REMOVING BARRIERS FROM THE COMPUTING CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Computing

Potential Barrier	Adaptations to Teaching
Difficulty with retraining vocabulary	• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. • Word mats with key vocabulary
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. • 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 or put down 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 • 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
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.
- Dictation tools can be used on iPads and laptops.