

Kings Road Primary School
Curriculum Coaches Memorandum of Understanding
'Deep Dive'



ignite

Computing

Name of subject

Overall Judgement

Judgement

inadequate	Requires Improvement	good	outstanding
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Headlines

5 Key Strengths

3 Areas for Development



- A clear progression of skills through year groups.
- An online platform to support teachers and children.
- Opportunities for cross-curricular study.
- Impact summaries now available for assessment.
- A wide variety of software, planning and resources available to both teachers and pupils.



- Assessment procedure only recently implemented. More time needed to assess impact and progress.
- More variety required beyond scheme of work, particularly Upper KS2.
- More time could be allocated in class timetables.

What is needed to move to outstanding

Or

The key reasons behind an outstanding judgement



- A well-structured long-term plan has been embedded over time and is being taught consistently.
- A wide range of software available to children.
- Teaching resources are informative and allow for key vocabulary to be used throughout sessions.

Quality of Education

Highlighted judgements taken from the document entitled The School Inspection Handbook 2019 by OfSTED

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Pupils are ready for the next stage of education. They have the knowledge and skills they need and. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.

Requires improvement (3)

- The quality of education provided by the school is not good.

Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

	<p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> ■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. ■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met. ■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.
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Delivery	
What resources do teachers use to aid their planning?	<p>Teachers have a long term plan that is based upon the scheme of work for Purple Mash. PM also contains a platform to deliver all of the lessons. This scheme of work is supplemented by other resources including: Hour of code, Code combat, Knowlsey, Scratch and other online and offline resources. The teachers have access to an ICT suite and iPads for each class. Each topic area also contains key knowledge documents to support teachers' subject knowledge and crash courses to support children who have little prior knowledge.</p> <p>A range of resources have been given to Early Years to facilitate progression within the seven areas of learning in EYFS. These include opportunities to code using simple robotics, unplugged coding with using their own bodies, cameras and other visual and auditory hardware. Reception also have access to the ICT suite where they begin to learn to use a mouse and keyboard effectively.</p> <p>Teachers have access to interactive slides for every lesson within the scheme of work and knowledge organisers to ensure that the relevant vocabulary is being taught.</p>
How do teachers inform themselves about children's prior learning?	<p>All work that the children complete is saved online including any scores and marks that the previous teacher may have given them. Each unit of coding begins with a crash course and series of assessments.</p> <p>At the end of each term children are tracked in the Computing Impact Summary and assigned a grading of emerging, expected or greater depth. The impact summary gives guidance directly related to the long term plan for Computing.</p>
Do teachers know why they are teaching their topics?	<p>Since the previous memorandum staff have received CPD on the principles of coding. The other units are being taught on a weekly basis and the topics are all being covered. The children up to year 5 have had a consistent input of teaching and learning based on the long-term plan. The long-term plan builds on progression from previous year groups.</p> <p>Teachers have had CPD sessions on the three strands of computing and these are prominently displayed in the ICT room. Teachers are more aware of the need to teach ICT skills, improving upon the use of ICT to practise skills from other subjects.</p>
What process has been used to put together the planning for this subject	<p>There is a progression in programming, spreadsheets, online safety etc within the planning, as the work builds on the prior knowledge of the previous year. The planning is also designed to favour skills rather than a requirement for technology as this cannot already be guaranteed. There is additional 'unplugged' resources available and many of the lessons could be taught without hardware. Planning links to the 3 strands – digital Literacy, information tech & computer science.</p> <p>A detailed lesson plan, complete with interactive slides, has been provided for every lesson from Reception to Year 6. Teachers are empowered to use this planning, or use alternative software to complete the same objective.</p>
How has Kings Road's 'Cultural Capital' been considered	<p>Teachers use ICT in classrooms to enhance the pupils' understanding of the world. Interactive slides, whiteboards, apps and access to online resources all enhance the children's access to information.</p> <p>Remote learning and homework has been a success story at Kings Road. We provided opportunities to access resources and content during school closures through our systems of home communication. This has continued through signposting via ClassDojo, Google Classroom and our other social media platforms. Twitter, Facebook and YouTube are all used to share examples of pupil performances and shared school experiences such as nativities.</p> <p>Each child has been provided with an online account to use at home for PM and EC. Home/remote learning can be provided. Digital leaders have been introduced to support children in ICT lessons. Other activities such as TT Rock Stars and Reading Eggs are also in place to support SEND pupils.</p>
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	<p>Children start by learning to use technology, rather than attempting to understand it. The key areas of learning outlined in the EYFS are implemented through use of technology. For instance using online platforms such as mini mash to create art work or complete maths challenges.</p> <p>Children in early years have access to programmable robots, cameras, microphones and use ICT as part of their role play. They have access to the ICT room once a week and use computers for</p>

	reading and phonics on a daily basis. A touch screen has been made available as part of the continuous provision.
How is the subject coverage progressive throughout the school?	Many of the topics are repeated and built upon. In KS2 children are introduced to new concepts such as understanding hardware and binary. Spreadsheets, for example, is taught in each phase building upon the concepts taught in the previous year. There is a progressive scheme of learning from Rec to Y6
What are the strengths of this subject?	<ul style="list-style-type: none"> - Good progression through year groups. The scheme of work is followed and lessons are taught to a higher standard. - Teachers have access to a high range of planning and resources. - Planning and platform are linked. - Digital leaders - Computing club - Remote learning and information sharing via established online platforms. - Learning is tracked via Impact Summaries. - A long term plan that has been consistent. The Computing skills are now embedded all the way up to Year 6. - Teachers have received CPD. Alongside the knowledge organisers and impact statements that have been made available, practitioners are more confident delivering computing sessions. - ICT is embedded in early years and children come to KS1 with a good understanding of how to use a computer.
What are the weaknesses of this subject and what is being done to address these?	Lessons are mostly limited to the scheme of work. More opportunities need to be provided for children to access other programming platforms/software.
How is the subject used to develop reading?	<ul style="list-style-type: none"> - Lots of cross curricular links with other subjects - Animated story books - Online reading books - Education City - Phonics play - Technical vocab in computing lessons - Bug Club, Serial Mash and Reading Eggs are all available to support reading, both at home and at school.

Progress

How are children that struggle or lack confidence supported?	<ul style="list-style-type: none"> - Additional resources such as headphones and audio to support - Clearer instructions when work is sent digitally. - Crash courses - Differentiated learning tasks. - Opportunities for teacher & pupil discussion - Mixed ability pairs/groups - Opportunities for support with a TA - Digital leaders support Reception children
How is this subject assessed and how are next steps identified?	<ul style="list-style-type: none"> - Children's work is marked and assessed on the online platforms provided. - Rewards and comments can be made and returned electronically to the pupils. - Feedback is given through verbal feedback. - Summative assessment is provided through updated impact summaries at the end of each half-term.
What transition arrangements are in place to support teacher to teacher communication?	<ul style="list-style-type: none"> - All work folders are handed over at the end of the academic year - 1:1 professional discussions during transition - Assessment information handed over in the form of impact summaries.
How are end of term summative assessments used to aid future progress?	Summative online assessments are passed on to the next teacher (Impact Summaries). 1:1 professional discussion

Intervention

What is in place for pupil premium children?	Reading eggs, home access to online resources. IT based solutions for pupils receiving the pupil premium pledge Prioritise PP children for computing club
What is in place for SEN children?	Work can be scaffolded through video tutorials. Groups can be made on the online platform to differentiate work. Notes and audio clips can be added to activities to support.
What interventions are in place across the school?	Pupil premium children receive additional support through the PPP GAP receive extra support via TA's Reading Eggs is accessed by SEN children Some children have access to specific resources including desks and chairs relevant to their needs.
Who delivers the intervention?	Teaching Assistants
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	Record of intervention
How are EAL pupils catered for?	Adult support in sessions . Apps and tools on IPADS contain language development task, games and activities. Online remote learning contains translation functions. ESOL online training provided for parents

Continuous Professional Development

What CPD have leaders been given?	Purple Mash training
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	Online CPD course for PM Attended TTSA cluster meetings.
What CPD is in place for all staff?	Purple Mash training (Two sessions to date) Online CPD course for PM Dojo webinars available Staff meetings eg. Knowledge based, technology based TTSA cluster meetings
How are new staff supported?	Discussions with JA Induction with JA/AZ (face to face as well as electronic info sharing) Online CPD Resources in shared area. Annual Purple Mash refresher. Knowledge organisers Planning and PowerPoints available on demand.
How is teacher and teacher assistant subject knowledge supported?	Resources on T-Drive Availability of subject leaders Additional support from AZ getting set up Training Tuesday's Through staff meetings Online training available to support the curriculum

Workload and Well-being

Do you feel supported by senior leaders?	Yes. Time is provided for CPD when requested and they are available to discuss ideas. Senior leaders have put in place non-negotiable requirements to access foundation subjects and implemented a strategy where long-term plans are readily available across all subjects.
Have you been given the tools to complete the role of subject leader?	Yes, since the last memorandum of understanding I have been given time to complete the necessary planning and impact summaries. I have been given CPD I have requested and access to additional funding to invest in practical resources and equipment. Senior leaders, including a curriculum coach, is available to discuss ideas with.
How do you support the teachers?	Team teaching Observations Advice during sessions Arrange for Digital leaders to support sessions. Provide resources and planning Arrange external CPD Make staff aware of CPD opportunities Knowledge organisers with relevant information relating to each topic taught.

Monitoring

If a lesson was to be observed what would be seen?	Children completing tasks on our online platforms. Activities are sent remotely and handed in remotely. Teachers support through modelling and discussion. Teachers using provided or amended PowerPoints to demonstrate and visualise points. Relevant and accurate vocabulary being used in conjunction with input. Each child having access to a computer and possessing the relevant skills needed to complete activities. Children can work collaboratively to support each other. Documents can be shared, and the children can work on the same document simultaneously. A wide variety of activities being taught including word processing, spreadsheets, programming, typing, online safety etc.
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	The lesson should have outcomes that build upon what has been learnt in previous year groups. You will see lessons that use a scheme of work and children are accustomed with those processes to the point where there are limited technical barriers to learning (logging in/accessing resources).
What would a teaching assistant be expected to be doing during a lesson?	Support LA or stretch and challenge more able children. There will be an element of troubleshooting technology and ensuring children are logged in. Supporting less confident children
Will the teacher's questioning encourage learning and enquiry?	Problems can be shared remotely. For example a coding challenge can be shared if it cannot be solved through discussion with the child and teacher. Scheme of work is prescriptive and progressive for the teacher to follow
Are the children learning new knowledge/skills? How do you know?	Yes, through a carefully planned LTP and monitoring to ensure that lessons and topics are being taught. Access to the children's work folder allows for virtual 'book looks' at any given time and the impact summary provides details on progress going forward.

Any other factors

Digital Leaders Computing Club On-line safety awareness Courses for parents MofE – all children have received a coding lesson from the computing lead

Excellence without compromise