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| **Key Priority:**  **1** | To improve the positivity and productivity of computing at Etwall Primary School. | **Monitoring documents to support evaluation and share with Governors** |
| **Individual Strands within the priority area** | 1. To ensure a clear progression of skills from EYFS to Year 6. | * **Curriculum Overviews** * **Subject Monitoring files** * **School Improvement Plan (SIP)** * **Subject Reports/Link Gov reports**   ***Colour Code:***  ***Autumn Actions***  ***Spring Actions***  ***Summer Actions*** |
| * 1. To enhance reading opportunities within the computing curriculum. |
| * 1. To ensure that children in Key Stage 1 receive a high standard of computing education. |
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| **Implementation – Curriculum Implementation and Monitoring -** To ensure a clear progression of skills from EYFS to Year 6. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.1 | Ensure a clear progression of skills is evidenced across the school | LM | LM/SB | Learning walks  Book scrutiny | Release time as necessary | A meeting with the EYFS lead is held at the start of the academic year to ensure alignment of computing skills progression from EYFS to Key Stage 1. |
| **S**kills progression map is updated and shared with all staff, clearly outlining the computing skills to be developed at each year group from EYFS to Year 6. |
| All teachers demonstrate clear understanding and use of the progression map in their lesson planning and delivery. |
| Regular formative assessments are carried out to monitor pupil progress, with key skills being tracked across the year groups. |
| Examples of pupil work are collected and reviewed regularly to ensure the progression of skills is being achieved and appropriately built upon. |
| Pupils are able to articulate the skills they have learned and how they have progressed in computing. |
| Lesson observations/learning walks take place to ensure that the progression of skills is being effectively implemented in the classroom. |

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| **Implementation – Curriculum Implementation and Monitoring –** To enhance reading opportunities in the computing curriculum | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.2 | Use books to make links to the children’s computing learning. | LM | LM/SB | Book Scrutiny  Learning Walks  Monitoring planning | Release time as necessary | Ensure a small selection of age-appropriate computing books is available in the school library for pupils to borrow (e.g., books about coding, digital literacy and famous figures in tech). |
| Set up simple, computing-themed displays in corridors with visual aids and reading information (e.g. key facts, terminology and interesting computing topics) to encourage pupils to explore and engage with computing-related content. |
| Include short, manageable reading tasks in computing lessons. |
| Periodically remind students about the availability of computing books in the library through brief announcements or by mentioning them in computing lessons. |

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| **Implementation – Curriculum Implementation and Monitoring -** To ensure that children in Key Stage 1 receive a high standard of computing education. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.3 | Review and update Key Stage 1 computing curriculum (Cycle A). | LM | LM/SB | Learning walks  Book scrutiny  Monitoring planning | Release time as necessary | The Key Stage 1 computing curriculum is reviewed and updated to ensure it aligns with current best practices and includes essential skills for the age group. |
| Offer professional development for Key Stage 1 teachers. | LM | LM/SB | E-mails  Termly newsletters | Release time as necessary | Key Stage 1 teachers have attended relevant training on delivering high-quality computing lessons, ensuring they are confident in teaching computing. |
| Ensure a variety of resources are available and effectively used. | LM | LM/SB | Learning walks  Book scrutiny | Release time as necessary | A range of age-appropriate computing resources (e.g., apps, software, books and manipulatives) are available for use in Key Stage 1 lessons. |
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|  | Implement regular formative assessments. | LM | LM/SB | Learning walks  Book scrutiny | Release time as necessary | Regular assessments are conducted to monitor students’ progress in computing, with results used to adapt teaching and ensure high standards are maintained. |
|  | Encourage hands-on learning with coding. | LM | LM/SB | Learning walks  Book scrutiny | Release time as necessary | Key Stage 1 pupils participate in hands-on coding activities (e.g., using age-appropriate coding apps or programmable toys) to develop practical computing skills. |
|  | Ensure computing is integrated into other subjects. | LM | LM/SB | Learning walks  Book scrutiny | Release time as necessary | Computing is regularly incorporated into other subject areas (e.g., using technology for research or presentations in literacy or science lessons). |
|  | Pupil feedback. | LM | LM/SB | Learning walks  Book scrutiny  Pupil interviews | Release time as necessary | Students can share what they have learned and enjoy about their computing lessons, indicating engagement and understanding. |
|  | **Floor books** | LM | LM/SB | Book scrutiny | Release time as necessary | Assess the effectiveness of computing floor books to ensure lessons are being taught as planned and reflect the intended curriculum. |
|  | Monitor planning in Key Stage 1 | LM | LM/SB | Planning scrutiny | Release time as necessary | • Monitor Key Stage 1 planning to ensure lessons are of high quality and align with the overall computing objectives. |
|  | **Teacher feedback:** | LM | LM/SB | Teacher interviews | Release time as necessary | • Gather teacher feedback through questionnaires to understand how computing is progressing in Key Stage 1, how SEND pupils are supported and how greater depth pupils are challenged. |