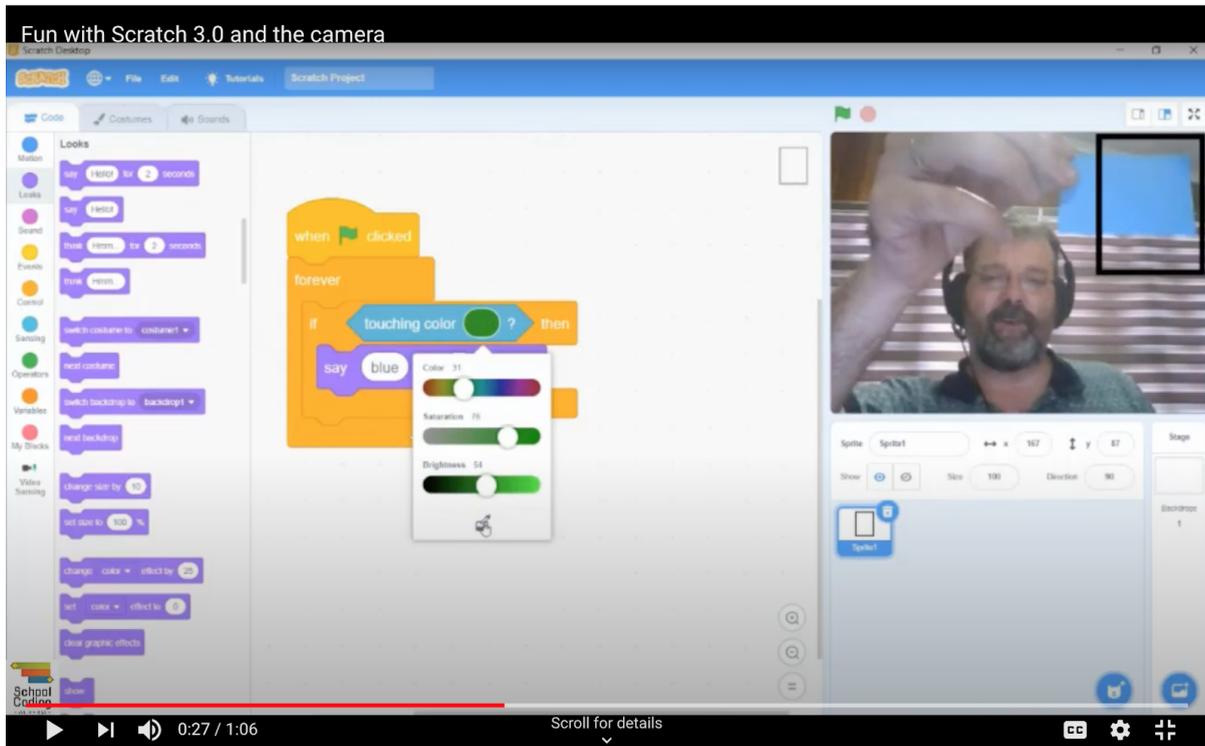


## Digital Skills, Coding and Robotics In-School Curriculum

### Digital Skills and Coding Curriculum for Grades R to 9



We don't  
PLAY games  
we MAKE  
games

## Context

SchoolCoding was approached by one of your team members to supply information about our Digital Skills, Coding and Robotics lessons, and/or to offer a demonstration of our Digital Skills, Coding and Robotics curriculum.

## Credentials

SchoolCoding assisted the DBE, during the March school holidays (2019), with the proposed Digital Skills and Coding subject (to be made compulsory for all schools (Grade R to 9)).

## Curriculum

In a fast-paced developing world, we cannot afford that children get left behind. This is the main reason why the Minister of Education wants to ensure that these 21 Century skills are developed. Therefore, children must be taught digital literacy skills at primary school level.

### **Our offering includes:**

- Training and support of teachers who will present the classes
- Assisting the school with LMS integration (Google Classroom, Moodle or Microsoft Teams)
- Providing technical support, course design and management

### **What is meant by digital skills?**

"The term 'digital skills' refers to a range of different abilities, many of which are not only 'skills' per se, but a combination of behaviours, expertise, know-how, work habits, character traits, dispositions, and critical understandings. These skills and competencies are interconnected and broadly complementary. They are also, in today's technology-saturated communities, foundational to full participation in society and, as such, need to be developed and refined over time. Digital skills also include computational thinking, coding, 21st-century skills, innovation, and other soft skills." (UNESCO, 2017).

### **Lessons**

Our lessons are designed with Bloom's Taxonomy in mind. It develops critical thinking skills and problem-solving skills. The children are able to design, create and explore. The skills in the computer class are not restricted to the computer class but are also used in other school subjects.

### **Weekly Scheduling**

- Grades R-1: 30 min
- Grade 2-7: 60 min

## Course Outline

### **Grade R-3 (Develop awareness of digital technology and digital competency)**

- Discover ICT tools and digital technologies
- Explore digital skills and competency
- Explore basic graphic and visual representation
- Learn to use digital technology responsibly
- Explore data and information management skills
- Develop computational thinking and problem solving skills
- Explore algorithms and code to create their own interactive stories and games

### **Grades 4-7 (Content creation and data interpretation)**

- Learn to use digital technology, including the use of general or particular applications of ICTs
- Build digital skills and competency
- Learn to do graphic and visual design/representation
- Develop awareness of human interactions with digital technology
- Become responsible users of digital technology
- Develop data and information management and presentation skills
- Further develop problem-solving skills
- Use coding skills and techniques to solve basic problems (basic algorithms)
- Analyse data and apply information management skills across topics and subjects
- Think computationally
- Apply coding tools, techniques and strategies to solve problems

### **Subject Integration:**

- Mathematics
- Natural Science
- Technology
- Life Orientation
- Arts and Culture

### **Goals and Outcomes**

- Enhance learners' capacity for effective learning and improved achievements
- Prepares learners for enhanced living, further study and employment opportunities in a digital world
- Enable learners to:
  - Solve problems, think critically and work collaboratively and creatively
  - Function in a digital and information-driven world
  - Develop computational thinking skills to support coding as well as all other subjects
  - Apply digital and ICT skills and to transfer these skills to solve everyday problems
  - Develop a new generation of creative, innovative systems thinkers that can use coding to express their ideas
  - Adopt a culture of being self-directed, life-long learners

## Outline of the Grade 1-7 Programme

The mouse, keyboard, MS Paint, Word, Excel, PowerPoint, Scratch, Python, HTML and CSS, \*Arduino, Edison, Greenfoot (Java).

### **By the end of Grade 3, learners should be able to:**

- Make complex Scratch Games
- Able to compile and understand complex scripts in Scratch
- They are able to make a PowerPoint animation and explain in their own words what the "backend" of the program or code could look like.
- They are able to make a Game in PowerPoint and duplicate the same game in Scratch.

### **By the end of Grade 4, learners should be able to:**

- Make complex Scratch Games
- Able to complete complex formulas in Excel, Python and Scratch
- They are able to make a PowerPoint animation and explain in their own words what the "backend" of the program or code could look like
- They are able to make Games in PowerPoint and duplicate the same game in Scratch.

### **By the end of Grade 5, learners should be able to:**

- Make complex Scratch Games (at their Grade level)
- Complete complex formulas in Excel, Python and Scratch
- Make a PowerPoint animation and explain in their own words what the "backend" of the program or code could look like.
- Make Games in PowerPoint and duplicate the same game in Scratch.
- Able to code simple programmes in Python and are able to duplicate the programme from Python to Scratch.
- Introduction to Edison robot (STEM)
  - Program the robot to perform tasks with Edblocks and Scratch

### **By the end of Grade 6, learners should be able to:**

- Make complex Scratch Games (at their Grade level)
- Complete complex formulas in Excel, Python and Scratch (at their Grade level).
- Make a PowerPoint animation and explain in their own words what the "backend" of the program or code could look like (at their Grade level).
- Make Games in PowerPoint and duplicate the same game in Scratch.
- Code simple programmes in Python and are able (depending on the Grade) to duplicate the programme from Python to Scratch.
- "Translate" a Scratch script to Python.
- Compile a text-based document with pictures and duplicate (with assistance) the document in HTML.
  - Introduction to Edison robot (STEM)
  - Program the robot to perform tasks with Scratch
- Able to build a simple circuit on a breadboard and to program the micro controller with Scratch

### **By the end of Grade 7, they should know the following:**

- Make complex Scratch Games
- Able to complete complex formulas in Excel, Python and Scratch
- They are able to make a PowerPoint animation and explain in their own words what the "backend" of the program or code could look like
- Able to code simple programmes in Python and are able to duplicate the programme from Python to Scratch.
- Able to "translate" a Scratch script to Python.
- Able to compile a text-based document with pictures and duplicate (with assistance) the document in HTML.
  - Introduction to Edison robot (STEM)
  - Program the robot to perform tasks with Scratch and Python
  - Introduction to Arduino
  - Able to build a simple circuit on a breadboard and to program the microcontroller with Arduino Text compiler

### **Specific Aims**

- A critical awareness of how mathematical relationships are used in social, environmental, cultural and economic relations.
- Recognition that Mathematics is a creative part of human activity;
- Acquisition of specific knowledge and skills necessary for:
  - the application of Mathematics to physical, social and mathematical problems
  - the study of related subject matter (e.g. other subjects)

## **Specific Skills**

- Develop the correct use of the language of Mathematics
- Develop number vocabulary, number concept and calculation and application skills
- Learn to listen, communicate, think, reason logically and apply the mathematical knowledge gained
- Learn to investigate, analyse, represent and interpret information, learn to pose and solve problems
- Build an awareness of the important role that Mathematics plays in real life situations including the personal development of the learner.

## **Content areas**

- Numbers, Operations and Relationships
- Patterns, Functions and Algebra
- Space and Shape (Geometry)
- Measurement
- Data Handling

## **Thinking and Reasoning and Language Structure and Use**

- **Listening and speaking**
  - Literal comprehension
  - Reorganisation
  - Inferential
  - Evaluation
  - Appreciation

**Pursuit of new knowledge and understanding of the world around us and of natural phenomena.**

**The creation of structures, systems and processes to meet peoples' needs and improve the quality of life.**

**Focus is on understanding the need for human-made objects and environments to solve problems.**

## **Practical solution-orientated processes**

- identifying a need
- planning and designing
- making (constructing)
- evaluating and improving products
- communicating

## Analysis and application of design ideas

These lessons are linked to Bloom's Taxonomy and the skills taught in the computer class, from as early as Grade 3 prepares a child for the real world of coding or programming. The outline provided, shows the progression from Grade 2-7.

*By the time a child reaches Grade 7, most of the information provided in ICT Grade 10 will be covered.*

### Goal

- To introduce a child to the world of computer coding / programming.
- To teach computer literacy
- To incorporate skills such as: Problem solving, critical thinking, testing and evaluating, setting tasks and flow diagrams across the curriculum. Not limiting coding to the IT Class.

The Grade 10 ICT elective, should not be a subject to avoid, out of fear, or due to a lack of knowledge. Rather, the coding or instruction provided in the computer room up to the Grade 7 level, should be a motivator to explore further the world of coding or programming.

### Computer Application Technology (CAT) CAPS Document (Grade 10-12):

*From page 12-17: Outline of the CAT Curriculum Grade 10-12*

Most of the topics are addressed in the Grade 2-7 programme. The topics are linked to real life situations and presented to a Grade group at their cognitive level.



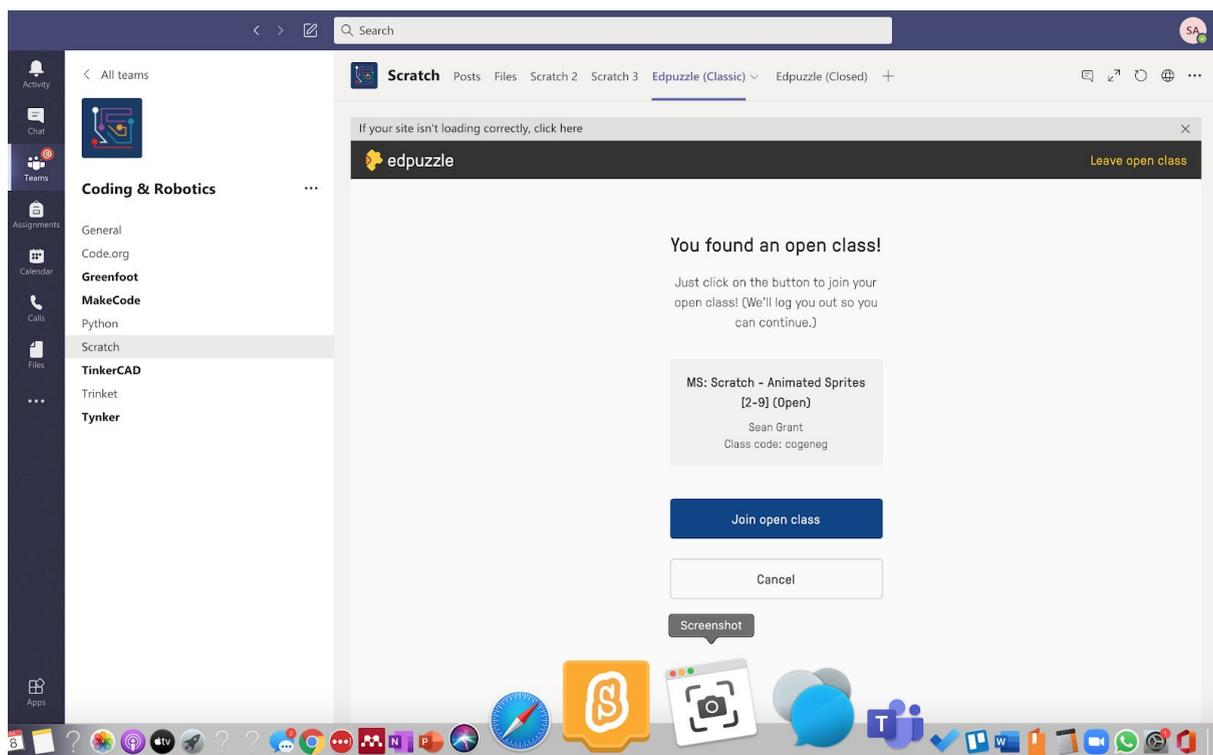
## SchoolCoding lessons inside your LMS

We have created a series of [Microsoft Teams tutorials](#) and an orientation to our [Google Classroom](#) to ensure that your coding teachers are fully prepared and equipped to facilitate our lessons, simply, easily and practically, whether students are in class at school or learning remotely from home, no matter whether schools are open or closed.

*SchoolCoding provides everything needed to deliver and present the lesson, which can also be achieved without any LMS, should the school not have this in place.*

## SchoolCoding lessons in your Microsoft Teams

Here is an example of our lessons in the **Microsoft Teams** platform, showcasing an Scratch course about Animated Sprites, that uses Edpuzzle to track student progress, responses and engagement with the lesson.

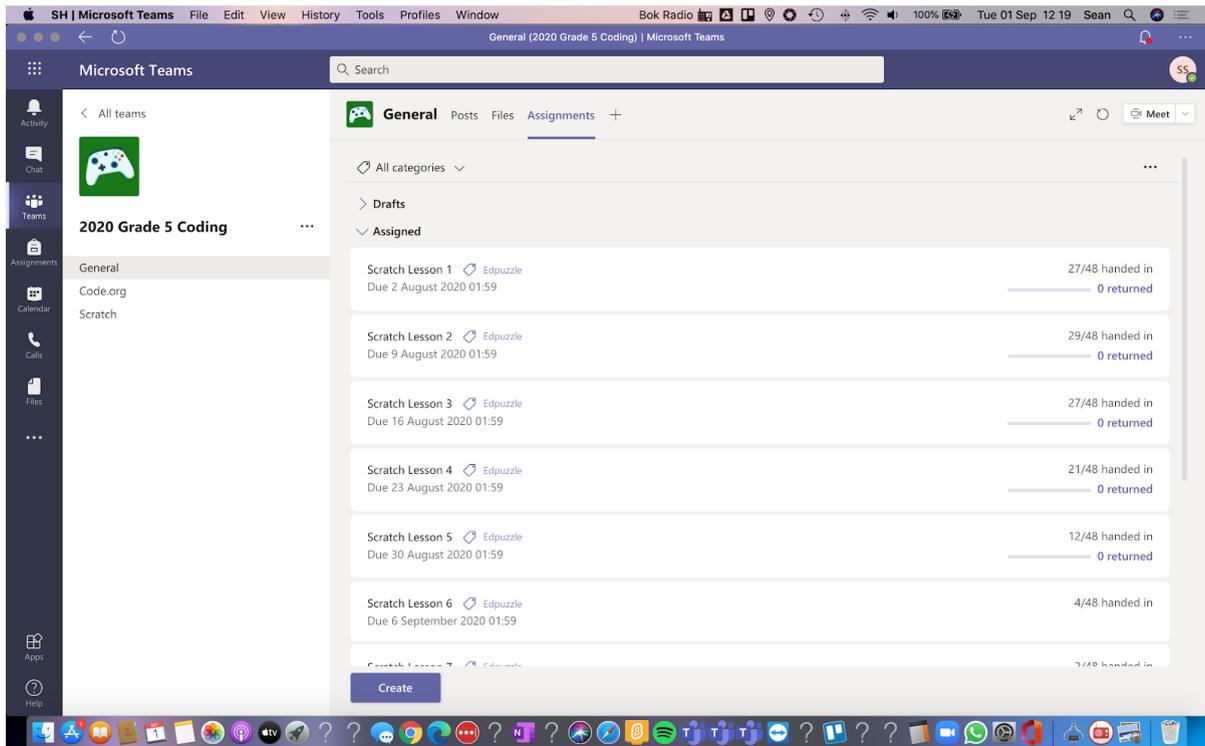


### Implementation and Orientation

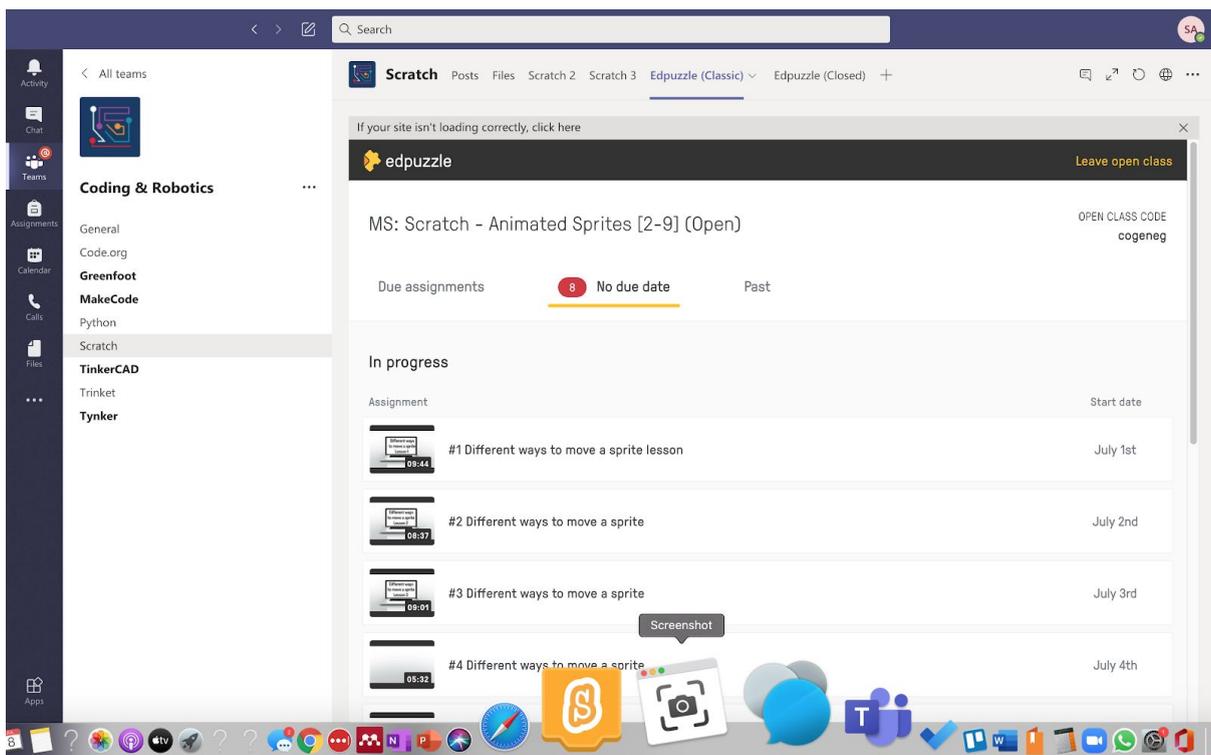
SchoolCoding is able to set up the all the lessons by building all of this into your various Coding classes within MS Teams and will deliver an orientation session to train and equip your staff, typically the IT/Coding teacher(s), who are able to roll out the lessons to students the next week.

### Microsoft Teams as a Learning Management Solution

Students are assigned lessons via Teams, which also provides the teacher with a gradebook and overview of student progress through the work, which has been assigned until the end of the year.

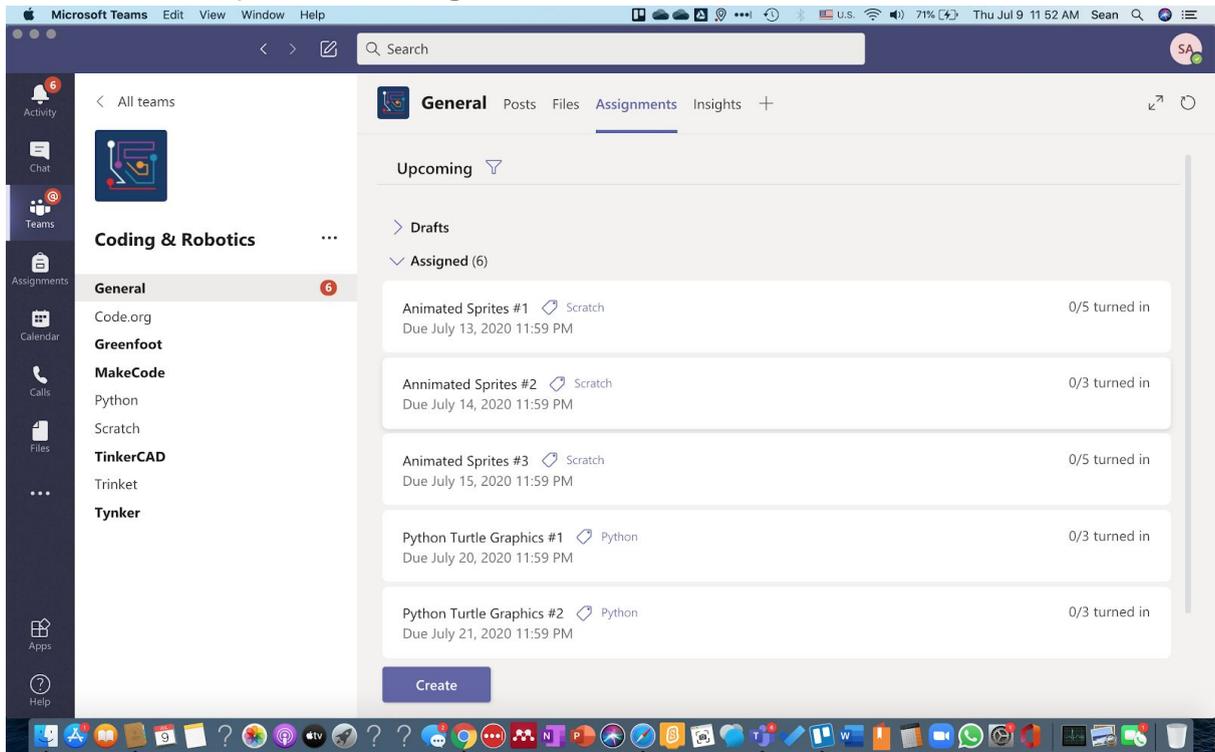


The assignments in Teams are linked to Edpuzzle, where students complete the lessons, answer multiple-choice questions and complete the practical aspects of the course, in this case, learning how to design a game in Scratch, for example.



**SchoolCoding** will set up all your Coding MS Teams with all the necessary resources and assignments, enabling your staff to flip her classroom, to adopt this revolutionary blended-learning approach.

Here is an example of the **Assignments** in Teams;

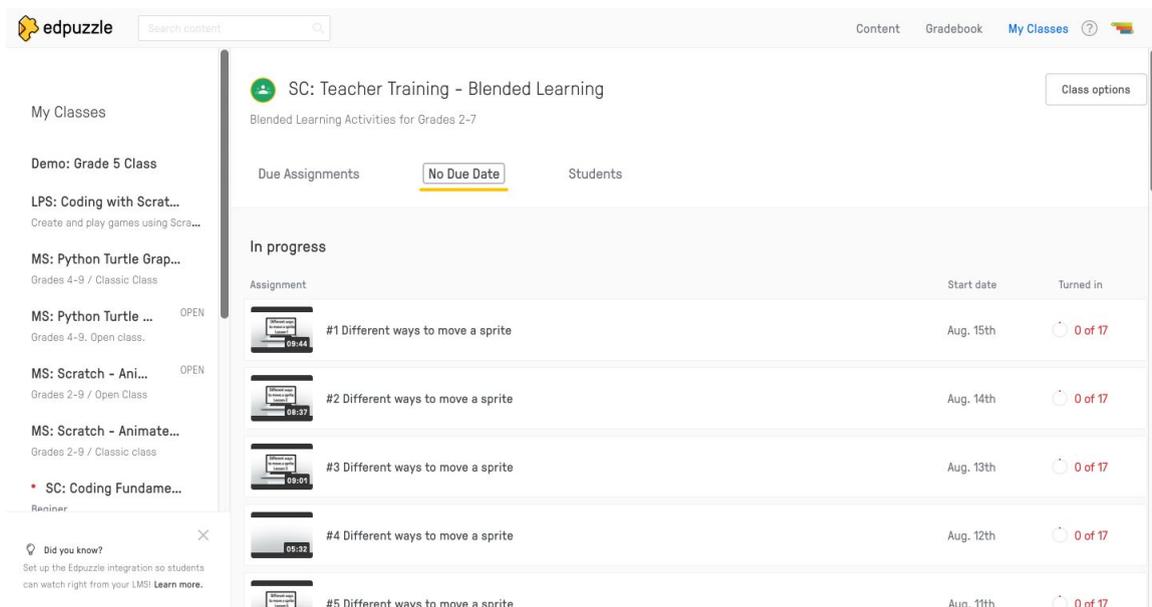


## MS Teams Access

SchoolCoding ideally needs **Owner** access to every MS Team that we need to populate with our lessons as this reduces the setup time to about  $\frac{1}{4}$  of that needed to work via Remote Access. This can be done in a new team, before any students are enrolled, should there be any concern about public access to information.

## Training and Support

We also provide ongoing support as needed to ensure that your team is able to facilitate the lessons confidently and competently. All of our lessons are also available for teachers to experience as students via our Teacher Training classroom, to enable teachers to become familiar with the lessons themselves.



## Scratch Lessons presented via Edpuzzle

[Edpuzzle](#) enables us to present video lessons with questions, notes and tasks every minute, ensuring that students engage well with the content.

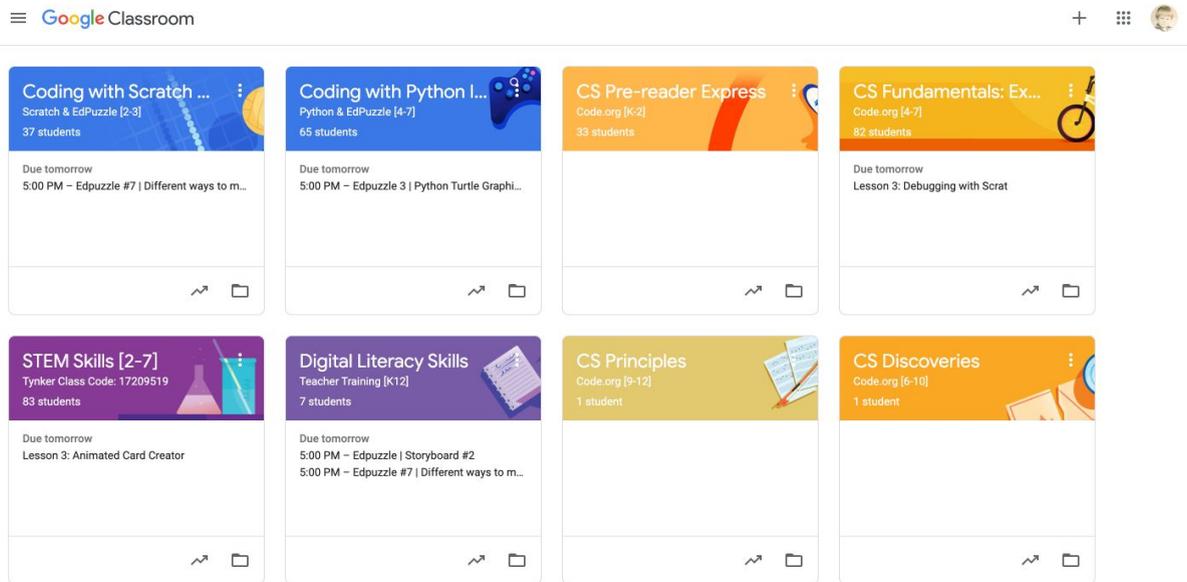
Questions are mostly **multiple-choice**, with **automated feedback** and **auto-grading**, removing the need for the teacher to instruct the students, freeing them to facilitate students who work on their own in a **self-guided, self-paced environment** that enables them to complete work quickly and efficiently.

The screenshot shows the Edpuzzle interface for a class named "SH Coding" under the category "Scratch Game Design". At the top right, there are navigation links for "Content", "Gradebook", and "My Classes". Below the class name, there are buttons for "Class options" and "Invite students". A "Due Assignments" section shows "2 No Due Date" with a red circle containing the number 2. Below this is an "In progress" section with a table of assignments.

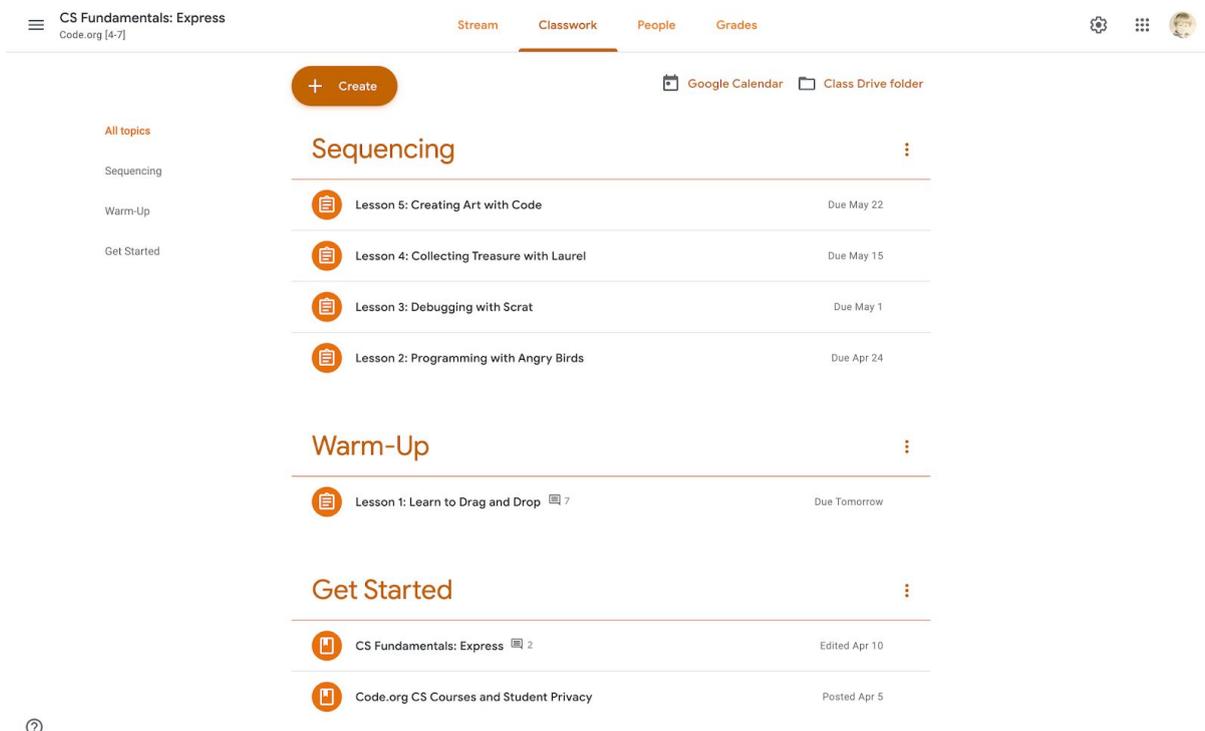
Assignment	Start date	Turned in
 #1 Different ways to move a sprite 09:44	July 11th	125 of 317
 #2 Different ways to move a sprite 08:37	July 10th	138 new answers 134 of 251
 #3 Different ways to move a sprite 08:01	July 9th	90 of 202
 #4 Different ways to move a sprite 05:32	July 8th	80 of 155
 #5 Different ways to move a sprite 10:38	July 7th	35 of 98

# SchoolCoding lessons in your Google Classroom

While schools were closed, we created a **blended learning solution** specially for South African schools.

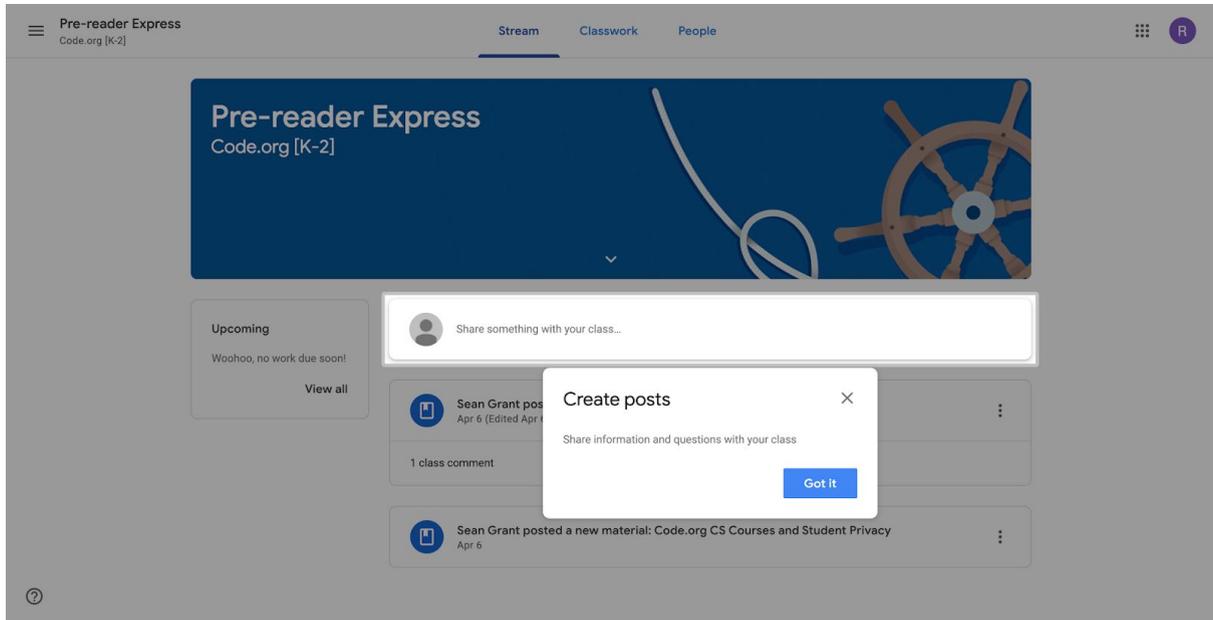


Each class has a carefully designed, clear and simple layout that is designed to guide students through Computer Science concepts, using a variety of engaging lessons, activities and challenges that are fun, thought provoking and varied.

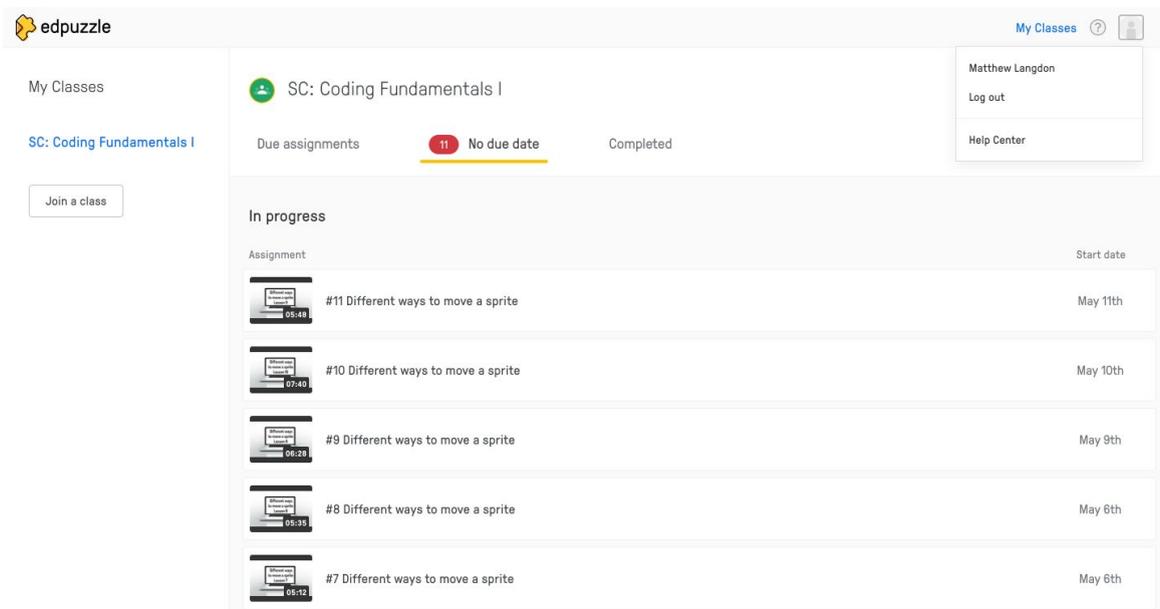


Even pre-readers are catered for, and the classroom includes simple, clear instructions, to help learners become familiar with the new layout.

We include recommendations for screen-readers for learners who are studying technology in a second language, or have not yet learnt how to read.



Here is an example of our **Coding Fundamentals I** introductory class for Grades 2-7.



Students watch a brief instructional video that tests their understanding, then requires them to replicate the code on their own, with lots of prompts, encouragement and correction, when needed, to ensure that they master these new skills.

Here is an example of one of our **Scratch lessons** that teaches students four different ways to move a sprite.

edpuzzle Search content

Content Gradebook My Classes

School Coding

MULTIPLE CHOICE QUESTION

Try it yourself...

In your Scratch 2.0; Add the 'convertible' sprite. Code it to **move across the screen, bouncing on the edges**. Click the **Green Flag** to run your scripts.

Does your convertible move as displayed?

YES :) Well done!  
Please continue...

NO :( Don't worry!  
Rewatch and find what's different in your scripts. Then fix your script and run it again, until it works properly.  
When you are done, please continue...

Rewatch Submit

Teachers can immediately see feedback on how students are engaging with the lesson, including summaries and detailed feedback on student's responses to our multiple-choice questions, that automatically grade students, and automatically pass that back into the **Google Classroom Gradebook**.

edpuzzle Search content

Content Gradebook My Classes

Storyboard #2

Edit name

Students Questions

02:26 Multiple choice question 0 out of 12 right

Try it yourself...

Add the blocks displayed to your 'inside' button sprite.

Does it work?

✓ YES - well done :)  
Go on with the video...

Start Date  
April 27th 8:00am

Due Date  
May 1st 5:00pm

Prevent Skipping

Posted on Google Classroom

Share assignment  
Go live!  
Reset student progress  
Export grades to LMS  
Download grades  
Delete assignment

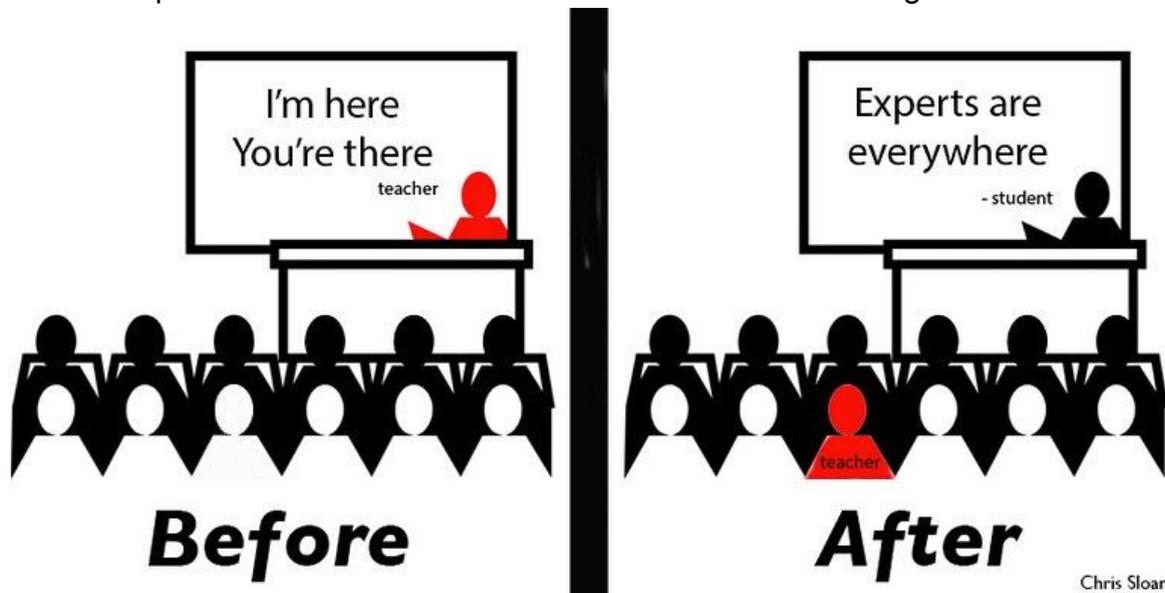
## Teacher's Changing Role

As teachers make the shift to continuous and regular feedback, this becomes part of the learning process, whereby students may expect personalised, practical and appropriate feedback based upon their submissions. The teacher no longer needs to be the **Sage on the Stage**, but becomes the **Guide on the Side**.

This enables ongoing improvement and assessment for learning, rather than assessment of learning. This is now commonly practiced as the normal expectation for learning and ultimately achieves much better results than a single summative assessment, although in combination, formative and summative assessment produce excellent results. We call this the **Flipped Classroom**.



In doing so, we aim to develop **peer-support** amongst students, who can become a **community of practice**, helping one another to learn, often much faster than the teachers themselves, however we host a similar **Teacher Training** course, where teachers help each other to master these new skills and technologies.



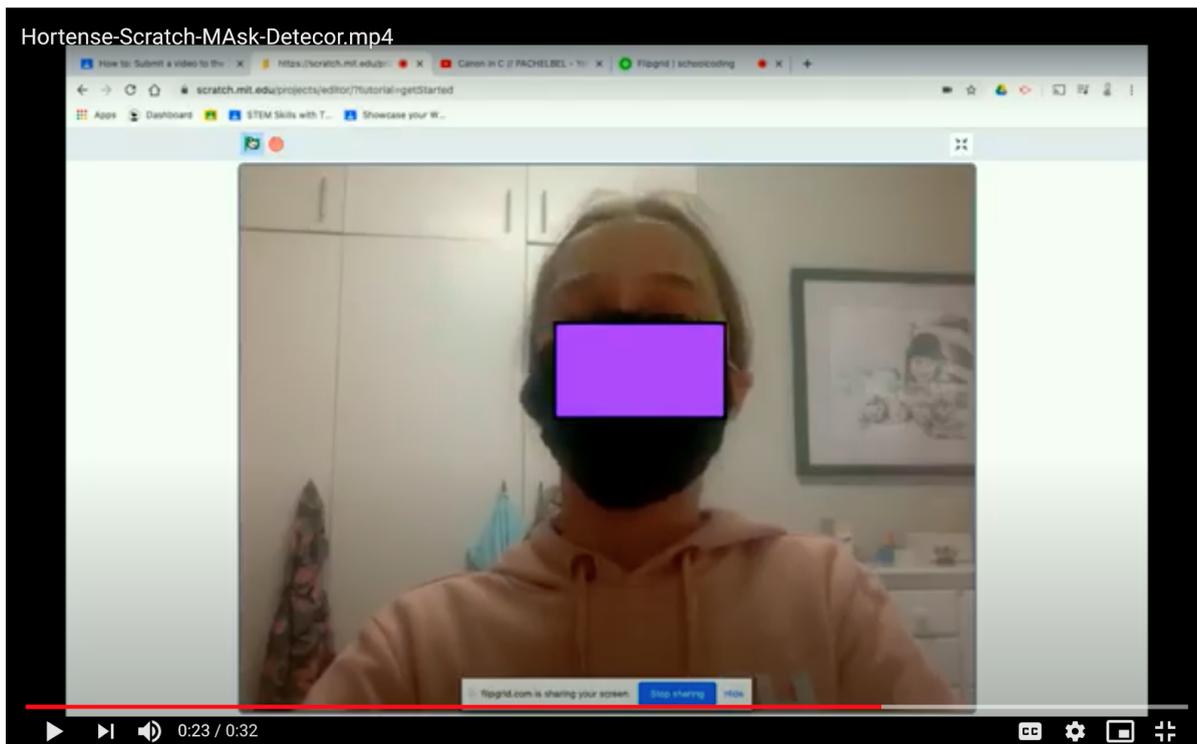
Chris Sloan

This works particularly well with technology subjects, where students are often more knowledgeable and skilled than the teacher, since most students are digital natives, while many teachers are digital immigrants, without the detriment/benefit of growing up with devices in their hands.

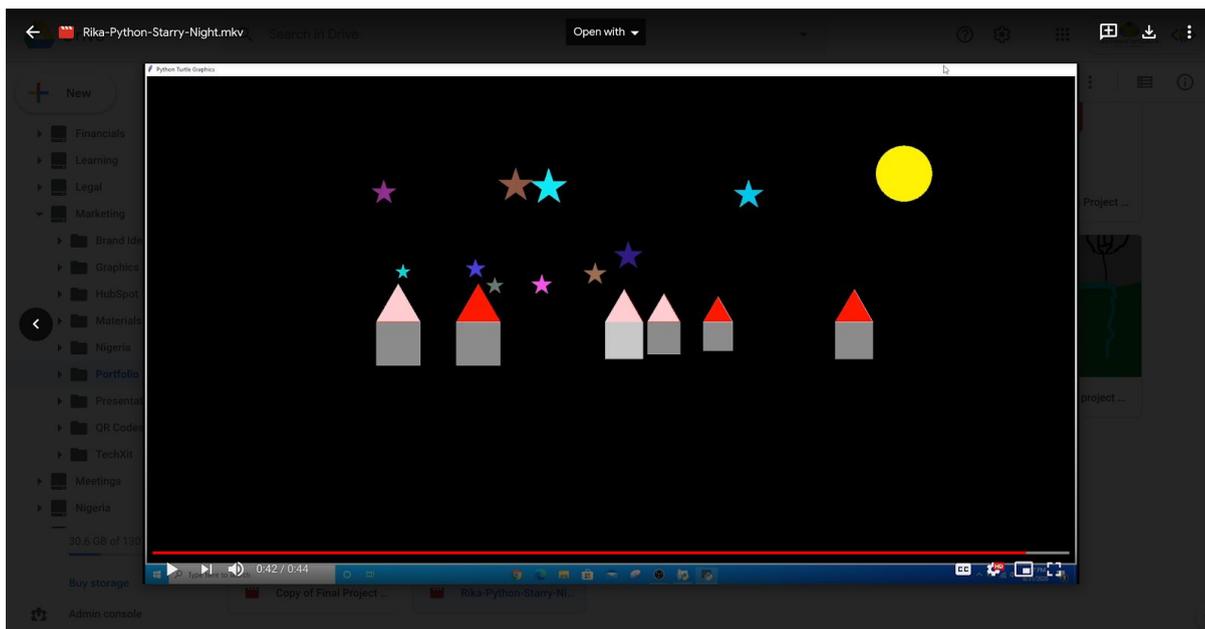
## Course Project

A **Final Course Project** requires students to produce their own playable game which needs to incorporate various characters (sprites), a suitable setting (backdrop) and various obstacles, challenges etc.

### Scratch Project by Hortense (Grade 6)



### Python Project by Rika (Grade 5)



More accomplished students may extend this basic requirement by adding animation, sound, scoring, time limits etc. truly enabling differentiated learning, as faster learners are not slowed down to the traditional pace of instruction, which progresses at the pace of the slowest learner in the class.

### Edpuzzle provides detailed feedback, automated grading and submission tracking

Student Name	Watched	Grade	Last watched	Turned in
Aj		86/100	Aug. 17th	Aug. 17th - 11:06am
alessiaaa		86/100	Aug. 12th	Aug. 12th - 9:46am
Anna		86/100	Aug. 13th	Aug. 13th - 11:01am
Ashley		86/100	July 30th	July 30th - 8:43am
Baneyney		86/100	Aug. 13th	Aug. 13th - 10:58am
Bella		57/100	Aug. 26th	Aug. 26th - 7:35pm
Bon Jovi		71/100	Aug. 13th	Aug. 13th - 10:53am
bunny		71/100	Aug. 28th	Aug. 28th - 8:46am
cam		71/100	Aug. 14th	Aug. 14th - 8:26am

### Practical Activity

Students must complete an offline/online assignment using Scratch to replicate the game that we have introduced them to, allowing for creative variations, extensions such as sound, animation, etc. Students should also be required to attach evidence of their work, as some are in the habit of doing. This is a new requirement but should be regarded as an important life skill and will ultimately become the status quo as more teachers make the migration to blended learning, so will students who will begin to understand the platform and requirement for submissions of evidence of their work.

### Recommendations

Once students begin submitting their assignments via Classroom/Teams, teachers are able to provide regular and timely feedback on their submissions, particularly where they are expected to achieve certain standards.

Going forward, it may be useful to set up a **RUBRIC** that can easily be used to grade their work. Further integration between Edpuzzle and Microsoft Teams, such as posting back of scores would also be useful improvement automation.

## COVID-19 School Care and Support

SchoolCoding offered a blended learning solution to schools by way of support during the initial lockdown, and extended this to the end of 2020, as detailed below;

*“SchoolCoding has pledged to support and care for schools during the Corona Pandemic. We will be training and equipping our customers (both educators and learners) with the knowledge, training, and support to make use of technology already at your disposal, namely Microsoft Office 365 for Education, incl. Teams to prepare for and deliver remote learning to each and every student.”*

Coaches at schools are provided with a comprehensive set of **Digital Literacy Skills Lesson Plans** on a quarterly basis to be used by the school IT Teacher for their in-school technology programme.

As our small contribution towards sustaining learning during the Coronavirus Pandemic, we widely promoted our offer of [School Care and Support](#), to help educators to set up their **Google Classrooms** and **Microsoft Teams** to deliver their classes online. This was intended to help educators get online in time for the resumption of learning after school-closures, albeit remotely, and included advice and suggestions on using amazing resources such as **FlipGrid**, **Wakelet**, **EdPuzzle**, **Tynker** and **Code.org** all of which can be seamlessly integrated into your online Classrooms or Teams.

## Roadmap

During the national lockdown, school closures SchoolCoding created a series of videos to show teachers how to use **Microsoft Teams for Education** and pledged our [support to all schools](#) during the COVID-19 lockdown, should they need help setting up their online classroom using **Office 365 for Education** or **Google Education**. You can watch those [videos](#) here.

## Options for 2021

1. Coding Curriculum (Offline, Online or Blended)
2. Robotics Curriculum (Edison, Arduino, Online simulation)
3. Staff PD in Digital Literacy Skills incl. Google Classroom or Microsoft Teams

## 1. In-school Coding Curriculum

### **Option 1 - SchoolCoding Lessons Plans provided for your team**

Teachers use our existing **Lesson Plans** to present each lesson as before, possibly live streaming to remote students via a recorded **MS Teams Meeting**. This is already being done successfully by many other schools. Social distancing and disinfection of computer devices after each class is required.

*Price starts from R100 per student per year*

### **Option 2 - SchoolCoding Lessons inside your school's LMS**

Teachers use our new **Animated Sprites** interactive videos created using **Edpuzzle**, which automatically grades each lesson and provides a comprehensive gradebook, detailed analysis of each question and response enabling individual student support and self-paced learning.

*Price starts from R150 per student per year*

### **Option 3 - SchoolCoding Managed Coding and Robotics Curriculum**

The school IT Teacher facilitates all lessons on site. SchoolCoding staff design and present the course, manage assessment and host a weekly contact session with each grade. Think of this like insourced IT Support but with the instruction of Coding and Robotics as the primary service provided directly to the students.

*Price starts from R200 per student per year*

## Estimated Cost

To calculate how much your school will need to budget for to use our programme, [please use our Estimator](#). Simply fill in the number of students in the yellow box and the sheet will show you how much each of the options above is likely to cost.

## 2. Robotics

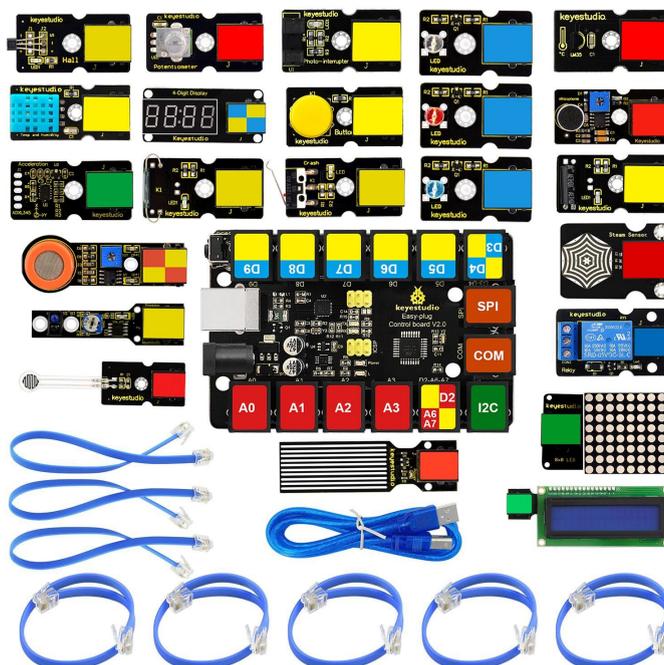
We introduce students to Robotics as a Science Technology Engineering Art Maths (STEAM) curriculum, using reliable and practical hardware that we have tried and tested in other primary schools and high schools. The lessons are a natural transition from the virtual environment of Scratch and Python to the Integrated Circuits used to control these STEAM Education Kits.

While there are numerous popular kits available, such as LEGO and VEX, these are unfortunately exorbitant to import and difficult to maintain, due to offshore supply needed for this hardware. Here are two possible solutions that we are willing to supply with lessons.

*Price starts from R100 per student per year*

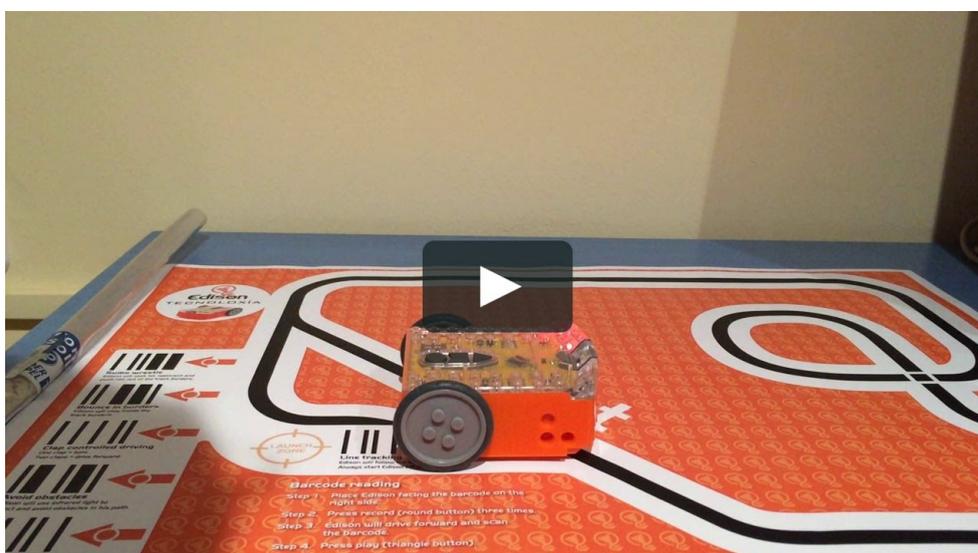
## Arduino

The open-source Arduino Software (IDE) makes it easy to write code and upload it to the board. It runs on Windows, Mac OS X, and Linux. The environment is written in Java and based on Processing and other open-source software. This software can be used with any Arduino board.



## Edison

Meet Edison, the super affordable educational robot. Blow your student's minds and see levels of learning and engagement that are off the charts! Edison comes with a comprehensive set of lessons and activities that we can set up, support and manage, while the teacher in the classroom is freed up to simply use them. Students each use their own workbook, which becomes their portfolio of evidence upon completion of the course.



### 3. Staff Training

During the school closures, we expanded our core business to include Microsoft Education and Google Education implementation, training and support, as there is a growing number of schools that need support in these areas. In the process of establishing our own Teams and Classrooms, we have learnt so much and are able to share these lessons from a teachers perspective.

- Google for Education
- Microsoft Teams
- Remote / Blended Learning
- Technology Skill Development

We have begun to compile this new set of services under a new division called **SchoolNetwork** where you will be able to view more details in due course.

#### **Google Education - Implementation Training & Support**

SchoolCoding is able to provide practical and effective training and support to implement your new Google Education platform, for administrators, teachers, students and parents, via a combination of remote and local training sessions. This service is offered free of charge for the rest of 2020, subject to a commitment to continue with the SchoolCoding in-school coding curriculum in 2021.

#### **Microsoft Education - Implementation Training & Support**

SchoolCoding is able to provide practical and effective training and support to implement your new Office 365 and Teams, for administrators, teachers, students and parents, via a combination of remote and local training sessions. This service is offered free of charge for the rest of 2020, subject to a commitment to continue with the SchoolCoding in-school coding curriculum in 2021.

#### **Current Promotions**

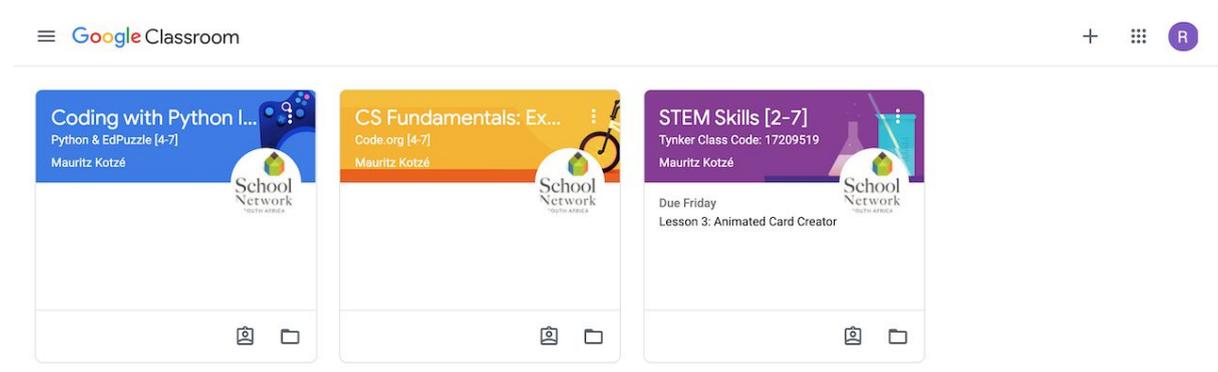
- [Introducing | Online Coding Clubs](#)
- [Online Coding | Blended Learning](#)
- [Unlocked | Blended Learning](#)
- [SchoolCoding | Engaging Lessons at School and at Home](#)
- [Live Stream | Monday Meets and Thursday Takeaways](#)

#### **See Also...**

- [SchoolCoding Brochure](#)
- [SchoolCoding Poster](#)
- [SchoolAdvisor Brag Sheet](#)

## A day in the life of a school using blended-learning...

All scheduled assignments have automatically been posted correctly in various classes. Students are doing lessons and submitting work at their own pace, either at home or at school. Teachers are assessing work, giving individual feedback. Parents are reading automated daily or weekly email summaries, detailing work that has been assigned to their child(ren). Scheduled online classes are happening, with screen sharing, recorded as needed.



Talk to [www.SchoolCoding.co.za](http://www.SchoolCoding.co.za) about transforming your school and/or extra-mural activities into a sustainable remote work and distance learning platform to weather the rest of 2020 and beyond.

## Testimonials



### Cindy G. Rondebosch Preparatory

SA SchoolCoding provides a superb Coding curriculum, designed by an educator - not a software developer or entrepreneur with no classroom experience or pedagogical knowledge. The program is also built on years of experience and is not a new Coding curriculum in its infant stages.

### Aneen E. Welgemoed Primary

Hi Mauritz!! Joshua gaan VERSEKER aan met klas!!! Hy love love love die werk ....en vir jou!! Baie dankie vir al die omgee en harde werk hierdie kwartaal.



### Martin A. Pinelands North Primary

Working with Mauritz Kotzé and getting the support from him is amazing. Lesson plans are easily accessible and easy to learn from. This allows for teaching coding lessons and seeing the growth of the pupils. Scratch, Python and HTML coding games and teaching are fun.

Please visit **School Advisor** to see independent reviews of our services.

## What schools are saying about SA School Coding on SchoolAdvisor

### A Coding curriculum designed by a passionate educator



SA SchoolCoding provides a superb Coding curriculum, designed by an educator - not a software developer or entrepreneur with no classroom experience or pedagogical knowledge. The program is also built on years of experience and is not a new Coding curriculum in its infant stages. It encourages creative and critical thinking while introducing the learners to Computer Programming in a fun and engaging way. The curriculum focuses on developing learners' Computational Thinking skills and an understanding of coding concepts, rather than focusing solely on writing lines of code and mastering syntax and semantics.

Reviewed by Cindy Geldenhuys (IT Manager) from Rondebosch Boys' Prep

### Amazing!



Working with Mauritz Kotzé and getting the support from him is amazing. Lesson plans are easily accessible and easy to learn from. This allows for teaching coding lessons and seeing the growth of the pupils. Scratch, Python and HTML coding games and teaching are fun.

Reviewed by Martin Adamson (IT Manager) from Pinelands North Primary

### Foundation of coders



Meeting pupils on all levels, these classes create a fun environment that fosters creativity. There is no stopping a child who realises that they have the ability to create a game that they want to play. And all this while they are having endless fun.

Reviewed by Ashley Hoffmann (Teacher)

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We are certified by Google and Microsoft. We are teachers with classroom experience.