Strategies to remove potential barriers in the curriculum

Subject: Computing

Difficulty with retraining vocabulary	- Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. - Key Vocabulary to be displayed on board or around room during topic.
Difficulty reading	- 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	- Computing lessons are structured consistently to ensure they follow the same routine every lesson. - Pre-warning given to children before stopping a task. Laptops/iPads locked while teacher is talking.
Needing extra time to process questions	- Always allow for plenty of thinking/talking/practise time before asking children to comment or do. - Talking/ discussing with partners. - True/false questions.
Reducing reliance on memory	- 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	- 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.