Ambition for all: Computing

Introduction

Our Mission at St Bernadette's Catholic Primary School is: -

'…to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'

Our Mission is rooted in scripture

'I have come so that they may have life and have it to the full'
John 10:10

Therefore, providing an ambitious curriculum, designed and implemented in a way that allows all pupils to achieve is integral in enabling us to strive towards achieving this mission for all the children in our care.
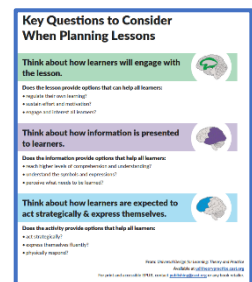
Intent

At St Bernadette's we are ambitious for every pupil. We have the same learning intentions and hold the same high expectations for all children, regardless of the way or speed in which they learn. Current research has determined that adaptive teaching which meets the needs of learners (how they learn best) has a significant impact on outcomes. The strategies employed at St Bernadette's are detailed below and set out how we strive to achieve the best possible outcomes for all of our pupils.

However, for a very small number of pupils in our school with the highest level of SEND, it may be necessary to provide a significantly different curriculum to that provided to their peers. Where this is the case, it will be carefully considered by the senior leadership team, the SENDco, subject leaders and always in liaison with parents and families.

Planning

Great teaching and learning requires careful and considered planning. In addition to a sequenced and progressive curriculum, teachers at St Bernadette's apply the Universal Design for Learning guidelines when planning lessons. More information can be found at https://www.cast.org/impact/universal-design-for-learning-udl
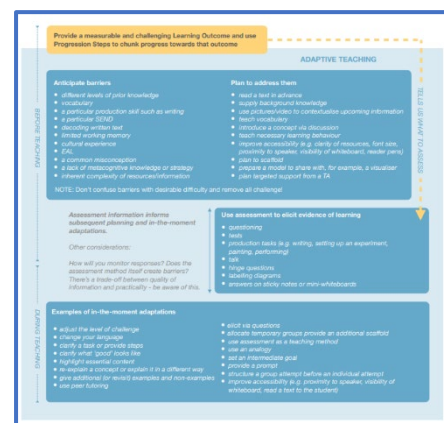
Quality First Teaching

https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes

Teachers at St Bernadette's employ a range of strategies across the curriculum to improve outcomes for all learners. These include but are not limited to:

- Creating a calm, positive, emotionally supportive learning environment
- dual coding – providing key vocabulary with words and pictures
- reduction in processes to reduce cognitive load and enabling a focus on the key learning
- explicit instruction -clear and succinct language, chunking of content, introducing new material in small, sequenced steps and modelling of tasks
- cognitive and metacognitive strategies – recall of previously learned content, supporting pupils to plan, monitor and evaluate their learning and modelling a selection of metacognitive strategies e.g. using checklists to monitor their progress
- scaffolding – providing of visual, verbal and written scaffolds and use scaffolding in a manner which reduces over reliance on adults in a non-stigmatising way
- flexible Grouping – group pupils in a way that is non-stigmatising and supports peer to peer learning
- using Technology – use a visualiser when modelling and as a way for pupils to record and present their learning.

Adaptive Teaching
https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching

Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. We understand that learners learn at different speeds and in different ways. In order for all pupils to achieve these learning intentions it will be necessary to adapt teaching. Essentially, teachers are required to anticipate barriers to learning and make plans to address them, use effective assessment for learning throughout lessons to evidence learning and respond to the needs of children by using 'in the moment adaptations.

In **Computing** these adaptations may include:

- using voice recording in addition to text in quiz resources and by consideration of colour palette and illustrations.
- using tools within Purple Mash that are very flexible with features such as background changes, sizing of text, audio functionality.
- setting 2Dos for specific groups/pupils within a class; tailor the pre-made activities in Purple Mash to the child's specific needs.
- questioning tailored to an individual pupil, targeted support from the teacher, mixed ability pairs or groupings for children to support and teach each other including the use of a 'driver/navigator' approach.
- practical, active tasks or unplugged activities, as a way of helping pupils understand a concept and develop logical thinking skills.
- the use of laminated images with velcro applied to a laminated velcro strip for sequencing in programming
- making activities fun and relevant to pupils' interests and methods of accessing knowledge:
- teaching complex or abstract concepts through a familiar context in order to reduce the amount of new knowledge that is required for a learner to process.
- assessment of prior learning and adapting the teaching sequence if required
- dual coding for key vocabulary and processes
- pre-teaching of key vocabulary and concepts
- adapted knowledge organisers
- adapted texts – simplifying language
- modelling and scaffolding of tasks/investigations/experiments
- scaffolding of task e.g. writing up of an experiment
- employing a range of ways for pupils to record and present their results and learning, including technology. Opportunities for recording methods could include tables, graphs, written investigations, practical, science floor book entries & work with photographic evidence.
- discussions with pupils, alongside their work (teacher knowledge)
- flexible working groups to work to the strengths of the individuals and promote peer to peer support
- autonomy - pupil choice in presentation of their learning
- opportunities to apply and consolidate learning independently through immediate engagement tasks
- regular opportunities to revisit previously taught knowledge

In Computing '**in the moment'** adaptations may include:

- an adjustment to the level of challenge
- modifying and/or repeating language and instructions
- re-explaining of a concept or explanation in a different way
- reminders of essential content or steps
- provide a prompt, sentence starter or question stem
- provide additional scaffold either verbal, visual or written
- setting of an immediate goal
- improving accessibility – move position in class to the speaker, the whiteboard or the reading of a text aloud