

## **Inclusion Statement Computing**

At West Byfleet Junior School we are committed to increasing diversity and inclusion in computing. We aim to make lessons more inclusive for students who may experience barriers to learning for example due to additional needs, or English as an additional language. We also actively pursue ways in which we can extend and challenge our more able learners too. We are constantly adapting our teaching approaches to engage all students in computing, regardless of their gender, ethnicity or socio-economic status.

Quality first teaching is prioritised, this takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment, that benefits all learners, for example thinking about how questions are asked, developing confidence, and establishing routines to reduce anxiety.

Considering the presentation of information is key, so that learners can access content and aren't overwhelmed. This means presenting smaller chunks of information, using image support, or changing the layout of content to include features such as lists or titles to help students make sense of what is there.

When introducing new concepts, the use of familiar contexts is used to help illustrate them to reduce the amount of new information being presented to the learner. For example, we can introduce the idea of algorithms as a sequence of instructions to make a cup of tea – but how many younger pupils know how to make a cup of tea? It is much better to use a familiar context such as washing hands, or getting dressed.

We provide learners with different ways to engage with content. Some students may run and investigate working code, others make simple modifications to a program, and able children may be creating their own version of an activity. This allows all learners to be included in a lesson, but at a level suitable to their current understanding. Over time, scaffolds are often adapted or removed as students become more confident.

Every student brings their own individual mix of experiences and interests to the classroom. As teachers, we acknowledge these differences and provide a safe space for all young people to engage with computing as a subject.

We encourage a wide range of opportunities and experiences. Ensuring that our computing curriculum is culturally responsive and that contexts and projects are relevant to the children in our classrooms. We teach a broad and creative curriculum, with plenty of opportunities to develop the strengths of our students in the different strands of computing.

We celebrate diverse and relevant role models, helping children to 'see' themselves with computing-related futures.

We provide accessible homework tasks, using ability adaptive packages such as Times Table Rock Stars and Accelerated Reader. Children who require spelling and reading support also have access to Nessy and Lexia.