

Subject Specific Action Plan 2022-23		
Subject: Computing in Hope Federation	Co-ordinator(s): Jo Kerkham	
Priority One: Develop a love of reading and a love of books	Action(s):	Success Criteria:
Books are read and discussed/analysed on the IWB Phonics teaching uses ICT to help children improve their reading.	<ul style="list-style-type: none"> • Ensure teachers have visualisers and have training needed to use them • Teachers use Nessie for children who fall behind in their spelling. • Teachers access training for Little Wandle to help them deliver effective teaching in how to read. 	<ul style="list-style-type: none"> • Children can see the text being read to them 3 times a week. • Teachers use the results from SWST to direct children to use Nessy. They monitor progress and adapt teaching accordingly. • TAs and teachers access Little Wandle training and report it as having an impact on their teaching.
Priority Two: Develop a love of maths through lessons which close the gap and which spark curiosity in the subject	Action(s):	Success Criteria:
Teachers use a wide range of maths programmes to enhance learning in maths.	<ul style="list-style-type: none"> • Monitor programmes used by teachers. • Support with licences and class allocations. • Check availability of supporting hardware and software in advance of the next term's teaching. 	<ul style="list-style-type: none"> • Teachers report that they have the resources they need. Children can explain which programmes they need and use. • Children identify which programmes they enjoy.
Priority 3: Ensure children remember what they've been taught	Actions:	Success Criteria
Teachers use a scheme of work which builds learning incrementally, which challenges all children and which allows all to make rapid progress.	<ul style="list-style-type: none"> • Ensure teach computing program is used. • Ensure the planning for assessment documents are used • Encourage use of purple mash as an additional resource • Check recording of work is effective in books, displays and floorbooks • Encourage use of technology to support 'sparkle units' at the end of the 	<ul style="list-style-type: none"> • Children can remember what they have learned. • Planning for assessment documents evidence progression through a unit, how assessment is planned for and which children are Below and Above Expectation • Books, displays and floorbooks showcase the curriculum / record key work covered.
Priority 4: Ensure the vision of the school comes through in the curriculum	Actions:	Success Criteria
Teachers plan to demonstrate to children how to solve problems when using technology.	<ul style="list-style-type: none"> • Children are taught skills and knowledge that enables them to problem solve • Values taught in collective worship are highlighted to children as useful skills 	<ul style="list-style-type: none"> • Children are resilient in their use of computers when they go wrong • Children can explain how learning in collective worship is related to their kind / tolerant /

Children are shown how the collective worship values contribute to how they behave towards each other in their learning		resilient etc attitudes when working on computers.
Outcomes / Review (to be completed at the end of the year)		