

Springbank Academy
Action Plan 2025/26

Actions/tasks columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Area of focus

Computing

Key priority/focus	To ensure that all children are equipped for the ever-changing digital world - not just for the future but for today. Using computing to enhance and extend children's learning across the whole curriculum whilst developing confidence and independence.
Measures of success	<ul style="list-style-type: none"> For all children to access the NC objectives for Computing. For all children to have their progress monitored across Computing. For skills in Computing to be taught consistently across the school.
Success evaluated by	Governing Body/SLT

Objectives	Action/tasks (What will you do?)	Intended outcome and date objective will be completed (What do you hope it will look like?)	How objective will be monitored	Impact/ evidence (What will the impact be for the children?)
1. Leadership To ensure there is full coverage of the Computing National Curriculum across Key Stage 1 and 2.	Create a Progression Ladder showing the expectation for each year group.	Autumn A digital record of children's learning will start to be collated by each year group. This can be photographs, videos and completed children's work on devices.	Digital work scrutiny (autumn and summer). Pupil interviews (spring). Staff meetings Lesson visits (spring).	I: Children will be taught an exciting and interesting curriculum and will be engaged in lessons to reach their full learning potential.
	Staff to check coverage for their year group. SD to provide support where needed.		Repeat teacher and pupil surveys to generate development points.	E: Lesson visits will evidence engagement
	Ensure new teach curriculum is embedded across all key stages and year groups	Summer Staff will be confident in their assessments of children's work throughout school. There will be evidence	Introduce teach computing end of unit	E: Digital evidence with evidence of coverage and progression

		of progression both within a class and within year groups.	assessment sheets/quizzes/rubrics.	
2. Teaching and learning: Teachers provide adequate time for pupils to practise and embed core digital skills.	Analyse survey responses from both teachers and pupils.	Autumn A digital record of children's learning will start to be collated by each year group. A trial of self-assessment methods filled in by the pupils to be completed by HC.	Digital work scrutiny (autumn and summer). Pupil interviews (spring). Staff meetings Surveys (summer)	E: Lesson visit document E: Pupil voice
	Provide staff with training where needed to implement the use of Teach computing to ensure key skills are taught. Looking for clear progression across key stages..	Spring/summer Interviews will demonstrate the children's level of interest and knowledge of digital skills. Pupil voice - surveys.		
3. CPD Ensure that teachers' skills are well developed and impact positively on pupil outcomes through meaningful CPD.	Prepare and lead CPD on the resources available to support the teaching of progressive digital skills.	Spring Evidence of the use of different digital resources is seen in the digital record of pupil's work. Staff will be kept up to date with any new resources made available.	Attendance of staff - answer any staff questions either in meeting or afterwards. Provide extra CPD on a 1:1 basis if needed.	I: Staff will be up to date with the Computing curriculum and be confident in different resources to support learning. I: Staff have a confident understanding what 'at expected like for their year group E: Assessments are moderated by HC.

Evaluation (SLT)	Autumn			Spring			Summer		
Rag rating	1.	2.	3.	1.	2.	3.	1.	2.	3.
Next steps (SLT)									