

Curriculum Area: Computing and Online Safety

Date: 26.5.21

Staff Member: S Lowe

Key:

Strong

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Weak

| | Forest | Woodland | Orchard |
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| Evidence of curriculum coverage: | All three areas covered at the appropriate level. | Without knowing what the student did independently, what the intentions were on each piece of work it is difficult to judge. No evidence of Online safety & Coding and programming. No evidence of work undertaken on other platforms, coverage may be more complete but is not visible. | Evidence of all three areas in purple mash folders, P:drive folders & wall display. |
| How effectively does this link to plans? (trees and intentions) | Medium term plans are taken from curriculum tree & broken in to individualised targets. | Limited coverage. | Online safety & digital literacy evidenced. Coding and programming not available to view (within scratch?) |
| Evidence of pupil progression: | Strong evidence in photographs. | None. Annotations on printed work / baselining independent work may help the observer to see progression. | Range of work available, but difficult to easily see clear progression. Difficult to evidence teacher feedback. |
| How is the evidence presented? (e.g. books) | Stop motion & Beebots (term theme) Evidenced in computing books with annotations and photographs. Planned progression in MTP. Covered across the curriculum through conversation safe people and who can help them (evidenced books & wows). | Work Folder, printed annotated PowerPoint / word – simple presentations of interest. ILP places pupil at P7/Bridge, language level used & notes detailing some independence suggest a working level within stage 3 of the curriculum tree. This pupil is one of few in his class that produces work that can be printed out. | p: drive folders. Purple mash pupil folders. |

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| | | Others tend to use Purple mash / Reading eggs or other platforms. | |
| How frequent is the coverage? (per week/ month) | Computing lessons 1 x per week, access to technology developing digital literacy skills happen daily. | 1 piece of work per month printed. | 2 x computing lessons per week + 1 maths or literacy lesson using ICT for digital literacy skills & engagement. |
| Summary of strengths: | <ul style="list-style-type: none"> • Good range of teaching methods / platforms. Good curriculum coverage. Good use of computing to meet pupil interests. | | |
| Areas to develop: | <ul style="list-style-type: none"> • Use marking tool on purple mash to comment / feedback, ensure that pupils are taught how to name files appropriately and store in their own folders. However, the objectives do not offer small steps in progress which can be identified as progression against the curriculum tree. • Storage and sharing of work from platforms that cannot save to P; drive, consideration for how to access this for evidence of work done & progression. | | |
| Actions required: | <ul style="list-style-type: none"> • Identify (woodland / orchard) how we evidence learning intentions / feedback / progression. | | |

| First steps | Who? | When? |
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