COMPUTING ACTION PLAN
YEAR 2025/26

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

LEADER: Scott Markham

TARGETS:
A. To implement and embed the use of new IT equipment.
B. To develop the new computing curriculum (Kapow)
C. To increase the 'profile' of computing skills within the school

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?
A Success is: Staff confidently use new IT equipment (e.g., interactive screens, tablets, laptops) in lessons. Equipment is used regularly to enhance teaching and learning across subjects. Pupils show increased engagement and digital competency through effective use of the new equipment. Equipment is well-maintained, charged, and accessible via clear procedures.	Create and share clear procedures for booking, storing, charging, and maintaining devices. Provide staff training (in-house or external) on using new devices and associated software. Introduce regular drop-in support sessions for staff.	SM	SM/All staff	Spring1- Summer 2	Cost of hardware t.b.c. SM leadership time	Learning walks and lesson observations focusing on effective use of equipment. Staff feedback questionnaires on confidence and usage. Pupil voice on engagement and impact.	SM/SLT	Summer 1 Date t.b.c	Update SLT/governors on increased usage and confidence. Evaluate whether training addressed needs; plan follow-up CPD if required. Review any technical issues and adjust processes. Assess impact on pupil outcomes and engagement; update equipment plan for next steps.		

B Success is:	Adapt Kapow lesson plans where necessary to meet school context.	SM	SM/All staff	Autumn 2	Kapow subscription and teaching materials.	Review planning against Kapow scheme.	SM/SLT	Summer 2 Date t.b.c	End-of-year review of curriculum progression and coverage.		
Teachers follow Kapow scheme consistently across all year groups. Curriculum maps, progression documents, and long-term plans reflect the new scheme. Lessons meet National Curriculum computing objectives. Pupils make clear progress in computer science, information technology, and digital literacy.	Provide staff CPD on using Kapow resources and understanding the progression model. Ensure assessment methods (e.g., Kapow assessment tools) are used effectively. Build evidence bank (floor books, digital portfolios, class blogs). Review hardware/software needed for each Kapow unit.				Staff CPD sessions (twilight, INSET). Curriculum planning documentation. Devices/software required for each unit. Assessment framework provided by Kapow or school-based format.	Lesson observations and learning walks focusing on curriculum delivery. Work scrutiny/digital evidence review to check progression. Teacher and pupil voice surveys. Assessment outcomes and tracking data.			Evaluate teacher confidence and adapt CPD/go-to documents as needed. Identify units requiring additional support/resources. Report to SLT/governors with evidence of progress and next priorities.		

| C Success is: | Hold computing-focused events (Safer Internet Day, coding week, technology showcase).

Create engaging computing displays around school (coding vocabulary, pupil work, digital leaders board).

Share computing successes via newsletters, website, and assemblies.

Collaborate with other subjects to integrate computing skills (e.g., data handling in maths).

Run optional lunchtime or after-school clubs (coding, robotics). | | | | Display materials and school website/social media.
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Club resources (micro:bits, robotics kits, iPads).

External organisations (e.g., Code Club, Barefoot Computing). | Record participation rates in clubs/events.

Pupil voice surveys on computing engagement.

Parent feedback from events or newsletters.

Observation of computing skills used across the curriculum. | SM/SLT | Summer 2 Date t.b.c | Review participation and engagement data.

Collect case studies of pupil success/improved confidence.

Evaluate effectiveness of events and adjust for future years.

Reflect on impact of displays and communication channels with staff and pupils.

Update stakeholders at governor/SLT meetings. | | |

Computing is recognised as a key strength within the school community.

Pupils demonstrate greater enthusiasm and confidence in computing.

Wider school community (parents, governors) are aware of computing achievements.

Computing is celebrated regularly through displays, events, and communication channels.

Overall evaluation of progress:

Further action required: