Intent, Implementation and Impact in Computing

Intent	Implementation	Impact
To continue to work on improving computing links within all areas of the National curriculum throughout school. To work alongside agencies/schools to improve children's' experiences of computing and help children access more equipment which we do not have in school currently due to funding. To observe computing lessons in school to check progression and ensure that EYFS have a good foundation for children's computing skills and understanding. To have computing displays within all classrooms with key vocabulary and good examples of work and have a display within the school itself. To organise a lunch time or after school computing club for KS1 and KS2 children.	To continue to support staff subject knowledge to ensure a good computing curriculum being taught throughout school. To make sure staff plan lessons alongside KLIPS and NC and make sure children progress throughout school and develop their computing skills. For staff to plan computing lessons were children are clear on the skills and vocabulary they need to understand in order to progress. To continue to work alongside outside agencies to deliver CPD and staff meeting to enhance staff computing skills and understanding of NC coverage. To work alongside teachers to help plan computing lessons and deliver good coverage to children. To attend training sessions to look at how best to use the equipment/programmes/apps we have in school to their full potential. To continue to review and discuss the computing curriculum throughout the year to lead to further development within the subject.	For children to understand the relevance of the computing skills they are learning and how they can apply them to other areas of the NC. To continue to collect evidence of children's work throughout school and for work to be displayed within classrooms, Seesaw and on the school website. To complete questionnaires with children twice a year to hear their voice on the computing curriculum within school and look at areas of development. To continue to check computing data and curriculum coverage to best support children's learning and progression as well as staff knowledge.