Next steps:

- Creation of long term overview and planning for the whole school using PurpleMash Schemes of work
- Move Computing lessons away from PPA times
- Develop the use Computing in cross-curricular learning

Issues which arose:

- Resistance regarding use of PurpleMash
- Ensuring that Computing has been given priority on the timetable/following of Schemes of work
- Time restraints/staffing restrictions affecting support staff training

Impact of actions so far:

- PurpleMash has been enthusiastically received by children in KS2, less so in KS1 and EYFS
- Planning Schemes of work have been introduced with some success
- Support staff report that they are feeling more confident with using some ICT
- New archive is successfully and consistently being used by all members of staff, including a complete move away from USB sticks
- E-Safety policy is now ready to be reviewed by the Head teacher and Governors

Background of this project:

- Since September, I have taken over as the Computing co-ordinator.
- Computing has always been taught during PPA times by support staff.
- Range of resources available but not all were fit for purpose.
- Increase in age range of school requires more development across this subject.
- Varying levels of staff confidence.
- Lack of clear computing planning available.
- Shared staff server hadn't been updated or overhauled in a few years.

Aim: To restructure and implement new strategies and resources for Computing across our primary school in order to raise the profile of this subject.

Actions Taken:

- Implementation of PurpleMash throughout the school including log ins for individual children
- Use of PurpleMash Schemes of work for planning for year groups 1-5
- Beginning of training sessions for support staff
- Archiving of old server
- Creation of new server alongside ensuring all teaching staff have remote access to server
- Compliance with GDPR—including banning of USB sticks
- Reviewing of E-Safety policy

Initial starting points:

- Discussion with Deputy Head about the efficiency and benefits of current Computing resources e.g. Espresso Coding. This didn't allow children to make mistakes when coding and this raised concerns about whether skills were actually being learnt.
- Computing is not taught by class teachers and not planned by them either. Lack of engagement from class teacher's suggested it was not given a priority amongst staff. This fed down to the children as they did not value a subject not taught by their teacher (opinion gained from interviews with children).
- Although support staff are often relied on to teach computing, a staff skills audit highlighted that support staff confidence with technology and software used was low.

Action points identified:

- Choosing a new software/programme to streamline Computing across the school
- Archive the existing server and create a new, organised server
- Provide training opportunities for support staff to develop confidence
- Develop a comprehensive and progressive scheme of work
- Support the implementation of policies to ensure GDPR compliance