Avondale Primary School

High Quality Inclusive Teaching for Computing

1. Expectations and Values

High Quality Inclusive Teaching	Computing Specific
• Promote the school's values • Make expectations for behaviour explicit through clear targets, explanations and modelling • Refer pupils regularly to SMART code of conduct. • Rules, routines and expectations are short, precise, positive and consistently reinforced • Take time to identify pupil strengths and praise these • 'Catch' pupils being good and emphasise positives (where appropriate) • Give pupils classroom responsibilities (looking after equipment etc) to raise self-esteem • Encourage pupils to take responsibility for learning • Communicate positive achievements with home and encourage home to do the same	• Set high expectations for all learners; challenge all pupils to succeed in computing. • Encourage learners to reflect on their own beliefs and biases regarding digital skills. • Promote resilience and a growth mindset, especially when learners face challenges in problem-solving. • Emphasise the problem-solving process over finding a single "right" answer.

2. Relationships and Behaviour

High Quality Inclusive Teaching	Computing Specific
• Use pupil's name and ensure attention before giving instructions • Communicate in a calm, clear manner • Listen to pupils and allow them to explain clearly and in their own time • Provide breaks between tasks and planned movement opportunities • Legitimate movement (messages, collecting items, fiddle toys) • Teach pupils how to manage interruptions (e.g. post-it notes) • Use Social Stories where appropriate • Ensure groupings provide positive role models • Safe place for belongings and calming resources • Model and maintain positive behaviour strategies. • Use restorative approaches to manage conflict • Promote collaborative group work and peer learning • Maintain consistency in expectations across staff • Apply consistent restorative approaches and positive reinforcement.	• Build strong relationships to make learning relevant and meaningful to learners' experiences. • Encourage collaboration through partner work, peer support, and assigned roles in group projects. • Use praise to reinforce engagement, contributions, and achievement of targets. • Support learners returning from working independently on devices with clear guidance and social reintegration. • Model and encourage safe, respectful, and responsible use of technology

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3. Learning Environment	
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• Classroom furniture and groupings allow pupils to see teacher and visual prompts • Tools and equipment easily accessible • Working walls to develop understanding of vocabulary • Correct seating for visual/hearing needs • Avoid shiny surfaces and visual clutter • Seating allows feet flat on floor and desks at correct height. • KS1& LKS2 to sit on carpet for teaching to enable concentration and ability to hear and be heard	• Arrange workstations to allow full access for learners with mobility aids. • Include visuals, diverse role models, and displays that reflect a broad range of interests and backgrounds. • Ensure accessibility of resources: enlarged screens, coloured overlays, adapted keyboards/mice, headphones, talking tins, screen readers and magnifiers where required. • Provide opportunities to explore hardware and software prior to lessons to reduce anxiety. • Minimise distractions and ensure seating allows learners to see and hear instructions clearly.
4. Speech, Language and Communication	
High Quality Inclusive Teaching	**Computing Specific**
• Rules of good listening taught, modelled and reinforced • Pre-arranged cues for active listening (symbols, prompt cards) • Gain attention before speaking • Instructions broken into manageable chunks and given in sequence • Slow delivery with processing time • Use multi-sensory approaches to introduce vocabulary • Minimise abstract language • Use talking partners and scaffolded dialogue to encourage communication. • Systems for checking understanding • Prompt cards and narrative frameworks used • Visual feedback systems (e.g. thumbs up) • TAs used effectively to support questioning and explanations	• Explicitly teach and model technical vocabulary; embed Tier 2 words in displays and activities. • Provide glossaries of key terms for reference during lessons. • Rephrase learner responses to reinforce correct use of vocabulary. • Use sentence stems to support discussion, explanations, and peer interaction. • Give pupils with communication impairments extra processing time to respond verbally or via alternative formats.
5. Pedagogy	
High Quality Inclusive Teaching	**Computing Specific**
• Use deliberate pauses for effect to maintain attention and engagement. • Pausing for effect, modelling, chunking, questioning • Multi-sensory approaches and interactive teaching • Differentiation and scaffolding for all learners	• Plan lessons with scaffolding that gradually reduces as learners gain confidence and independence. • Use guided inquiry, problem-solving tasks, and multiple solution approaches.

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• Plan transitions carefully to maintain focus and flow. • Alternating tone of voice • Pausing for effect • Modelling and scaffolding tasks • Chunking instructions to avoid cognitive overload • Flexible classroom layouts for different learning types • Open-ended questioning • Differentiated instruction • High expectations for effort and engagement	• Demonstrate software in short, achievable steps with repetition and modelling ("you do it, they copy"). • Chunk instructions and provide visual cues, step-by-step guides, and checklists. • Teach computational thinking and creativity through hands-on, practical activities. • Integrate cross-curricular links with maths, science, and design & technology.
6. Memory and Metacognition	
High Quality Inclusive Teaching	**Computing Specific**
• Use spaced repetition and retrieval practice to consolidate knowledge. • Explicit memory strategies and visual prompts • Explicit links made to prior learning • Reflection and mini-plenaries to consolidate learning • Pupils encouraged to explain what they need to do • Teach and model memory techniques • Small whiteboards for notes, spellings and ideas • Visual timers used to extend time on task • Chunk activities with praise for completion • Reduce copying from the board	• Use retrieval practice to reinforce previously taught content. • Encourage learners to make links between prior knowledge and new concepts. • Display key learning points, instructions, and sequences to support memory. • Allow learners to review worked examples and reflect on strategies used. • Break multi-step tasks into manageable chunks and scaffold thinking processes.
7. Assessment, Planning and Teaching	
High Quality Inclusive Teaching	**Computing Specific**
• 'Next steps' derived from what the pupil can already do • Additional time provided where necessary • Clear success criteria and structured task breakdowns • Checks for understanding built into lessons • Assessment used to inform scaffolds and adaptations	• Pre-teach equipment, software features, or key concepts to support learners with additional needs. • Assess prior knowledge and adjust tasks to build on strengths and address gaps. • Check understanding throughout the lesson and provide immediate feedback. • Adapt lesson pace according to learners' needs; provide additional time for conceptual understanding.

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	• Plan for differentiated access, e.g., readers, screen magnifiers, or visual cues.
8. Literacy and Maths	
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• Multi-modal instruction: visual, auditory, kinaesthetic • Adaptive planning linked to prior knowledge • Text presented clearly: uncluttered layout, bullet points, clear fonts • Diagrams and pictures used to support meaning • Coloured paper and appropriate IWB backgrounds • Support for writing organisation and publication • Minimise visual overload • Targeted interventions for gaps in knowledge • Use of manipulatives, visual aids, and scaffolds	• Model correct use of technical terms and provide opportunities to practice writing, speaking, and interacting with vocabulary. • Provide simplified, chunked text, and reduce reading demands where necessary. • Support learners in reading instructions aloud, using peer or adult assistance if needed. • Use step-by-step visual instructions, Widget symbols, or images to support understanding. • Encourage the use of coding and computational thinking skills alongside mathematical reasoning.
9. Scaffold, Adaptations and Supports	
High Quality Inclusive Teaching	**Computing Specific**
• Visual task lists, checklists and cue cards • Copies of board work provided where needed • Visual, hearing and coordination adaptations implemented • Chunked instructions with visual reinforcement • Reduced background noise and clear sightlines • Repetition and clarification of instructions • TA support targeted and purposeful	• Use adapted equipment: keyboards, mice, coloured overlays, headphones, voice recorders, and enlarged screens. • Provide visual scaffolds: checklists, printed instructions, posters, or step-by-step guides. • Allow pre-teaching and rehearsal of hardware/software use. • Personalise tasks to reflect learner interests and abilities. • Reduce cognitive load by limiting simultaneous resources and presenting information in small, manageable steps. • Offer extra support for multi-step problem-solving with gradual release of responsibility.
10. Motivation, Recognition and Feedback	
High Quality Inclusive Teaching	**Computing Specific**
• Frequent praise linked to effort and success • Visual feedback systems to show understanding	• Give frequent praise and recognition for achievements, effort, and problem-solving strategies. • Celebrate contributions in group work or peer-supported activities.

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• Use of responsibilities to build confidence • Opportunities to share work with others • Praise for small steps and sustained effort • Encourage home-school reinforcement • Provide immediate, specific, and actionable feedback. • Encourage self-assessment and peer feedback. • Use praise and recognition to foster engagement and confidence.	• Encourage experimentation, exploration, and creativity in coding and computational thinking. • Display learner work and progress to reinforce understanding and motivation. • Use interactive strategies (partner work, peer demonstration, hands-on exploration) to engage learners.