

How effective is...?

How do you know?

What impact has your work had?

What are your next steps?

## INTENT: The Plan Computing

Enquiry Question	R/A/G	Strengths/Examples	Areas for Development	Actions
Can the subject leader articulate the school's intent (plan) for their subject, including how the school's local context has been considered?		Yes, attended BKCAT computing leader training	Developing BKCAT LTP for computing	Ensure staff know what and when to teach Ensure staff have resources needed
Does the school's agreed curriculum intent (plan) feature on the website and meet statutory requirements?		Its is on the website with the most up to date plan	LTP for computing is being updated to a 2-year plan make sure this is on the website as this is completed.	
Does the school's curriculum intent (plan) set out the progression of knowledge, skills and vocabulary, starting in EYFS?		Yes, form BKCAT LTP	Continue to attend the BKCAT training for computing	

Can the subject leader articulate how strands/skills (e.g., Locational Knowledge in Geog / Coding in Computing / Observational Drawing in Art) develop across phases?		Yes	Continue to develop knowledge of microbit	Develop knowledge of how to coach the use of micro bit and scratch to other year groups in KS2
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**Overarching Self-Evaluation Statement:** There a clear and effective intent (plan) in place to deliver a high quality # curriculum across the school? (R/A/G)

## IMPLEMENTATION: The Delivery of the Plan

Enquiry Question	R/A/G	Strengths/Examples	Areas for Development	Actions
Do lessons align with the school's agreed plan, both in content and frequency?		It is in it's first stages of the new LTP for computing. Classes have big books for monitoring. Good access to chrome books	Develop computing specialist knowledge that is are for class teachers	Use videos and help from BKCAT computing leaders on the google drive to support teachers
Does the school have the necessary resources to support effective teaching and learning?		We have good support through google drive to the BKCAT computing leaders' team We have 3 sets of whole class chrome books WE have good internet speeds We have good indicators of misuse of computer through spy wall that report immediately to the SLT	Resource add- ons for computing such as micro bits	Develop computing resources for microbit we are applying for free kits
Does teaching in the subject meet the agreed expectations for teaching and learning? (*see <a href="#">QFT Guide</a> )		We are developing our knowledge at an are level	Develop tie for looking at the computing drive to explore the computing shared drive	
Do lessons/objectives focus sharply on the knowledge, key vocabulary and skills which children should be learning?		The LTP for computing is clear and there are links to lessons for each year group on the shared drive to direct staff	Develop teaches knowledge of programmes	
Is learning delivered in a way which engages children and promotes longer term knowledge retention?		We have a LTP to follow which is well structured	We will improve this as children move through the school with more skills, they have obtained in previous years	

Are opportunities provided for enrichment of the subject beyond formal classroom teaching?		Not presently		
Do teachers assess the progress which pupils make and provide appropriate feedback?		Feedback and progress checks are done through a whole class book	Use children with developed skills to support peers	Use per help in lessons Use previous year group expectations if a class need a program where they have little experience as a stepping stone into the present year group planning
Does the subject leader provide staff with regular updates / CPD to enhance provision within the school?		Yes, through computing leaders shared drive in particular for KS2	Develop use of computing in KS1 at appropriate level	Develop EYFS and KS1 use of are skills in computing

**Overarching Self-Evaluation Statement:** The agreed curriculum for # is delivered effectively? (R/A/G)

## IMPACT: The Outcome of the Delivery

Enquiry Question	R/A/G	Strengths/Examples	Areas for Development	Actions
Does pupils' work reflect an appropriate pitch/ambition and show progress across a unit / the year to date? (*see <a href="#">Work Scrutiny</a> )		We are working with other BKCAT school to develop staff knowledge of this with good support on shared drives	Continue to use the drives and work t year group expectations. We will have to catch up on previous learning for some programmes in some year groups	Make staff aware of the use of the drives Teachers to back fill gaps so that children can catch up to are
Do pupils present their work at an age-appropriate standard?		Class whole book presented by the teacher reflect standard of computing	Develop use of class books to reflect standards of presentation where this appropriate e.g., films and slide shows, forms on google	Continue to develop staff knowledge and skill
Can pupils recall knowledge and articulate past learning with a depth of understanding? (*see <a href="#">Pupil Voice</a> )		Use of class books moving up to recall previous learning	Develop use of class books Loo at how other schools in the BKCAT use whole class books to improve recall of skills	
Do pupils say that they enjoy and are motivated by the learning experiences they have?		yes		

Do staff feel well supported (wellbeing) by leaders to deliver the curriculum effectively?		yes		
Do those with oversight (e.g., governors) understand the strengths and areas for development of the subject?		yes		
Can the subject leader articulate the impact they have had on the development of the subject, including next steps?		Yes		
<b>Overarching Self-Evaluation Statement:</b> Pupils achieve well in #? (R/A/G)				