

# COMPUTING ACTION PLAN

YEAR 2024/25

**PRIORITY:** The children of Heamoor School have the opportunities to develop a procedural and declarative knowledae and safe use of computers and computer systems as a fundamental life skill for

**LEADER:** Scott Markham

**TARGETS:**

- A. To further develop the curriculum in Computing so children know more, remember more and understand more.
- B. To improve assessment practices in Computing
- C. To carry out an audit of computing equipment and order as required to ensure all children can access a broad and balanced curriculum.

**KEY ASPECTS:**

Success criteria	Action(s) to be taken	Who is responsible?	Who is involved?	Start/finish dates	Resources: Time, copying, class assistant etc.	Monitoring of implementation			Evaluation against success criteria		
						How?	Who?	When?	How?	Who?	When?
<p><b>A</b> Success is:</p> <p>To develop the implementation of the Computing curriculum to enable children to know more, remember more and understand more.</p> <p>Ensure staff are confident using new resources and planning and monitor delivery</p> <p>To prioritise the role of vocabulary and computing terminology in teaching and learning.</p> <p>To liaise with other curriculum leads to improve cross-curricular links with other subjects and to promote their subjects using Computing infrastructure.</p>	<p>Review the existing Computing curriculum against the 2014 National Curriculum.</p> <p>Identify gaps and areas for improvement, ensuring coverage of all key concepts.</p> <p>Collaborate with staff to integrate knowledge progression maps.</p>	SM	All teachers	Summer 2	Time allocated for staff meetings, resources for curriculum mapping.	Curriculum reviewed termly, with feedback collected from teachers and students.	SM	Termly	This year the feedback from teachers and children is that the computing curriculum is relevant, easy to access and is genuinely a subject that is looked forward to. The NCEE computing curriculum is considered to be fit fir purpose. However, in line with the new school foundation curriculum, we will be transitioning to the Kapow curriculum for 2025/26	SM/JB	Sum 2

<p><b>B</b> Success is:</p> <p>Create clear assessment criteria aligned with the curriculum expectations.</p> <p>Implement regular assessments that include formative and summative elements.</p> <p>Develop a student feedback system to identify learning gaps.</p>	<p>Create clear assessment criteria aligned with the curriculum expectations.</p> <p>Develop a bank of resources and lesson plans that exemplify best practices in Computing.</p> <p>Implement regular assessments that include formative and summative elements.</p> <p>Develop a student feedback system to identify learning gaps.</p>	SM	All staff	Summer 2	Time allocated for staff meetings, resources for curriculum mapping etc.	Data analysis as part of DM termly report	SM	Termly	The formative assessment is being covered and revisited with in the computing lesson structures. There is lots of opportunity the is interleaved within the progression of lessons. The summative assessment is being carried out vis the Insight tracking system and is being monitored by the computing lead and assessment lead.	SM	Sum 2
<p><b>C</b> Success is:</p> <p>To carry out an audit of computing equipment and order as required to ensure all children can access a broad and balanced curriculum.</p>		SM	SM/JF	Summer 1	<p>Time needed to research and order equipment</p> <p>Cost to be determined and bid to be submitted. Funding to be applied for (JF).</p>				<p>Order placed for the following:</p> <ul style="list-style-type: none"> <li>-30 I-pads and charging trolley</li> <li>-20 Chrome-books (5 pre KS2 Classroom)</li> <li>-Interactive screen</li> <li>-headsets for each classroom to access Borrowbox.</li> </ul> <p>Total coast of IT equipment is £19,900. Belling funding has been granted-we pay £9950</p>	SM/JF	

## Overall evaluation of progress:

The Computing Action Plan at Heamoor School prioritised giving children the opportunities to develop both procedural and declarative knowledge alongside the safe and confident use of computers as a fundamental life skill. The plan focused on three key targets: curriculum development, assessment enhancement, and ensuring equitable access to computing resources.

For curriculum progression, the focus was on enabling children to know more, remember more, and understand more. The existing Computing curriculum was reviewed against the 2014 National Curriculum to identify gaps and areas for improvement. Staff collaborated to integrate knowledge progression maps, ensuring continuity and clarity across year groups. Emphasis was placed on vocabulary and computing terminology, helping children develop technical literacy. Staff confidence in using new resources and planning lessons was supported throughout the year, with implementation monitored termly. Feedback from teachers and children indicated that the curriculum was engaging, accessible, and effective. The school prepared to transition to the Kapow curriculum in 2025/26 to align with the new foundation curriculum.

Assessment practices were developed through clear criteria aligned to curriculum expectations, including both formative and summative methods. Pupil voice was used to identify learning gaps, while resources and exemplar lesson plans provided staff with best-practice guidance. Formative assessment was embedded within lesson structures, and summative assessment was tracked via the Insight system, with progress monitored termly by the computing and assessment leads.

Finally, to ensure all children could access a broad and balanced curriculum, an audit of computing equipment was carried out. Orders were placed for 30 iPads with a charging trolley, 20 Chromebooks, an interactive screen, and classroom headsets. The total cost of £19,900 was partially funded by Belling, enabling the school to provide up-to-date technology for all learners.

## Further action required:

Further action required includes fully implementing and embedding the use of the newly acquired IT equipment to ensure all pupils can access and benefit from the resources. The school will also need to develop and integrate the new Kapow computing curriculum, ensuring continuity, progression, and clear assessment practices across all year groups. Additionally, steps should be taken to raise the profile of computing skills within the school, promoting their relevance across the wider curriculum and enhancing pupils' engagement and confidence with technology.