



COMPUTING

SELF-EVALUATION FORM



School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

School Vision & Values

School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE
WE ARE PASSIONATE ABOUT CREATIVITY
WE NURTURE SOCIAL INTELLIGENCE
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

Subject Self Evaluation Form

Subject: Computing



We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

School Values

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect
Enjoyment
Care
Confidence
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

Intent

The Computing curriculum equips pupils to use computational thinking and creativity to understand and change the world. We intend for our children to master Computing to an extent that they can go on to have careers within Computing and make use of Computing effectively in their everyday lives. We will ensure that our children will be taught to use technology responsibly and carefully. They will be taught Computing in a way that ensures progression of skills and builds on previous learning. Our children will gain a wide range of experience and skills, enabling them to use technology across a range of subjects.

Our Computing curriculum is designed with the national curriculum as a starting point, we also make reference to the 'Education for a Connected World' document as it enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.

Subject Self Evaluation Form

Subject: Computing



Implementation

Computing long term plan

- Each year group will experience the areas of Computing (Online Safety, Digital Literacy and Programming) identified in the school's long term plan to ensure coverage of statutory knowledge and skills. Year groups are set four units of work yearly, where they place these in their calendars is up to them.
- The school's computing progression of skills will be used to identify the learning objectives for each year group.

Cross-curricular learning and real world contexts.

- Wherever possible, a cross-curricular approach will be taken to the teaching of Computing. Lessons will often be linked to children's learning such as English, Maths, Science, History and Geography.

A whole school commitment to Computing

- Computing is a highly valued aspect of our school curriculum and permeates all aspects of our school community.

Challenge and support for all learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability

Early Years

Children in the Early Years learn best through play and practical application of skills. The computing scheme that we follow has been designed to ensure that not only are children accessing relevant areas of the curriculum but that they remain highly involved and engaged while doing so. Lessons are structured to involve a blend of teacher-led activities, enhanced provision provocations, active games and independent tasks.

Impact

Autumn term data shows:

Below - 3%

Just Below - 11%

On Track - 85%

Greater Depth - 1%

Pupil voice surveys show how children value their computing lessons and understand that these lessons will benefit their futures.

Local Context/Local Content

Subject Self Evaluation Form

Subject: Computing



- Subject leader is now a part of a DEEP Computing Leaders group, to regularly meet to share good practice and support towards the subject

Significant developments in the subject

- Implementation of the 'National Online Safety' schemes, both as yearly staff training and access to lesson planning and assemblies.
- Planning and resources from the Kapow scheme are being used well and staff are gaining the confidence to adapt these when needed.
- 'The 2 Johns' E-Safety training for new staff in May - highlighting and raising awareness of the most current online dangers.
- Beginning to implement the Kapow units into EYFS to enhance
- DEEP Computing Leads have begun meeting on a termly basis to discuss strengths and weaknesses and sharing good practice. Next meetings will focus on Ofsted frameworks and 'Deep Dives' within Computing.

Strengths

- The scheme of work that we follow for computing is very comprehensive and supportive. There are guidance videos for staff to watch before lessons to ensure that subject knowledge is up to speed.
- Staff engage really well with the new curriculum and continue to implement it well. They are keen to adapt planning and are gaining confidence with teaching computing overall.
- Subject leader is now a part of a DEEP Computing Leaders group, to regularly meet to share good practice and support towards the subject.

Areas for development

- To provide training for teaching to develop subject knowledge and to improve the teaching of programming. Provide a staff survey with key computing terminology to determine which areas of the computing curriculum there are more obvious gaps in subject knowledge.
- Chromebook issues arising during lessons or things that can't be preempted. Look into wiping existing chromebooks and for children to have their own 'named' chromebook to help with storage issues.
- To develop the hardware and software that is available to teach the Computing scheme of work, ensuring that it consistently works effectively (look into purchasing new beebots and micro:bits).

Monitoring and evaluation systems

Learning Walks

- Subject Leader to undertake planned learning walks to drop into computing lessons. Focus of learning walks to have a clear focus, to feedback to the individual and to all staff.

Subject Self Evaluation Form

Subject: Computing



Work Scrutinies

- Work scrutinies are carried out by subject leaders. Looking into using Google Classroom or SeeSaw to record evidence of learning in Computing lessons. These can then be accessed by all staff.

Pupil Interviews

- During subject leader release time a range of children from each year group are gathered together to discuss their computing learning for the previous term. Also gives children an opportunity to discuss good practice and give their own feedback.

Planning Scrutiny

- Medium Term Plans and Long Term Plans are checked by the subject leader to ensure that the correct areas of computing are being covered.

Cultural - Diversity

Making links to future careers or areas of study. Areas that may not be obvious as routes the children can take with computing skills.

Ensuring that there is a wide range of different individuals linked to computing. Really focusing on women in STEM and ensuring that everyone is represented in our lessons.

Training

- Yearly review of the 'Annual Certificate in Online Safety for Teaching Staff' and 'Annual Certificate in Online Safety for DSLs'.
- 2Johns training for staff who haven't experienced their training before in May.
- Access to monthly 'Online Safety' seminars with updates and developments in the online safety world.

Enrichment

- Year 6 'E-safety Champions' who help support and implement aspects of Online Safety throughout the year. Whether they help support Online Safety assemblies, read stories to the younger children or help gather resources and lessons for Online Safety Day.
- Each class has access to a class set of Chromebooks, these can be used cross-curricularly as well as in computing lessons. Also in day-to-day classroom activities in the form of our online subscriptions: Spelling Shed, TT Rockstars etc.
- Visits from the EXA Foundation (Internet Provider) and Alan O'Donohoe who takes our KS2 children for small interactive workshops.