ECM Leadership Partner Note of Visit
Callands Primary School
Computing Review

Headteacher: Lisa Littler	Date of visit: 28.06.21.
School email address: headteacher@callandsprimary.co.uk	Governors: Nigel Spencer, Stacey King

ECM Leadership Partner: Louise McArdle		
Triangulation of actions taken as part of support and challenge, including Deep Dive activities		
Analysis of: IDSR / SPS / Last inspection report / Self-Evaluation Summary (SES / SEF) / School Impact Plan (SIP / SDP) / Other reports e.g. LA, ECM & Diocese / School website Internal school data (which may not be looked at in inspection)	Monitoring of: Deep Dive in Computing/ Pupils' workbooks / Teachers' planning / Learning walk / Observations of learning/ School monitoring documents/ HTPM / Actions from previous visits	Discussion with: Headteacher / Principal / Governors/ Senior leaders / Middle leaders / Teachers / Teaching assistants / Office staff / Pupils
Date of next visit: 19.10.21. Science Review	Future dates agreed for 2021/22 See LP overview	ECM to contact school about the following services: N/A

Summary note of visit:

- Leaders are highly ambitious with regards to their aspirations for their curriculum. They are extremely reflective and are always striving to ensure their curriculum meets the needs of their pupils exceptionally well. An excellent example of this can be seen in their approach to computing. Although the school's original computing curriculum was strong and was fully meeting the requirements of the national curriculum. Feedback from pupil voice revealed that many children already had a good knowledge and understanding of programming and wanted the school to provide something even more ambitious.
- Leaders wasted no time in acting upon this, and as a result, they have now bought into the 'teach computing' scheme as it offers further challenge which goes beyond the minimal expectations as set out in the national curriculum.
- During the computing review, the positive impact of this new approach is readily apparent. Staff are extremely positive about the changes and report that the plethora of resources and support materials have really helped them to develop further confidence and expertise in the subject. This is the case for both teachers who have a background and expertise in computing and those who originally lacked confidence.
- During leader, staff and governor interviews, is clear that there is a shared understanding by all stakeholders of the school's vision for computing and lesson visits across the school confirm that the implementation of the curriculum strongly matches the school's intent.
- The curriculum leader for computing is passionate about his subject, and although, he only recently took over the leadership of computing, it is evident that he has 'hit the ground running' and has been very well supported by senior leaders. Teachers also speak highly of his support and CPD opportunities.
- The school's 'On Target Indicators' are used in each curriculum area to identify the key knowledge, skills and vocabulary that children will acquire from EYFS to Year 6. In discussions with teachers and during lesson visits, the OTI's are being used consistently well by teachers to assist them both in their planning of lessons and in their formative and summative assessments.
- When discussing with both the curriculum leader and teachers how they ensure that the computing curriculum is building on knowledge and skills sequentially and cumulatively, all staff are able to articulate very clearly how they achieve this, progression is also very evident, particularly for the programming aspect of the computing curriculum, during lesson visits and in pupil interviews.
- In lesson visits, children are very engaged in their learning and relish a challenge, particularly when trying to debug programs and work out solutions when their algorithms do not initially work! Children are increasingly using metacognitive and self-regulatory strategies to reflect upon their learning and to decide when they are able to challenge themselves further or may require further support from their peers, teacher or by watching one of the very helpful support videos which accompany the scheme.
- Teachers place a strong emphasis on the development of key vocabulary and have an excellent understanding of the small steps required (the component parts) to enable children to achieve their end point/s (the composite). For example, in Reception, children were working on understanding chronological order as the teacher rightly identified that this was a key prerequisite to later work on algorithms and understanding the importance of sequencing effectively. As a result, when children in Reception were programming a 'bee -bot', they were able to do this confidently and also use the correct terminology accurately, for example 'algorithm'. This highlights the school's high expectations for all children and that these aspirations start in Early Years.
- During pupil interviews, pupils enthusiastically shared their floor books with the reviewer and are keen to talk about the sort of careers that they could pursue in the future with a strong background in computing. The level of knowledge with regards to programming was extremely impressive! There were also many examples in the floor books to show how children are developing their knowledge and understanding of the other strands of the computing curriculum (information technology and digital literacy including online safety)

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- Pupils are confidently able to talk about how to keep themselves safe online and the progression in complexity with regards to this strand is very apparent. For example, even younger children are able to talk about not sharing their name and address online and older children are able to give a number of ways they keep themselves safe. The children's accurate use of computing vocabulary is very strong.

Recommendations agreed:

Build on and enhance the highly effective computing curriculum by:

- further refining the strong implementation and impact of the new computing approach so that is deeply embedded across the school;
- ensuring that the three key strands of the computing curriculum (computer science, information technology and digital literacy) are clearly identified and that the curriculum intent and implementation explicitly considers the progression in each of the three strands so that children are able to apply their knowledge and understanding equally across all three areas;
- further develop children's use of metacognitive and self-regulatory strategies so they are able to articulate their learning even more effectively (perhaps by extending the use of OTI's to include children reviewing their current progress and next steps against these in an age-appropriate manner);
- further build on strategies used to support children to transfer key knowledge, skills and vocabulary into their LTM (e.g. using kahoot , plicker, nearpod) Nearpod: Make every lesson interactive, Kahoot! for schools | Make learning awesome in class and virtually, Plickers
- implementing plans to consider how technology could be used even more widely across the curriculum to further enhance teaching and learning (particularly for SEN and disadvantaged children) by investigating the role of assistive technologies such as 'green screen, virtual and augmented reality and QR codes etc and consider utilising the SAMR model as a mechanism to support this development. The SAMR Model Explained (With 15 Practical Examples) | 3P Learning