



Strategies to remove potential barriers in the curriculum

Subject: Computing

Potential barrier	Adaptive teaching
Difficulty with retraining vocabulary	<ul style="list-style-type: none"> - Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. - Word mats with key vocabulary
Difficulty reading	<ul style="list-style-type: none"> - Partner with a child who can read key information to them. - Work in a smaller group with a TA
Children who struggle with change and transition	<ul style="list-style-type: none"> - Computing lessons are structured consistently to ensure they follow the same routine every lesson. - Lessons breakdowns available for children to tick off as the lesson is being taught. - Pre-warning given to children before stopping a task. Laptops/iPads locked while teacher is talking.
Needing extra time to process questions	<ul style="list-style-type: none"> - Always allow for plenty of thinking/talking/practise time before asking children to comment or do. - TTYP - True/false questions
Reducing reliance on memory	<ul style="list-style-type: none"> - Make sure they understand the task and the expectations - Be prepared to go over something multiple times - Use clear short instructions - Whiteboards available to write down notes - Fake-bot/direction cards available.
Children not familiar with particular piece of tech	<ul style="list-style-type: none"> - Time allocated to experiment/explore technology before having to use it. - New concepts introduced in a familiar context.

Additional strategies

- Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied
- Thumbs up/down for whole class assessment feedback.
- Dictation tools can be used on iPads and laptops.