

Inclusive Strategies in Computing

Inclusive strategies in Computing	Examples observed within lessons
Lessons have low entry but high ceiling	Lesson starters in Computing are designed to activate children's prior knowledge, ensuring that all pupils can access the learning from the outset. Each lesson builds on this foundation by introducing the next achievable step, with carefully chosen visuals and resources used to engage learners and support accessibility. Teachers have high expectations for all children, and by the end of each lesson, pupils' knowledge is extended and deepened through purposeful teaching and meaningful application.
Removal of individual barriers to learning	In Computing lessons, adults read aloud key statements and instructions to support understanding. Images and written prompts are pre-cut and prepared for children, reducing cognitive overload and enabling more time for high-quality discussion. Alternative methods of recording—such as voice notes, typing, or using symbols—are provided for children who require them. Checklists are used to support specific pupils in organising tasks and maintaining focus throughout the lesson.
Sequential learning in Computing	MT Planning reflects this and content is 'chunked' and sequenced in a way that provides cognitive links for children.
Chunking of the lesson- allowing mini movement breaks.	Computing lessons are delivered at a balanced pace—fast enough to maintain interest and momentum, while remaining accessible to children with slower processing speeds. Additional supports such as visuals and practical aids are used to further scaffold learning where needed. Movement is embedded as an integral part of the learning experience, with activities such as role play and physical interaction used to reinforce key computing concepts and engage all learners.
Multi-sensory approaches are used	Videos and digital media are used to enhance children's understanding of the history and development of technology. For example, children may watch historical footage of early computing devices, such as the first home computers or the work of pioneers like Ada Lovelace or Alan Turing. They may also view videos showing people using early mobile phones or the evolution of the internet, offering comparisons to the digital tools used today. Re-enactment films and virtual simulations help children visualise how digital technology has changed over time and how these changes impact modern life. For example, a virtual reconstruction of an early computer lab or animations showing the progression from dial-up internet to modern fibre connections provide tangible comparisons to today's experiences. Photographs and digital artefacts from different technological eras are explored, such as old software interfaces, floppy disks, or early gaming consoles. These artefacts show the contrast in functionality, design, and user experience over time. Active exploration and real-life experiences further immerse children in computing concepts. For example, children might recreate a simple binary code message, use early-style coding platforms, or role-play as components of a computer network. In digital safety lessons, real-life scenarios and historical examples are used to teach about the evolution of online communication and the importance of privacy and responsible

	use—for instance, comparing handwritten pen-pal letters to online messaging today, discussing how digital footprints are created and shared.
Accessible subject specific language	Across all key stages, staff carry out pre-teaching of key vocabulary before introducing a new Computing or Digital Safety topic, and for some children, this takes place prior to individual lessons. During lesson inputs, staff use a clear and calm tone of voice, avoiding unnecessary detail to ensure that key information is communicated effectively. Concepts are delivered in a multisensory way—using visuals, demonstrations, and interactive tools—to support understanding and retention. As a result, children confidently use subject-specific vocabulary in their independent work and in discussions with peers and staff, demonstrating secure understanding and engagement with high-level language.
Exciting starters and thematic approaches used to aid engagement.	Teachers use a range of creative strategies to engage children’s interest and deliver exciting lesson starters in Computing and Digital Safety. Examples include role play and hot seating, where children or adults take on the roles of key figures in the history of computing—such as early programmers or cybersecurity experts—to bring concepts to life. Music, videos, and digital media are used to set the scene and spark curiosity, whether exploring the evolution of the internet or the impact of technology on modern life. Lessons often include movement and active exploration, such as simulating how data travels across a network, acting out the functions of computer components, or taking part in real-life scenarios to understand digital safety risks and how to respond appropriately. These immersive approaches help make learning memorable, meaningful, and engaging for all learners.
Relationships at the heart of lessons	Children feel safe and secure in Computing and Digital Safety lessons. All pupils are actively engaged and enthusiastic about their learning, particularly the hands-on and interactive elements of the subject. The learning environment encourages children to take risks, ask questions, and share their ideas confidently. This openness supports deeper understanding and allows children to progress by exploring concepts, problem-solving, and discussing digital issues in a safe and supportive setting.

Inclusive teaching in Computing and Digital Safety

Computing, including Digital Safety, is taught on a whole-class level using multi-sensory approaches such as visual aids, interactive software, and videos that demonstrate real-world applications of digital technology. Lessons involve hands-on exploration of hardware and software, providing real-life contexts that immerse children in their learning and promote a deeper, more tangible understanding of computing concepts, digital systems, and safe online behaviours.

Digital Safety is embedded throughout the curriculum, ensuring children learn how to navigate the online world responsibly, understand digital footprints, recognise risks, and know how to protect themselves and others in a digital environment.

The delivery of Computing and Digital Safety is inclusive and accessible across the school, with all teaching following a low entry–high ceiling model. Medium-term planning follows the Lancashire planning units, ensuring content is logically sequenced to support cognitive links and long-term memory retention. Teaching strategies are carefully designed to optimise working memory and minimise cognitive overload by linking to prior knowledge and providing engaging, multisensory experiences.