

## 2022 – 2023 Department Plan

### 2023 Vision

**Myton staff and Governors share the ambition that all our students are in class, regulated and accessing learning which constantly challenges them to improve their knowledge and skills. We understand it is our collective responsibility to achieve this ambition through; teaching students to understand cognition and their curriculum thus becoming self-assured learners, always matching the challenge in the classroom to the needs of the students, implementing school policies and procedures in a calm, consistent way, adapting our plans and practice when appropriate and ensuring all reasonable adjustments identified are in place thus removing barriers. School leaders will invest in staff to ensure all can access appropriate training to fulfil our ambition, meet our collective responsibilities and through facilitating collaboration both within Myton School and with like-minded schools, ensure all colleagues learn from the very best practitioners.**

### Curriculum Intent

- To develop self assured learners; young people who have a desire to master their subjects beyond the requirements of exam boards, who can articulate their learning journey, who know their strengths and weaknesses and who take reasoned actions to improve their knowledge and understanding.
- For all students to achieve aspirational outcomes regardless of their starting points, ensuring barriers are overcome.
- To ensure all students have memorable experiences beyond the classroom which complement the broad curriculum within the classroom and inspire a love of learning.
- To support lifelong success by ensuring students have the right knowledge and personal characteristics to thrive in modern Britain and the world.

### Computing Department Vision

**Our vision is to provide a high-quality computing education that equips all students to solve problems using computational thinking, be digitally literate in the modern world where they can safely express themselves, be creative and develop their ideas through Computer Science and Information Technology. We aim for all our students to have the skills required for the modern world of work and all students to succeed at all key stages combined with outstanding teaching and learning with the highest expectations. Strong links with KS2 and the NCCE (National Centre of Computing) ensures that students are challenged and become confident, resilient learners. Through this we aim to inspire students in the wonders of technology through an engaging curriculum in Computer Science and Information Technology, embrace changes, and push forward with new developments in Computer Science and IT courses, whilst also providing a balanced curriculum.**

<b>Key</b>	<b>Vision</b> Statement which articulates what your department will look like by the end of the year – use the school vision as a starting point	<b>Strategic Intent</b> Specifically what strategic aims do you have to ensure your department fulfils your vision ie “Raise attainment for boys at grade 5” or “Ensure all teachers are ‘secure’ or better”	<b>Implementation Plan</b> Precise actions to achieve the intents	<b>Intended Impact</b> What will you see in QA to tell you that your actions are effective?
<b>Strategic Intent</b>	<b>Implementation Plan</b>	<b>Intended Impact Autumn</b>	<b>Intended Impact Spring</b>	<b>Intended Impact Summer</b>
Ensure curriculum planning and Schemes of Learning are designed to fulfil the department vision and contribute to the school curriculum intent.	<ol style="list-style-type: none"> <li>1. Write and share your own department’s curriculum intent</li> <li>2. Write long-term planning (Y7-13) map, setting out the sequence and structure of your curriculum and your planning for progression for all learners, including assessment points</li> <li>3. Identify and address Schemes of Learning that need adaptation and the personal and timeframes for completion</li> <li>4. Identify and implement the wider contributions to be made by the department (beyond the classroom: extra curricular, visits, trips, speakers, activities, 50 things etc.)</li> <li>5. Plan specific alternatives/adjustments to differentiate for different student ability groups: stretch and challenge, scaffolding and support, alternative pathways/courses/qualifications</li> <li>6. Identify support/training/guidance needed for any specific staff within the team</li> </ol>	<ul style="list-style-type: none"> <li>• Staff know and can articulate the department vision and curriculum intent</li> <li>• All staff in the department are teaching in line with the curriculum map and long-term planning.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and STUDENTS know and can articulate the department vision and curriculum intent</li> <li>• Schemes of Learning ensure students’ experiences are appropriately challenging and inspire students in line with the curriculum intent</li> <li>• Student data shows the most vulnerable are supported and making good progress</li> <li>• Out of classroom events are happening to support and implement the wider curriculum intent</li> </ul>	<ul style="list-style-type: none"> <li>• Student data shows that all groups of students are making good progress and have deep subject knowledge</li> <li>• Students articulate, and Learning Walks demonstrate, well-developed learning habits, knowledge and skills in the classroom</li> <li>• Student voice articulates progress towards becoming a scientist, artist, mathematician, historian etc.</li> </ul>

<p>All staff have sound subject knowledge of new ICT and Computer Science courses at KS4 and KS5 to ensure deep subject knowledge for high quality teaching and learning.</p>	<ol style="list-style-type: none"> <li>1. New skills developed within the team for new courses in IT and CS.</li> <li>2. External training for moderation for KS4 ICT and address areas of misconception among teaching professionals.</li> <li>3. Support and upskill new staff with KS5 new courses and resources</li> <li>4. Identify skill gaps within the department at department meetings and implement CDP for external training. In particular, for programming and algorithms.</li> <li>5. Secure links with external secondary schools to share outstanding practice and build upon our foundations.</li> </ol>	<p>New staff are familiar with IT and CS courses.</p> <p>All staff have listing in CDP areas of identified training needs</p> <p>All staff to be confident in their delivery of new courses.</p> <p>Secure learning walks across the department</p> <p>Local secondary links secured, and collaboration booked in.</p>	<p>All staff have booked onto relevant courses in the delivery of new specs and can seek advice help from appropriate trainer.</p> <p>Staff have become more aware of their own skills gap and this has begun to close working towards high quality teaching and learning in the classroom.</p> <p>Out of class arrangements and visit to other schools are in progress.</p> <p>Use of twilight sessions appropriate for staff members needs to further support and reflect upon their own practice.</p>	<p>Student data shows that improvement is being made across the board as subject knowledge has significantly improved.</p> <p>Outcomes from LW are positive and secure</p> <p>Student voice is positive, and any feedback is taken on board for future improvement.</p> <p>Staff reflection on performance and areas identified for improvements.</p>
<p>Students are making good progress towards their targets grade with no child left behind in particular 11CCP1 and 11BCP1 using sound knowledge and pedagogy.</p>	<ol style="list-style-type: none"> <li>1. Staff to build good relationships with students to address any issues that may arise and help support any students that are vulnerable, SEND, boys or PP.</li> <li>2. Sound subject knowledge and pedagogy to build positive relationships with students in both CS and ICT.</li> <li>3. Intervention to be addressed for students who need that extra support, either through parent contact, HoH, tutor support.</li> <li>4. Internal moderation of work to ensure consistency across the department in IT and CS</li> </ol>	<p>All staff will have differentiated for their students - Due to a good rapport with students, differentiation within IT and CS is evident through student panels and informal feedback.</p> <p>All staff are implementing any appropriate intervention needed for targeted students. This may include PP, WBB,</p>	<p>All staff know their classes and reflect on data collection from the last term.</p> <p>Staff will be aware of IT intervention from exam results and moderation results. Action will be dependant on this.</p> <p>Staff will be aware of progress exam results for CS. Improve forecasts and adjust accordingly.</p>	<p>Due to the actions taken place over the first 2 terms, student data shows that data improvements have been made.</p> <p>SHMW is actively being used across the department as a tool of communication and analysis for further intervention if required.</p>

	<ol style="list-style-type: none"> <li>5. In CS to ensure that every student has an A4 folder with CS notes printed inside, every student to have this and it be organised.</li> <li>6. Revision sessions to be taking place early on.</li> <li>7. TLR holder to help organise and implement above strategies.</li> </ol>	<p>Indian males across ICT and CS.</p> <p>Staff to be planning for up coming progress exams at KS4 and preparing students in and outside of lesson for this with revision classes and parental support.</p>	<p>Review all student data and take action if required through intervention. Staff are using information given at RAP meetings to further assist intervention.</p>	<p>Formal observations taking place HoD and TLR to suggest improvements to further assist and improve T&amp;L to ensure no child is left behind.</p>
<p>Ensure that assessment data is accurate and monitored with a core focus on our key groups WBB, Indian boys, PP and SEND as well as improving forecast results in particular Y11 CS and ICT.</p>	<ol style="list-style-type: none"> <li>1. All staff to conduct regular thorough assessments especially in computer science with follow up intervention if needed.</li> <li>2. All students especially on our key groups to be monitored throughout the year using department trackers to be filled in after every assessment.</li> <li>3. Working closely with HoH's, FT, and link on key individuals who are not forecast to be on target.</li> <li>4. TLR holder to assist with the intervention and organisation/monitoring of key students and confident that all support systems are in place.</li> <li>5. Focus on higher attainers through book looks and student panels – Y12 to assists with this.</li> </ol>	<p>All staff who teach WBB and PP for IT are monitoring progress for these key groups with up to date department trackers.</p> <p>All staff who teach PP, SEND and Indian boys are monitoring progress for CS with up to date department trackers.</p> <p>Staff are keeping parents informed and using parental support which will be integral to forecast grades, are they revising/ programming at home and using SHMW?</p>	<p>Staff have planned Invention to be taking place as early as possible for IT and CS and feedback ready for Y11 parents evening with intervention already in place.</p> <p>Staff will be aware of progress exam results for CS. Improve forecasts and adjust accordingly.</p> <p>Staff/ TLR holder to organise intervention time for Y11 IT students with coursework catch up sessions.</p> <p>Revision session advertised to students and reminders to FT as additional reminder for our key groups.</p> <p>Use information given at RAP meetings to further assist intervention. This may</p>	<p>Improvement in forecasting across IT and CS.</p> <p>Secure learning walks</p> <p>Folder looks and organisation of our key core groups more organised with their notes.</p> <p>An improvement in assessment data.</p> <p>Staff reflection on how effective their actions have had on improvements</p>

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