| **Action** | **Steps to achieve this**  **What will happen in order for this action to be completed?** | **Timescales**  **When do things need to be achieved by?** | **Resources/costs**  **Are any resources required? Are there any additional costs to be planned for?** | **Intent**  **What are your intended outcomes?** | **Impact**  **What impact will this have on learning?** | **Evaluate**  **How will you evaluate this?** |
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| **Action 1**  **For subject specific skills overview to be used consistently by all staff to plan and assess** | Via drop ins and looking at sketch books it will be easy to identify if specific skills are being taught  Skills audit for staff  Displays will show progression  Use the project suggestions and reflect on previous years learning to help scaffold learning. | Skills overviews to be in use by Autumn 1  Medium term plans to be consistently showing skills by Autumn 1  Learning books and scrapbooks to show clear progression of skills by Autumn 2  This will remain a focus for subject leaders throughout the year  Assessment will be a focus in Spring term | * Release time- one half day per half term * CPD for all staff on Computing. Skills analysis via google form to assess gaps. * Google Form to be sent out. | All skills taught across the school will be from the new skills overviews.  Medium term plans will clearly reference skills from the overviews.  There will be consistency in teaching of subject specific skills  Staff will use skills overview to monitor coverage  Staff will use skills overviews to assess pupils | Pupils will have the opportunity to be taught subject specific skills.  Pupils will progress through age appropriate skills as they move through the school  Skills and knowledge will increase in difficulty to ensure pupils make progress  Pupils will be assessed against subject specific skills | Monitoring of medium term plans each half term  Monitoring of learning books and Dojo.  Learning walks and pupil voice |
| **Action 2**  **For specific skills to be built upon as the year progresses** | Children can clearly show via learning books, displays and evaluating their work that they have built on the skills previously taught. | On-going throughout each term. | * iPads and Laptops to be used during Computing sessions. | Children to be able to articulate how they have built upon the skills they have been taught and how this has improved their work | The skills can then be applied in other areas (see document shared with staff containing digital resources. | Pupil voice  Dojo  Displays  CPD sessions |
| **Action 3**  **To ensure ICT and digital content is embedded across the whole curriculum.** | * Develop a Skills Progression document that highlights key curriculum objectives for each year group. * To cross reference Skills Progression document with projects/schemes of learning that can be used by classes. * To ensure that digital interventions are introduced to help support pupils. In particular pupils with SEND. * To develop activities/projects/lessons that can be used in different subjects to ensure that computing is used in a cross-curricular manner. * To develop ‘digital displays’ across the school can efficiently and effectively provide a snapshot to the learning at Dale Hall whilst at the same time promoting key computing skills. * Ensure that key computing skills (typing) are taught in lessons to ensure that pupils are ‘life ready’. | * Share the document with all teaching staff by end of Autumn 1. * Share the document with all teaching staff by Autumn 1. * Introduce some digital interventions within my own year group by the end of Autumn, share successful ones with whole staff by end of Spring. * Use digital learning opportunities in my own practice and then share successful ones with whole staff by end of spring term. * Introduce digital displays within my own classroom environment and then share these with the whole school by the end of Autumn term. * Learning walk during the Spring term to ensure that pupils have been given an opportunity to type their work. | * Half a day release time per week. * Potential for school to buy into projects or schemes that compliment the curriculum. * Potential for school to buy into projects or schemes that compliment the curriculum. * To use staff meeting (CPD) time to share successful activities with staff to ensure that all staff can see how these activities work. * To use staff meeting (CPD) time to share successful activities with staff to ensure that all staff can see how these activities work. * Use release time to perform a learning walk. To ensure that laptops are available for all classes throughout the week. | * To make teachers aware of key curriculum objectives for their year. * To ensure that teachers have a confident starting point when teaching Computing. * To ensure that technology plays a part in ensuring all pupils are able to access the curriculum. * To enable the Computing curriculum objectives to be met in other subjects rather than in discrete sessions. * To provide a snapshot of the classroom learning. To give pupils the opportunity to use the iPads to self-scaffold their own learning. * To enable pupils the opportunity to type their own work reinforcing a key life skill. | Skills and knowledge will steadily progress as pupils move through the school.  Curriculum is meaningful and can have a direct link to other areas of the curriculum. | Pupil voice  Dojo  Displays  CPD sessions |
| **Action 4**  **To produce and implement digital protocols that allow staff to communicate effectively.** | * To create a digital login sheet that can be shared with parents to ensure that all home learning logins are in the same place. * To create a “Support Sheet” similar to previous one page profiles and pupil passports that ensure a clear and transparent summary of the support pupils are getting. * To create a digital version of the writing standards to ensure that teacher assessment is more objective. * To create a digital assessment tracker for the White Rose End of Block Assessments to ensure that teacher assessment is more objective. * To create a digital assessment tracker for the PIRA assessments to ensure that GAP analysis can take place and that teachers have a more accurate picture of attainment and progress. * To create a digital assessment tracker for the PIRA assessments to ensure that GAP analysis can take place and that teachers have a more accurate picture of attainment and progress. | * Develop within my own practice and share the document within the Spring term should it be successful. * Develop within my own practice and share the document within the Spring term should it be successful. * Develop within release time and then share with JD, JS, LGr and EC. * Develop within release time and then share with JD, JS, and JP. * Develop within release time and then share with JD, JS, LGr and EC. * Develop within release time and then share with JD, JS, and JP. | * Use release time to ensure that this is done. * Use release time to ensure that this is done. Share ideas and consult with JD, JS and DL (SENCo) to ensure that this is how we’d like to move forward. * Use release time to ensure that this is done. * Use release time to ensure that this is done. * Use release time to ensure that this is done. * Use release time to ensure that this is done. | * To ensure that parent(s)/carer(s) have full access to any home learning resources that they may need. * To create a clear picture of support within the school. * To ensure greater objectivity and consistency in teacher assessment across year groups. * To ensure greater objectivity and consistency in teacher assessment across year groups. * To ensure greater objectivity and consistency in teacher assessment across year groups. * To ensure greater objectivity and consistency in teacher assessment across year groups. | Reduce workload for staff by keeping things in one central place.  Ensure that all staff are aware of protocols and sessions.  Improved communication- central message given to specific pupils. | CPD  Staff voice |
| **Action 5**  **To establish wider community links to ensure that the provision of computing at Dale Hall is up to date and of a high quality.** | * To ensure that CAS resources and projects are used within the curriculum at Dale Hall. * To develop a Code Club to ensure that G&T pupils in STEM subjects have an opportunity to further their learning. * To complete and audit of digital equipment. * To establish ties with local businesses. | * To research and share the best projects with staff within the skills progression. * Sign up to Code Club resource pack within Summer Term. * Complete by Autumn 1. * Ongoing. | * Use release time to collate several activities and add them to a working document. * Establish links with CAS and BT to enter Code Club competitions. * Use release time to ensure that this is done. * Be aware of local projects. | * To ensure that high quality resources are available to staff. * To ensure that computing is used to further the learning of G&T pupils. * To keep track of resources and highlight where we should focus our budget. * To ensure that IT is being applied to a range of scenarios. | Gives pupils the opportunity to further their knowledge.  Provides an open ended challenge to higher ability learners. | Pupil voice  Dojo  Displays  CPD sessions |