Jerry Clay Academy
Subject Leader Action Plan

Subject: Computing	**Leader:** A Mitchell	**Date:** October 2019

Target 1 **Priority 1: Leadership and Management -**	**What will success look like?**
- To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority. - To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the academy and the wider community. - To open minds through the delivery of a creative curriculum, encouraging independent, self-motivated and active learners. - To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice. - To ensure a positive and supportive ethos permeates through all aspects of academy life ensuring we all celebrate our successes together. - To share our good practice across the region in order to ensure that our own practice get stronger To formalise partnerships with other schools and develop into a multi-academy trust	-A clear progression of tier 3 vocabulary in Computing from Reception to Year 6. - Further development of vocabulary across the school strengthening our work on tier 3 vocabulary in line with progression document for each year group. - A clear skills set for each year group to ensure all children have the key skills to access Computing curriculum. -Observations and drop ins are confirming that practice and expectations are becoming much more consistent and teaching to higher expectation. - Staff are able to use established interventions and techniques for children who are aiming for greater depth. -Staff meeting lead by Computing lead to share good practise and staff training on research project. - The Computing Leader is confidently empowered to hold staff to account, guide and support in order to increase the quality of teaching and learning for children in working to greater depth. - Children voice confirms that children are receiving regular computing lessons and are feeling challenged in their learning. -Develop the use of film/media/video/animation within class as a continuous project to heighten computing in the curriculum and extend learning across subjects.

Action	**Who?**	**When?**	**Resource**	✔
To monitor planning of staff on the school's shared area.	AM	Spring 1		
To moderate evidence of computing across all books.	AM	Summer 1		
Pupil voice to assess enjoyment in Computing	AM	Autumn 1		
Lesson observation of a member of staff	AM	Autumn 2/Summer 2		
Display Monitoring - ensure there are examples across school	AM	Spring 2		

To develop the Computing 'Switched on software to ensure coverage across all year groups.	AM	Autumn 1 onwards		
Research other computing software and assessments.	AM	Autumn 1 onwards		
Feedback given to governors at end of year meeting.	AM	Summer 2		
Learning walk and evidence in books.	AM/Whole staff	Summer 1/2		
Staff meeting on new research project	AM/ Whole staff	Autumn 1 onwards		
Develop tier 3 vocabulary for progression document	AM	Autumn 2 onwards		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 2 Priority 2: Curriculum-	What will success look like? - Computing Coordinator is more proactive in holding staff to account in their subject area. Without prompting they will incidentally feedback to staff on quality of children's work and standards - Curriculum Coordinator will be driven in their subject to monitor standards cyclically and lead by example in their own classroom practice. - Continue Computing evidence book so there are clear examples of expected and greater depth across all year groups in all Computing units. -Develop the use of film/media/video/animation within class as a continuous project to heighten computing in the curriculum and extend learning across subjects.			
Action	**Who?**	**When?**	**Resource**	✔
To monitor planning of staff on the school's shared area to ensure computing is planned regularly.	AM	Spring 1		
Update staff in staff meetings of progress from co-ordinator time.	AM/Whole staff	Weekly when necessary		
Pupil voice to assess enjoyment in the subject	AM	Autumn 1		
Meet regularly with Junior leader in Computing about lunch time club and resources.	AM/OM	Autumn 1 onwards		

Monitor planning, displays etc	AM	Spring 1		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 3 **Priority 3: Behaviour and Attitudes.** **Priority 4: Personal Development** • To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority. • To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the Academy and the wider community.	**What will success look like?** - Work alongside Primary ICT to develop personal subject knowledge in order to support staff on following the scheme of work. - Junior leaders have the confidence to develop teaching and learning within the school. -Junior leaders to run Computing clubs to provide opportunities to engage children and extend Computing skills. - School leaders know about the quality of teaching and learning and outcomes on children. -Develop the use of film/media/video/animation within class as a continuous project to heighten computing in the curriculum and extend learning across subjects.			
Action	**Who?**	**When?**	**Resource**	✔
To monitor planning of staff on the school's shared area.	AM	Spring 1		
Meet regularly with Junior leader in Computing about lunch time club and resources.	AM/OM	Autumn 1 onwards		
Update staff in staff meetings of progress from co-ordinator time.	AM/Whole staff	Weekly, when necessary		
Feedback given to governors at end of year meeting.	AM	Summer 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?) .				

Target 4	What will success look like?
Priority 4: Assessment- Improve assessment collection & analysis to ensure that it impacts directly on children's individual learning journeys.	-Evidence from drop ins and observation demonstrates that critiquing is having an impact in children understanding their next steps to learning - Marking and feedback is purposeful and evidence from book looks demonstrates that children are acting upon the advice given. They are making clear progress. - Learning conversations have impact because they focus on solutions and are followed up robustly by Senior Leaders to check on implementation - The whole staff team understands where the children are working at and what needs to happen to improve learning - Lesson studies ensure that all staff are constantly focusing on improvement - Summative assessments help to triangulate our assessment across the year to ensure it is always accurate - Children make excellent progress because they understand what they need to improve and how to improve it

Action	Who?	When?	Resource	✔
Monitor planning of staff on the school's shared area.	AM	Spring 1		
To moderate books	AM	Summer 1		
Lesson observation of a member of staff	AM	Autumn 2/Summer 2		
Feedback given to governors at end of year meeting.	AM	Summer 2		
Pupil voice to monitor the Computing lessons are happening and are a key part of the curriculum and have an impact on learning.	AM	Autumn 1		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 5	What will success look like?

Priority 5: Collaboration- Develop JCA as a National Support School, ensuring that we are challenging, supporting and developing other schools in need of help.	-Impact will be had on other schools in terms of their outcomes. -Teachers from other schools will feel empowered to achieve in the subject area. -Other schools will be given an opportunity to visit JCA.			
Action	**Who?**	**When?**	**Resource**	✔
Share good practice where needed in Computing.	AM	Autumn 1 onwards		
Research good practice and examples in other schools at cluster meetings.	AM	Autumn 1 onwards		
Ensure that the school's website is updated to show good practice in Computing	AM	Autumn 1 onwards		
Ensure that Computing is heightened on Twitter to share good practice.	AM	Autumn 1 onwards		
Ensure that the school is using a wide range of computing resources and software.	AM	Autumn 1 onwards		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				