

Computing Provision Map



Possible indicators

Significantly behind peers
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining information

EHCP
SEN Support
Motor Needs— access to mouse and/or coloured keyboard

Individualised

One page profile, Targeted questioning, Use of expert learners to support peers where necessary,

Targeted

'Can do' approach and a growth mindset for all children,
Uploading of lessons to Google Classroom to allow children to review teacher input when working on tasks,
All children work through staged challenges in lessons with extension tasks set,
Agreed lesson structure throughout school including teaching of touch typing
PowerPoints on non white background, clear, dyslexia friendly fonts,
Consistent PowerPoint structure, vocabulary displayed each lesson,
Verbal praise, feedback recognises praise and effort,
concepts blocked and clear sequences of work planned using small coherent steps,
Each lesson reviews and builds upon previous learning including sticky knowledge,
guided support, independent practise,
Vocabulary, collaborative learning, talk partners,
Ping Pong style approach to teaching,
Ongoing formative assessment throughout lesson, In lesson live feedback,
Use of lollipop sticks, targeted open questions, positive relationships, TA Support where appropriate,
End of unit reflective sheets to allow children to review their learning.

Universal Offer