Computing POLICY
January 2021

RATIONALE

At Greenhill every child has the entitlement to benefit from, learn about and use computing in all areas of the curriculum. This policy sets out the means to ensure that each child receives their entitlement during their time at Greenhill. We will ensure that teachers have up to date, practical software and hardware reflecting the use of technology in the wider community and society. We will match this with training to support all staff to use technology efficiently and for the benefit of the children. The Principal and the Computing Coordinator will monitor planning, teaching and learning to ensure that high standards are met.

This policy should also be read in conjunction with the school's Teaching and Learning and Assessment Policy.

PURPOSE

- To ensure that each child use their computational thinking and creativity to understand our world today.
- To enhance the whole school curriculum through the use of ICT in the planning, teaching and learning of every subject.
- To provide opportunities for staff to further develop their computing skills on a personal level and in order to enhance and improve their teaching.
- To improve the quality of teaching in order to raise standards.

GUIDELINES

Every Teacher should use the 'Every Teacher should' guidelines to ensure continuity throughout the school.
Planning for the use of ICT is a process in which all teachers are involved, where computing activities take into account the knowledge, skills and understanding children should acquire and the software they should become familiar with.
Each child regardless of gender, ability, social and cultural background has an equal entitlement to computing.
Teachers will use a range of IT equipment to develop computing skill to prepare children for life in modern Britain.
Activities may be adapted to ensure a full programme of computing is provided for children with physical disability or impairment.
Teachers will ensure their lessons are differentiated to support and meet the children's needs regardless of SEN, gender, disability or race.

CONCLUSION

Our policy will result in digitally literate children, who use their knowledge of computing to become confident, safe and active participants to understand our changing world throughout their life.