



# Wardley CE Primary School Curriculum Inclusion Strategies - Computing



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in computing. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> <li>● All adults are aware of individual children’s barriers to learning, so they can best meet their needs.</li> <li>● A quiet, calm working environment, to minimise distractions.</li> <li>● Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on or provide an intervention.</li> <li>● Deploy all adults strategically, to achieve the best pupil outcomes.</li> <li>● All adults modelling accurate and precise computing language.</li> <li>● Regular opportunities to revisit prior learning in computing.</li> <li>● A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i></li> <li>● Adults use Blank Level Questioning, appropriate to each child.</li> <li>● Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ computing understanding.</li> <li>● Children are encouraged to use technology independently, <a href="#">Chromebooks</a>, <a href="#">Ipads</a>, <a href="#">Laptops</a>, <a href="#">Beebots</a> and <a href="#">PCs</a>.</li> <li>● Plenty of speaking and listening opportunities for pupils to articulate their understanding of computing concepts and listen to their peers.</li> <li>● Provide extra time to allow children to process questions, think about their answers and respond.</li> <li>● Use steps to success/ picture prompts to success to write coding. <i>In Year 4, some children are given a picture of the scratch coding blocks to help them write the code.</i></li> <li>● Hands-on practical experiences, wherever possible, to observe computing in action/real life.</li> <li>● Ensure there are lots of cross-curricular links to ensure children understand the applications of technology. <i>At Wardley we use <a href="#">TT Rockstars</a>, <a href="#">QR codes</a> and <a href="#">filming</a></i></li> </ul>
Early Years Foundation Stage	<p>Within EYFS;</p> <ul style="list-style-type: none"> <li>- Offer opportunities, which provide explicit practical experience, directly linked to the computing concepts/vocabulary explored. <i>In Reception, children will use interactive toys and games such as the Beebots to explore cause and effect, the EYFS also use interactive toys and group games to show the simple idea of function e.g. a button.</i></li> <li>- Use a variety of technology to support understanding of the application of technology</li> </ul>

	<p><i>Explore the world with iPads, cameras and Beebots</i></p> <ul style="list-style-type: none"> <li>- Games and apps <i>In reception we use a variety of apps and games to promote technological literacy</i></li> <li>- Tailor the EYFS provision to ensure opportunities are available to revisit, over learn and embed learning. <i>This includes an opportunity to use a variety of different technologies in continuous provision.</i></li> <li>- Model how to use technology throughout the day to present lessons <i>Interactive smart board used to model games and apps</i></li> <li>- Use pictures and diagrams to support new vocabulary</li> </ul>
<p>Key Stage 1 &amp; 2</p>	<p>Within KS1/2</p> <ul style="list-style-type: none"> <li>- Scaffolding learning to support pupils to work with greater independence e.g. word banks, visual prompts, simplifying coding. <i>For example, in year 3 children will use block coding like Scratch.</i></li> <li>- Adults regularly ‘check in’ with pupils to assess depth of understanding and provide instant feedback to get pupils back on track.</li> <li>- Allow time for children to share their response to posed questions, with an adult/peer first, to give them the confidence to share with the group/whole class. Adult to scaffold verbal responses if needed.</li> <li>- Adults support pupils, if reading/typing is a barrier to learning, so Computer Skills can be focused on</li> <li>- Careful use of pupils, who are able to model correct use of vocabulary and explain computing concepts clearly to their peers.</li> <li>- Break down learning into manageable chunks, to make it more accessible. <i>In KS1, we use more simplified programmes and smaller tasks.</i></li> <li>- Reduce the amount of coding when sorting and classifying. <i>In Year 4, children may replicate one retro game rather than creating their own.</i></li> <li>- Picture prompts/adult or peer support to warn pupils of the dangers of online activity.</li> <li>- Role play to demonstrate computer processes <i>In Year 4, children use movement to represent movement of computer code</i></li> <li>- Ensuring all children understand the importance of internet safety. <i>For example, in Year 3 we use comic strips to illustrate case studies with cross-curricular links to PSHE.</i></li> <li>- Adults use appropriate non-verbal communication. Include gesture, body language and eye contact.</li> <li>- Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge)</li> <li>- Limit the number of questions asked</li> <li>- Children are given the confidence to ‘Speak Out’ to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need..</li> <li>- Verbal information made visual e.g. word lists, vocabulary lists</li> <li>- Give lots of targeted, focused praise e.g. good listening, good sitting</li> <li>- Use of Blank Level questions targeted and pitched to the children at their correct level</li> </ul> <p><b>Vocabulary</b></p>

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|  | <ul style="list-style-type: none"><li>- Reduce the amount of vocabulary within a Computing lesson to avoid cognitive overload.</li><li>- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.</li><li>- Pre-teaching new vocabulary wherever possible for links to be made. <i>For example through use of word maps, spidergrammes, mind maps (see other ELKLAN resources for extending vocabulary)</i></li><li>- Where necessary, simplify scientific vocabulary to make language more accessible.</li><li>- Where necessary, provide picture prompts alongside words to aid understanding of historical vocabulary and concepts.</li></ul> |
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