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| **Adaptation** | **What does this look like in Computing?** |
| Use of Connecting Steps to personalise the learning objective. | Computing not available on connecting steps – some children can use computers to practice skills listed on connecting steps – e.g. timestables, keyboard skills etc |
| Group discussions. | Children are grouped in mixed ability groups in order to support children with SEN. TA in classroom will support children with SEN to take part in group discussions. |
| Use of technology. | Computers, ipads, beebots, microbits are all used in the curriculum. All children are given the opportunity to work with these throughout their time at St Wilfrid’s.  Use of TTRockstars  Spelling Shed |
| Brain breaks. | Some children are provided with a 5 or 10 minute timer to offer time out of the classroom if necessary. There are also opportunities for children to complete a short activity outside the classroom to aid concentration. |
| Sensory profiles. | Looking into larger keyboards for younger children.  Air conditioning unit in computing suite to ensure temperature is comfortable for all. |
| Adjustments to the lighting, layout, furniture and work spaces. | Adjustable chairs for height, each child has their own computer.  Child-friendly keyboards.  Use of laptops in class to support writing composition and presenting of work. |
| Ear defenders. | Ear defenders are available for any child who requires them. – computers require headphones for sound to play. |
| Adult support. | There is a TA during computing rotations who provides support for the children in the session. |
| Relating the learning to what the children already know well. | Making links with project work e.g. podcasts about Egyptians, taking photos linked to science learning. |
| Voice recordings. | Children use ipads/tablets to record a podcast in year 4.  There are also Dictaphones for children to use in other subjects where required.  Recordable buttons so that children can play back their sentence or idea.  Recordable whiteboards. |
| Group work. | Children work in mixed ability groups to complete projects, these include creating a step counter (year 6) |
| Talk partners. | Children sit next to each other in the computing suite. They will discuss their ideas and share their ideas when required with their talk partners. They can also provide their talk partners with support when completing activities in the lessons. |
| Listening to the views of the children. | Subject leaders conduct pupil voice interviews. Pupil voice is also noted on some evidence sheets in speech bubbles. |
| Google translate. | Can be used for children with EAL where required. |
| Revisiting learning after a period of time. | Links are made back to previous learning where relevant e.g.coding is taught each year and previous learning built on. Skills recapped throughout the year and built on. |
| Pre-teaching of key vocabulary and/or subject matter. | Teach Computing Powerpoints teach specific vocabulary for that lesson. |
| Sentence starters. | Used as appropriate – orally and written. |
| Use of video clips. | Video clips are sometimes used to show examples of how to carry out a task – for example how to program a device or to provide information to the children for their learning. |
| Sensory circuits.  Open ended tasks. | Sensory Circuits can be built in where required.  Some tasks are open ended. |
| Modelling. | Skills modelled for each lesson using the interactive board. |
| Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children. | Parents can email the teachers with any concerns on year group emails. Computing learning is sometimes shared during celebration worship on a Friday. Children’s assessment work is recorded in their project books. |
| IDPs | Class teachers make Computing teachers aware of relevant factors on IDPS eg brain breaks and support required. |
| Scribing when necessary when writing is not the focus. | Group work which is scribed by an adult can take place if the child finds writing to be a challenge. |
| Use of small world. | Used in stop motion. |
| Practical investigations. | Tasks are often practical. |
| Use of physical resources, manipulatives and Hands On experiences. | Computers, ipads, beebots, microbits are all used in the curriculum. All children are given the opportunity to work with these throughout their time at St Wilfrid’s. |
| Repetition of inputs and chunking of information. | Inputs are repeated as required and in line with IDPs. |
| Visual supports. | Visual supports are displayed on the board. |
| The opportunity to choose how they present their work. | Children are given the opportunity to present their work in their own way in some units. They are given the opportunity to decide what is included in the content of their work when using the green screen and podcasts for example.  Use of laptops in classrooms for presenting work with a variety of programmes. |