H J Heo, 2018</i></p> <p><i>OFSTED computing review (2022)</i></p> <p><i>EEF (2018) Teaching and Learning Toolkit</i></p> <p>Computing curriculum plan including both Junior Jam teaching and classroom context to be shared with staff to ensure clarity and fidelity.</p> <p>Implementation plan shared with staff to support understanding.</p> <p>'How to' videos to be created to ensure teachers are clear on the objectives they are teaching and how to deliver these within the classroom context.</p> <p>Whole school audit of Computing using:</p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Class teacher feedback</li> <li>• Monitoring of work (via google classroom in Key Stage 2 and Seesaw in Key Stage 1)</li> </ul>	<p>September 2022</p> <p>September 2022</p> <p>January 2023</p> <p>Summer Term</p>	<p><b>Short term:</b></p> <p><b>Acceptability</b></p> <p>Computing curriculum planner and implementation plan to be shared with all teachers.</p> <p><b>Reach</b></p> <p>Computing curriculum to be shared with staff. Ensure staff understand classroom context lesson objectives and how to deliver them. CPD to be delivered to ensure all staff feel confident in delivering these lessons.</p> <p><b>Medium term:</b></p> <p><b>Fidelity</b></p> <ul style="list-style-type: none"> <li>• All staff to attend CPD and develop skills to deliver computing curriculum objectives.</li> <li>• Staff can identify the skills that are being taught by Junior Jam build upon these within the classroom context. Staff to deliver computing lessons to activate prior knowledge.</li> <li>• All staff to plan regular opportunities to teach, implement and develop these computing skills, following the curriculum planner.</li> </ul> <p><b>Acceptability</b></p> <ul style="list-style-type: none"> <li>• Computing evidence (saved on google classroom/ seesaw) to reflect the regular teaching and development of skills</li> <li>• Staff to consistently assess children's learning outcomes and recognise areas to develop within class alongside using Junior Jam's half termly assessments</li> <li>• Misconceptions are addressed at the point of learning and clear modelling (using Ipad to screen device) takes place in each lesson.</li> </ul>	<p><b>Short term:</b></p> <p>Children to begin to apply their computing skills (delivered during Junior Jam sessions) to enhance other curriculum areas and activate prior knowledge.</p> <p><b>Medium term:</b></p> <ul style="list-style-type: none"> <li>• Children develop specific computing skills.</li> <li>• Children have opportunities to use and develop their skills within the classroom context.</li> <li>• Children can apply their skills to enhance areas of the curriculum.</li> </ul> <p><b>Long term:</b></p> <ul style="list-style-type: none"> <li>➢ Computing progress from KS1 to KS2 shows positive outcomes and growth</li> <li>➢ Children can articulate specific knowledge and skills from learning episodes and apply this in different curriculum areas.</li> <li>➢ Children can use and develop their skills in a wide variety of different contexts as they move on from Rothwell St Marys.</li> </ul>

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<p><b>Learners</b></p> <p>Children build on previous computing skills each lesson. Children use previous skills taught by Junior Jam sessions and transfer these to teacher led lessons building on skills and activating prior knowledge.</p>	<p>understanding and progression of skills and retained learning.</p>	<p>Specific Computing skill focus for lesson studies to increase teacher confidence and support with delivery of lessons.</p>	<p><b>Reach</b></p> <ul style="list-style-type: none"> <li>All children to use computing skills taught in Junior Jam sessions to apply them to the classroom context and use them to enhance other curriculum areas. Children to continue to build on these skills.</li> <li>Pupil voice used to evidence awareness of computing skills and how these are being used across the curriculum.</li> </ul> <p><b>Long term:</b></p> <p><b>Fidelity</b></p> <p>All staff are using the computing curriculum planner to build children's computing skills and apply these to other curriculum areas.</p> <p>Staff have an increased awareness of the computing skills being taught by Junior Jam and how they can build on these within a classroom context.</p> <p><b>Acceptability</b></p> <p>Staff are challenging and constructively evaluating each other's computing lessons during lesson studies.</p> <p>Monitoring of computing work saved on google classroom/ seesaw.</p> <p><b>Reach</b></p> <p>All children have a range of computing skills and experiences that they can continue to build on and apply across the curriculum and within the wider world.</p> <p>Teaching and support staff can support and challenge when delivering the computing curriculum.</p> <p>All staff continue to share and evaluate their teaching of Computing.</p>	
<p><u>Notes on implementation:</u></p>				