

Non-GCSE Action Plan Support **Guides**

Budget

Overview: Addressing common misconceptions about using high-powered computers in teaching Computer Science is essential. However, contrary to popular belief, existing ICT rooms can deliver everything needed to teach this subject. A significant amount of theory can be taught unplugged in a classroom without access to PCs or mobile devices such as laptops or Chromebooks. Therefore, timetabling rooms for Computing lessons may be easier than expected. Furthermore, with tools like [Trinket](#) and [Replit](#), code can be executed in the browser, removing the need for local specialist software installation. This means that even if your school cannot access expensive hardware, you can still teach Computing effectively.

Subject Matter Expert Support

Suggested Support

- [This link](#) to the subsidies overview page highlights the funding available for School Level Support and teachers to complete CSA.
- Help identify where the subsidies can be used to mitigate budget issues, such as purchasing new textbooks for the GCSE CS course.
- Support installing online software like Trinket or Replit in preparation for teaching.
- Help to develop a curriculum that does not rely on high-powered computers in the classroom and suggest unplugged computing activities to deliver across all key stages.
- Support in discussions with SLT about the need for a department budget to launch GCSE CS and invest in the development of the department.
- Guidance and suggestions about saving money elsewhere with shared resources, expertise, or team teaching.

Suggested Actions

- Identify teachers to participate in CPD and consider flexibility or slack in the timetable to indicate additional capacity.
- If not already, register an account for [CQF](#) and complete the leadership & vision and curriculum dimensions as a benchmark for a first review with your SLT link.
- Identify teaching materials and software needed to deliver the curriculum and liaise with your school's technical team for installation.
- Evaluate free materials from [Isaac for GCSE CS](#).
- Calculate startup costs to deliver GCSE CS for the first time and the ongoing departmental budget required to sustain teaching and learning of Computing.

CPD and Professional Learning

Courses

CSA

[Supporting GCSE computer science students at grades 1-3](#)
[Higher attainment in GCSE computer science - meeting the challenges of the exams](#)

Online courses

[Impact of Technology: How To Lead Classroom Discussions](#)
[Creating an Inclusive Classroom: Approaches to Supporting Learners with SEND in Computing](#)

F2F/Remote courses

[Adapted teaching and effective learning interventions in secondary computing](#)
[Behaviour for learning in a computing environment - short course](#)
[Creative digital media projects](#)

Menus and Pathways

CSA Pathways:

Our CSA learning pathways are designed for teachers at different levels and provide a set of recommended courses to help you get started with the [Computer Science Accelerator programme](#):

CSA [New to computing](#)

CSA [New to GCSE computer science](#)

[Secondary Computing Certificate](#) to increase opportunities for local networking and sharing ideas with other Heads of Department through STEM communities.

Resources	Reading
<p><u>Teach Computing Curriculum</u> Everything you need to teach computing at key stages 1 to 4. Resources include lesson plans, slides, activity sheets, homework, and assessments</p> <p><u>Isaac Computer Science</u> A free online platform that is perfect for both students and teachers. Teachers can utilise the Isaac CS platform in the classroom for homework assignments or revision purposes to enhance the learning experience.</p> <p><u>Pedagogy Resources</u> Effective pedagogy is at the heart of good teaching and learning; successful computing teachers combine their knowledge of the subject with evidence-based teaching practices.</p>	<p>We know that school funding can be limited. However, subsidies are available to support the teaching of computing in schools, so please take the opportunity to opt-in for funding while it's still available. These articles emphasise the significance of computing education for our students.</p> <p>Quick reads:</p> <ul style="list-style-type: none"> • Computing education essential in a technologically diverse world Article showing the Research Review series for Computing • Mind the Gap Article from STEM Learning • UK Digital Strategy Policy paper, 2022 <p>Longer Reads:</p> <ul style="list-style-type: none"> • After the reboot Publication from royalsociety.org • National Curriculum Computing National Curriculum

Wider offer - STEM Learning

STEM Ambassadors	STEM Community	Enrichment
<p>A STEM Ambassador is a voluntary role undertaken by someone with a passion and/or professional knowledge of STEM subjects.</p> <p>How it could work with this challenge Sharing industry knowledge, delivering guest lectures, assisting with projects, mentoring students, providing professional development, supporting extracurricular activities, and promoting computing education to underrepresented groups.</p>	<p>A community of over 20,000 teachers; technicians; TA's and governors, all involved in the STEM education of young people supporting and collaborating to improve outcomes</p> <p>How it could work with this challenge Developing a community of middle leaders to share ideas and best practices for adding GCSE CS into the options choices and managing financial constraints.</p>	<p>There are many ways to deliver enrichment activities and find volunteers to support you. Encourage young people to develop essential life skills through enrichment and engage with the wider community in practical, enjoyable, and meaningful ways.</p> <p>How it could work with this challenge Support with resources, including software installs, may equip the computing room with resources suitable for student enrichment activities such as a computing club.</p>

Professional Development Leader Programme
<p>The Programme ensures individuals have the appropriate skills, experience, and behaviours to deliver our CPD and potentially work as consultants within our network. It fully aligns with the DfEs standard for teacher's professional development</p> <p>How it could work with this challenge Coaching peers and leading work groups.</p>