Champions: Milli Overton // Farzana Sattar Link Leader: Jo Hill					
Intelligence already gathered	Subject champions have started to develop their own subject knowledge to support other members of staff. They have also proposed changes to the long-term plan by looking at the units taught in each year group and outlining any anomalies that do not follow the sequence. They have also focused on ensuring that the lessons taught show a clear progression of skills. The subject champions have also created an action plan that clearly states the actions that will be undertaken throughout the year. Previous M&E indicated that there have been inconsistencies in planning, teaching and assessing across the subject. Teachers and staff members also lacked confidence in teaching due to gaps in subject knowledge.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership *Teachers and HLTAs will have strong subject knowledge that provides high quality teaching across the school.	To develop own subject knowledge as subject champions.	MO/FS	Learning walk identified a lack of confidence in subject knowledge - Monitoring and evaluation through learning walks and pupil voice has identified that there are gaps in subject knowledge within the programming strand, leading to a lack of challenge for HA pupils, AfL strategies are not consistently being used to accurately determine level of understanding of all children and children are not always being given opportunities to develop a deepened understanding of the Professional conversations with HLTAs identified specific areas of development in subject knowledge and subject champions fully understanding where further support is required.	Own CPD	To develop understanding of Raspberry Pi and how to programme them. Subject champions will signpost CPD opportunities through tutorials and websites, develop a tool kit for HLTAs to use for AfL within lessons, explore Teach Computing planning to identify challenge and depth of knowledge required for teaching. Subject champions will signpost CPD opportunities through tutorials and websites. This will be completed alongside HLTAs.
	Observe computing and IT lessons across the school to determine areas of development.	MO/FS		Lesson observation Planning checks	
	Provide one-to-one support to staff to develop subject knowledge and confidence.	MO/FS		Drop-in sessions/organised meetings with staff	
1.3 Robust assessment system that is embedded in Computing across the school.	Implement a pre-assessment system to assess pupils and collate findings; identifying gaps in knowledge.	MO/FS	(Pre-assessment) Learning walks and pupil voice have confirmed the need for a robust assessment system to be implemented. Feedback from M&E has been delivered to HLTAs and training opportunities are being planned in to support the teaching of computing. (Post- assessment) Learning walks and pupil voice have confirmed the need for a robust assessment system to be implemented.	Pre-assessment	Use of retrieval activities at the beginning to lessons to identify level understanding of all pupils. Continue monitoring and evaluation of computing. Research training for HLTAs within the Teach Computing scheme. Research assessment techniques on Teach Computing and observing assessment tools in other schools. Subject champions to attend TMET computing network meeting with a focus on assessment.
	Communicate findings with teachers and HLTAs discussing actions and successes.	MO/FS		Drop-in sessions/organised meetings with staff	
	Implement a post-assessment system to assess pupils and review progress.	MO/FS		Post-assessment	
1.4 Teachers confidently share knowledge and expertise in all subject	Create a clear LTP that builds on prior knowledge and skills of all pupils.	Autumn 1 MO/FS	Clear progression across all year groups has ensured progression through the	Long term plan	Continue monitoring of computing.

		Autumn 1 MO/FS	three strands of computing, networks and systems and has been shared with HLTAs that has provided a clear understanding of what is needed to be taught.	Lesson observations Planning checks	
areas as a result of strong subject leadership *The Computing curriculum deepens understanding by being progressive and sequential.	Monitor lessons to ensure lessons build on skills and follow the sequence.				