Computing Subject Leader Action Plan

Use this subject leader action plan ahead of an Ofsted inspection (perhaps at the start of each term) to ensure that you are prepared for questions, or comments about Computing in advance. Colour each space in the column using the key below:

Needs improvement	Adequate	Good

	Rating	Steps needed to achieve
All hardware is ready to be used by teaching staff at all times. Ensure that someone has responsibility for charging all devices and consider beginning a "Digital Leaders" scheme, where selected pupils make sure that the technology in school is being looked after and monitored. Is the school hardware timetabled appropriately and being used regularly and creatively to support discreet computing lessons and cross-curricular work? Is the internet speed fast enough or do you have any areas where the signal is poor? Are monitoring and filtering arrangements in place and checked regularly for any possible CP/DP incidents or to make sure any new key phrases are being picked up? Do you have a copy of a list of all the hardware available in school (admin should have this on their insurance details) amended to show which items are damaged, broken or missing?		
Content is regularly deleted from devices. Check through devices regularly for any unrequired photos/videos and content in other apps like iMovie, animation apps etc. What system is in place to ensure that this action happens on a regular basis.		
A system is in place for transferring pupils' work from tablets to the school network. Cloud services such as OneDrive/Google Drive can help with this but apps like Photo Sync allow you to send work direct to your network. Plugging in each iPad individually to download pupils' work is not the most economical use of time!		
All staff use cloud services to save and access files and are aware of other security issues. Avoid using USB/external drives. Use cloud-based services like OneDrive and Google Drive. Do staff habitually lock their computer screen when they are away from their desks and not share their passwords? See Teacher guide to online safety for more details.		
All tablets are set up uniformly. Check to see that all tablets are set up identically so there are no missing apps on some devices. This can be challenging for teachers who have planned their lessons around a specific app. Make sure they are all numbered successfully so that pupils can retrieve and continue work easily.		
Ensure that staff can easily add new apps to the tablets. Can tablets be updated with apps easily if staff wish to try something new out? What systems are in place to facilitate this?		

	Rating	Steps needed to achieve
The school uses screen mirroring software in classrooms. Consider purchasing a screen mirroring product to enable staff and pupils to reflect their tablet screens onto any IWB's. In terms of supporting learning, tablets then become like mobile visualisers enabling staff to showcase pupils' work for discussion to the whole class. Airserver or Reflector are both reasonably cheap methods of achieving this and work very efficiently.		
Reporting any technical problems is simple and doesn't involve the Computing subject leader. How are any technical problems that staff are experiencing reported? Can you put an email ticketing system in place so any queries don't have to unnecessarily flow through the Computing subject leader? If they go directly to your technician they may be able to fix the problem remotely and if not, they will know exactly what needs fixing so they can be extra prepared when they arrive for their allocated visit.		
All educational 3rd party software is useful and cost effective. Look at running an audit around any 3rd party services the school uses to support learning. Make sure staff are using all of these pieces of software effectively and consider unsubscribing from anything that isn't being used to its full potential.		
Tablets are being used successfully for support/interventions. Look at having small amounts of hardware (especially iPads/tablets) available during morning sessions across all year groups to help support SEND pupils and/or extend the learning of HA children. A couple of tablets per class can make a huge difference to core learning, engagement and progress.		
The school is covering the NC curriculum for computing successfully. How is the school teaching Computing? Ensure that Computing doesn't become a "lost subject" – dropping off the timetable because of hardware that isn't always in working order, ineffective timetabling or staff subject knowledge/confidence. How is Computing coverage monitored? Is there a clear progression of skills and knowledge across the key stages?		
Staff are confident about teaching computing and have good subject knowledge. Run a staff audit about confidence around both teaching discreet computing and the use of technology in support of other areas of the curriculum. Are staff confident? What is their subject knowledge like? Are you getting the best out of the technology you have in school in terms of teaching and learning?		
The school has all relevant policies in place and up to date. There are a number of school policies linked to technology (online safety policy, acceptable use policies, social media policy, Computing policy etc.) - are they all up to date and appropriately published (ratified by governors/on website)?		

	Rating	Steps needed to achieve
Appropriate support and training is in place for staff. What area of the curriculum needs further support or development? Computer science, Information technology or Digital literacy? Cross curricular planning? Identify any weaker areas and bridge the gap with further support and/or staff training. Utilise all of the CPD videos for each lesson/unit if you are a Kapow Primary customer.		
Assessment strategies are in place and appropriate for the subject. How is the subject being assessed by staff? Is it straightforward, relevant and useful? Consider looking for patterns of children who have an enthusiasm for technology but are struggling to make ARE in other areas. Once these children are flagged, if technology based targeted support or interventions are put in place, the results are usually extremely positive.		
Online Safety is a whole-school priority. Are Online Safety objectives as required by the NC being covered regularly and in full? Are any at risk children being identified early and appropriate action taken? Has the school looked at the Education for a Connected world guidance from the DfE and taken relevant steps to update their curriculum? Kapow Primary's Online Safety lessons for each year group support this coverage and are recommended to be taught every half term or as a stand-alone unit of their own.		
The Computing lead is able to successfully monitor pupils' work across the school. How are staff monitored and scrutinised? It's very difficult to see what pupils have learned during computing lessons because evidence is dispersed on the network, on different coding software, on tablets and sometimes in books. Consider putting a "Digital Diary" in place for all pupils – a book where they can write some feedback about each lesson that is easy for the computing lead to access. This can be checked quickly for appropriate differentiation, curriculum coverage and regularity of lessons. You can find some helpful documents in this Computing subject leader toolkit.		
The school teaches "unplugged" lessons to support learning around computational thinking. Do the pupils engage in any "unplugged" computing lessons i.e. teaching computational thinking without using any technology? This kind of active learning strategy is important for some pupils in order to understand fundamental computer science principles (and is a significant part of the Kapow Primary scheme of work).		
The school covers some computing topics via cross curricular planning. Are any areas of the Computing curriculum being covered by topics in other subjects e.g. can you cover any data handling objectives via similar units in the science curriculum? Do you support your humanities coverage by using technology to make films, animations and presentations?		
Do pupils enjoy Computing? Does any "pupil voice" take place? Do you run any coding or other types of computing clubs? Have you considered a "digital leaders" scheme?		

	Rating	Steps needed to achieve
Teachers use a variety of software and multimedia programs to teach IT. When teachers work on the IT strand of the curriculum do they vary the software being used or do they just stick to Word, Excel and Powerpoint? Multimedia strategies such as filmmaking, music technology, animation, game design, book design etc. are readily and cheaply available if you have tablets in your school.		
The school is ready to apply for the NAACE ICT Mark. Have the school considered applying for the NAACE ICT Mark? In terms of subject development it is worth looking at their detailed Self-review Framework in order to have a clearer and deeper idea on where your school is in terms of ICT and Computing at this present time.		
The school feels "deep dive" ready. Have you checked through Kapow Primary's Computing Deep Dive Question examples document? This will help you prepare for any potential questions you could be asked during an inspection. There is also a "readiness" checklist you can look at to make sure you feel that you are in the best possible position to deal with any Computing related queries.		
The school has completed an Intent, Implementation and Impact document for Computing. Within the Deep dive toolkit, you can see advice on how to create your own three I's document as well as the three I's example within the Computing Deep Dive toolkit which schools using the Kapow Primary scheme can quickly adapt to fit their own practice.		