CURRICULUM ADAPTATIONS IN COMPUTING

Cognition and Learning

Step by step reminders of key processes using visuals.

Explicitly teach, and pre-teach, new computing vocabulary and recap this during the tech talk part of the lesson.

Scribe any written responses.

Clear modelling using the 'I do, you do, we do' approach .

Lots of repetition of skills to support recall.

Use of clear steps when retrieving from a range of different programmes .

Teacher modelling.

Use word banks which include pictures.

Communication and Interaction

Mixed ability pairs to support discussion and problem solving during independent activity.

Use of booklet to recall key knowledge and vocabulary from the previous lesson.

Pre-teach the vocabulary and key features before a lesson.

Repetition of key learning.

Physical and/or Sensory

Keyboard with larger keys and zoomed in features when using iPads for children with visual impairments.

Text-to-speak software for children who struggle with typing or typing at speed.

Use of ear defenders or noise cancelling headphones.

Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.

Computer monitors are positioned to reduce glare. Interactive whiteboards are non-reflective to reduce glare.

Provide child with their own computer/iPad for computing lessons.

Choose resources and tasks that support alternative ways of communicating, eg presentations that use relevant digital video- or audio-editing software.

Social, Emotional and Mental Health

Awareness of vulnerable children where lessons around online safety might be a trigger because of previous safe-guarding/cyberbullying.

Pre-learning task to prepare children who may find sensitive topics (e-safety related) challenging.

Small groups – work at the right level with appropriate chal-lenge for the individuals.

Opportunities for pupils to support each other (collaborative learning).