

<b>Subject Specific Action Plan 2023-24</b>	Spiritual development in Computing: Children will be helped to explore their creativity through an approach to learning which encourages different solutions to problems. They will become more resilient, confident and self-reliant as they discover they can problem-solve and be supportive to others in their computing classes. Children become curious about the world as they discover that computing skills help to explain complicated ideas, for example using graphing skills or search engines.	
<b>Subject: Computing in Hope Federation</b>	<b>Co-ordinator(s): Jo Kerkham</b>	
<b>Priority One: Automaticity</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
<p><b>Objective 1.1</b> Improve automaticity in maths</p> <p><b>Objective 1.2</b> Parental engagement</p> <p><b>Objective 1.3</b> Improve automaticity in joins</p> <p><b>Objective 1.4</b> Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in typing</p>	<ul style="list-style-type: none"> <li>● Use computing programmes to aid mental recall. E.g. design a times table spotting algorithm.</li> <li>● Set popular computing tasks for homework. Make use of online times tables (TT rockstars), reading (Learning with Parents) and spelling programmes (Purple Mash)</li> <li>● Apply new writing skills in written work for computing.</li> <li>● Use computing lessons to support reading for a purpose.</li> <li>● Children are taught to type using typing.com from Autumn 2nd.</li> </ul>	<ul style="list-style-type: none"> <li>● Children’s scores on TT Rockstars improve significantly.</li> <li>● Parent voice shows that pupils are motivated to engage with weekly spellings, reading logs and maths.</li> <li>● Computing booklook shows improvement of joins in writing.</li> <li>● Lesson observations show children needing to read to gain information as part of a normal lesson routine.</li> <li>● Typing speeds per minute improve.</li> </ul>
<b>Priority Two: Make learning memorable</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
<p><b>Objective 2.1</b> Apply writing learning in writing within Computing lessons</p> <p><b>Objective 2.2</b> Improve maths teaching to make learning memorable</p>	<ul style="list-style-type: none"> <li>● Use practical writing tasks in computing lessons - writing instructions, planning in sentences before programming.</li> <li>● Make use of computing programmes in maths lessons which are tied into the key misconception or which rehearse key skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Booklook shows written work of a necessary nature for the computing learning.</li> <li>● Lesson observations show children using computing technologies weekly which help them recall number facts.</li> <li>● Learning environment walks show Stem sentences are recorded and curriculum ambassadors are identified, pupil</li> </ul>

<p><b>Objective 2.3</b>  <b>Improve foundation subject teaching to make learning memorable</b></p> <p><b>Objective 2.4</b>  <b>Improve use of formative assessment in foundation subjects</b></p> <p><b>Objective 2.5</b>  <b>Improve cross-curricular links in foundation stage teaching</b></p>	<ul style="list-style-type: none"> <li>● Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) to demonstrate good work, use in-the-moment marking and feedback, curriculum ambassadors for Computing are established and displayed</li> <li>● Use the Planning for assessment documents or Teach computing assessment documents to be clear on the areas to be assessed</li> <li>● Use cross curricular links in computing and from computing into other subjects, look for examples in the computing coverage document</li> </ul>	<p>voice shows children can remember their learning, lesson observations show modelling and paired talk, booklooks show in the moment feedback using purple pen to evidence improvement and pink dots are acted upon.</p> <ul style="list-style-type: none"> <li>● PfA docs are filled in at the start of units and assessments recorded by the end.</li> <li>● JK records cross curricular support in the computing coverage document. JK informs teachers termly of cross curricular links in upcoming units. Floorbooks then show use of online programmes in computing and in other subject areas.</li> </ul>
<p><b>Priority 3: Spirituality</b></p>	<p>Actions:</p>	<p>Success Criteria</p>
<p><b>Computing develops spiritual development by encouraging:</b></p> <ul style="list-style-type: none"> <li>● <b>imagination and creativity</b></li> <li>● <b>resilience</b></li> <li>● <b>curiosity</b></li> </ul>	<ul style="list-style-type: none"> <li>● Teachers develop imagination and creativity by encouraging children to be creative in their final outcome phase of project development</li> <li>● Teachers encourage resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible.</li> <li>● Children’s curiosity will be developed through use of an enquiry approach at the start of a unit and when appropriate at the start of each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Children’s outcomes look different and show individuality.</li> <li>● Children problem-solve in lessons.</li> <li>● Children are interested and engaged in lessons.</li> </ul>

**Outcomes / Review (to be completed at the end of the year)**

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