



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject:</b> Computing	<b>Leader:</b> A Mitchell	<b>Date:</b> November 2020
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<p><b>Target 1</b> Leadership and Management</p> <ul style="list-style-type: none"> <li>• Ensure leaders are developed as much as possible, professionally to carry out their role to the best that they can</li> <li>• Performance Management processes ensures that all individuals are as reflective as possible in developing their roles and driven on their professional paths</li> <li>• Subject leaders develop further with their subject knowledge so that they become subject specialists</li> <li>• Professional development is mapped for the whole year with individualised career plans developed</li> <li>• A well-being charter is developed for all staff to ensure that all staff continue to feel fully supported both personally and professionally</li> </ul>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Continue to develop an ethos of excellence where everyone strives to be the best they can be, both adults and children</li> <li>• All adults &amp; children live by our JCA Learner Traits in the way in which they model to both themselves and others and to ensure a positive and supportive ethos permeates through all aspects of academy life ensuring we all celebrate our successes together.</li> <li>• To develop the intrinsic motivation of leaders at all levels so that everyone feels that they are on a personal journey of development, as well as collectively towards the excellence for all of the academy</li> <li>• Reflectiveness of leaders at all levels so that all members of staff have a deeper understanding of their strengths (utilising these) and their development areas (understand their path to improvement).</li> <li>• Professional development is mapped for the whole year and individual staff have personal journeys mapped out to support their professional journey</li> <li>• Subject leadership is heightened even more so that Subject Leads become absolute specialists in their subjects</li> <li>• A well-being charter is clearly developed for the academic year and the levels of support that all staff can get to support them on their personal and professional journey</li> <li>• To continue to share our good practice across the region in order to ensure that our own practice gets stronger. Development of the JCA package for professional development complements the work which we do for the Jerry Clay English Hub</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Monitor Computing across the school using the monitoring cycle to ensure coverage	AM	Autumn onwards		

Use knowledge organisers to ensure coverage from each class and each year group.	AM	Autumn onwards		
Create JCA Computing twitter account to share and promote computing learning and share good practice from others.	AM	Autumn onwards		
Host subject leader staff meeting to heighten role and subject knowledge of staff.	AM	Spring		
Follow up on Computing subject leader time to ensure targets are met and Computing improves throughout teaching and the curriculum.	AM	Autumn onwards		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b> To compare next steps with next steps from the previous yearly cycle of monitoring Monitor teaching standards in observations/drop-ins Monitor standards over the course of the year.				

<p><b>Target 2</b></p> <p>Quality of Education</p> <ul style="list-style-type: none"> <li>• Develop our cultural capital offer - reflect on what we do, refine and introduce the 'Pupil JCA Enrichment Journey'</li> <li>• Develop Reading further across the whole school</li> <li>• Further develop assessment methods for all subjects, including improving retrieval practices</li> <li>• Develop the subject knowledge of all our Subject Leaders</li> <li>• Ensure we are constantly reviewing our full curriculum &amp; ensuring cohesion of application from one subject to another</li> <li>• Development of Teaching and Learning in all subjects with a particular focus on developing effective retrieval practices</li> </ul>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• <i>Conduct a subject review of MFL</i></li> <li>• <i>Improve the progress measure in reading for both boys and girls in all year groups, particularly focusing on reading in key stage 2</i></li> <li>• <i>Ensure all PP children meet ARE</i></li> <li>• <i>Continue with Curriculum review meetings with the Curriculum leader</i></li> <li>• <i>Continue with the termly foundation subjects' reviews to ensure the curriculum subjects are being taught in a coherent and ambitious way.</i></li> <li>• <i>To ensure the new sex and relationships guidance is integrated into our curriculum coverage</i></li> <li>• <i>To ensure vocabulary domains are integrated into every subject across our curriculum and is progressive for year groups</i></li> </ul>
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(Knowing more, remembering more and being able to do more)				
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
To monitor planning of staff on the school's shared area.	AM	Continued		
Pupil voice to gain pupil's thoughts and understanding of Computing	AM	Autumn 2		
Continue to develop reflection slips to heighten Computing learning.	AM	Continued		
Develop retrieval practices to ensure assessment and to address misconceptions	AM	Continued		
Lesson observations	AM	Sping		
Display Monitoring	AM	Spring		
Develop JCA Pupil Passport.	AM	Continued		
Monitor Computing curriculum to ensure coverage across all year groups.	AM	Continued		
Ensure that Knowledge Organisers are used to heighten Computing and support with planning and vocabulary	AM	Continued		
Use Twitter to research good practice	AM	Autumn 1 onwards		
Share good practice in across school and on twitter.	AM	Autumn 1 onwards		
Feedback given to governors at end of year meeting.	AM	Summer 2		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

To compare next steps with next steps from the previous yearly cycle  
 Monitor teaching standards in observations/drop-ins

<p><b>Target 3</b>          Behaviour and Attitudes</p> <ul style="list-style-type: none"> <li>Continue to increase the independence of our pupils by further reinforcing AFL/ retrieval methods and critiquing</li> <li>Improve the attendance of a small minority of our pupils</li> <li>Ensure all our pupils are staying safe online both at home and school</li> </ul>	<p><b>What will success look like?</b></p> <p>-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.</p> <p>-Nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the Academy and the wider community.</p>			
<p><b>Action</b></p>	<p><b>Who?</b></p>	<p><b>When?</b></p>	<p><b>Resource</b></p>	<p>✓</p>
<p>Develop assessments for Computing</p>	<p>AM</p>	<p>Continued</p>		
<p>Development learning reflection slips</p>	<p>AM</p>	<p>Continued</p>		
<p>Pupil Voice</p>	<p>AM</p>	<p>Autumn</p>		
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b></p>				

<p><b>Target 4</b></p>	<p><b>What will success look like?</b></p>
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<p><b>Priority 4:</b> Personal Development</p> <ul style="list-style-type: none"> <li>• <i>Ensure the mental health of our pupils is a high priority for all staff</i></li> <li>• <i>Ensure all our pupils are aware of how to keep physically healthy</i></li> <li>• <i>Ensure all pupils are given opportunities to discover new talents and interests</i></li> <li>• <i>Ensure all our children are well prepared for their next steps</i></li> <li>• <i>Ensure our pupils know what it means to be a good citizen</i></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</li> <li>•</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Computing/coding club ran by Junior Leaders	AM/JL	Spring?		
Work alongside relevant Junior Leader so that Computing is heightened from their point of view.	AM/JL	Autumn		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				