



Strategies to remove potential barriers in the curriculum Subject: Computing

| Potential barrier | Adaptive teaching |
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| 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"> - Visual timeline - 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. - Talk To Your Partner - 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
- Dictation tools can be used on iPads and laptops.