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| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| To enhance the quality and consistency of computing education across all year groups by implementing a structured and progressive scheme of work aligned with National Curriculum objectives. | Introduce and integrate the new scheme of work across all year groups.  Provide staff training and CPD sessions to ensure effective delivery.  Allocate or check on resources (hardware, software, and teaching materials) to support the curriculum.  Monitor and support teachers through observations, planning reviews, and feedback sessions.  Conduct student assessments to track progress and identify areas for improvement. | Implementation across all year groups, with ongoing support.  Review and evaluate the impact, adjusting where necessary.  Staff Involved: Computing lead, SLT, teaching and support staff. | Improved teacher confidence in delivering computing lessons.  Greater pupil engagement and understanding of computing concepts.  A structured, progressive approach to computing education across all year groups.  Increased attainment and digital literacy among pupils. |  |
| CPD opportunities to be sought to enhance staff’s confidence in teaching coding skills. | Deliver staff training on programming skills.  Observe teaching of coding and provide supportive feedback to staff. | TR – to observe programming lessons in the spring term. | * Staff to be better trained at using coding software to teach programming lessons. * Children to receive high quality programming lessons and develop coding skills at a higher level. * Pupils to become more confident in using coding software, ensuring progression through year groups. |  |
| To assess pupils’ progress and understanding in computing on a half-termly basis, ensuring the new scheme of work is effectively supporting learning and skill development. | Conduct half-termly assessments through a mix of practical tasks, quizzes, and teacher observations.  Use formative assessment strategies, such as questioning, peer assessment, and self-reflection.  Maintain assessment records to track individual and class progress.  Provide feedback to pupils and set targets for improvement.  Use assessment outcomes to inform planning and address gaps in learning. | Class teachers, computing lead, SLT (for monitoring and evaluation). | * Clear understanding of pupils’ strengths and areas for development in computing. * More targeted teaching to support individual learning needs. * Increased pupil engagement and confidence in computing. * Evidence-based decision-making to refine and enhance computing provision. |  |
| To develop and refine effective strategies for capturing and evidencing pupils’ progress in computing, ensuring a clear record of learning and skill development. | Research and trial different methods for evidencing computing work, such as digital portfolios, screenshots, recorded explanations, and written reflections.  Integrate cross-curricular links where computing evidence can be embedded into other subjects (e.g., presenting data in maths).  Provide training and guidance to staff on best practices for collecting and assessing computing evidence.  Review and adapt strategies based on staff and pupil feedback. | Class teachers, computing lead, SLT (for monitoring and evaluation). | * Clear and accessible evidence of pupils’ computing progress and achievements. * Improved teacher confidence in assessing computing skills. * Greater pupil ownership of their learning. * More streamlined and effective assessment processes. |  |

**Discussion notes from APU across the year**