



ICT Policy

The Foundation Stage Guidance states that children should *“find out about and identify the uses of everyday technology and use information technology and programmable toys to support their learning”*

At the United Reformed Pre-School, we follow the Foundation Stage Curriculum Guidance and ICT is incorporated into all curriculum areas. The children have access to tills, telephones, kitchen equipment, office equipment, cameras, and programmable toys. Computer equipment includes laptops, I-pads, digital cameras and an interactive whiteboard. We have a variety of software applications that are suitable for use with children of all abilities.

Within the Early Years Foundation Stage Framework in the area of Learning ‘Understanding the World’ there is an Early Learning Goal that states:

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Knows that information can be retrieved from computers.
- ‘Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

We provide a variety of ICT resources, including a computer with Internet access. We have developed procedures to ensure that children use this equipment safely.

The URC Pre-School recognises the rapidly changing world of ICT and the role technology plays in our media rich environment. We believe that all the children should be able to access and investigate the Internet in a safe and secure environment, all our laptops and I-pads are securely locked so that the children are unable to access inappropriate web sites.

ICT includes all current technologies in the world around young children today; it is therefore not just about computer use but includes everyday technology such as answer phones, washing machines, programmable toys and remote controls as well as other technological tools such as digital cameras, laminators and scanners.

By creating opportunities to investigate and experience technology in the home, pre-school, community and outside environment, the children will learn for themselves whilst being taught the necessary skills and knowledge to enable them to build on what they know.

By carefully planning our play areas to reflect the world in which we live children will, through play, gain experience and an understanding of ICT.

ICT is a tool for learning:

- Technology is part of the children's world and a relevant curriculum includes investigating technology as well as using technology to learn.
- Working in partnership with parents is vital for enriching the children's experiences with appropriate technology both at home and at pre-school. We believe this partnership is a twoway process that we can all learn from for the benefit of the children.
- ICT is more than computers and their experiences of ICT in everyday life are used as a basis for learning.
- ICT is not an add-on to the curriculum but embedded across all areas of learning.
- Children need to be in control and to use technology independently. Technology needs to be appropriate and accessible for young children.
- Children can be confident users of technology.

Our software includes programmes that are suitable for children:

- who may avoid eye contact (in some cultures it is considered rude to look people in the eye)
- who may be unwilling to talk.
- who may not feel confident about communicating and understanding English.
- who have additional and different educational needs.

EYFS stage

Seeks to acquire basic skills in turning on and operating some ICT equipment.

- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
- Knows how to operate simple equipment e.g. turns on CD player and uses controls.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Aims

Our aims in teaching and providing opportunities for Information and Communication Technology (ICT) are:

- That we build on each child's previous experience.
- Cultivate the skills that are essential for the children to gain access to developing technologies.
- Promote the children's enjoyment of ICT, building on their experience in everyday life as a basis for learning.
- Evaluate resources, update and add to them as necessary.
- Undertake ICT training and opportunities for all staff.
- Take into account issues relating to inclusion and to allow for differentiation with pupils that need additional help to access learning.
- Be aware of current developments in ICT.
- Use initiatives from central and local government authorities and other bodies to support ICT in the pre-school.
- To ensure the health and safety of pupils, staff and visitors with regard to using ICT.
- To develop ICT capability in finding, selecting, and using information.
- To use ICT for effective and appropriate communication.
- To apply the children's ICT skills and knowledge to their learning in other areas of the curriculum.
- To develop children's understanding of everyday uses of information and communications technology.
- To develop technological literacy through a range of products which children will be familiar with and which will be easily understood and accessed.
- To encourage children to work collaboratively, sharing knowledge, skills and enjoyment.
- To develop a skills-based approach to computer use which puts the child in control of the equipment rather than the other way round.
- To encourage children and staff to use the Internet to gain knowledge and support learning.

- To use technology as a means of additional communication with families and the community.
- The Keyperson should monitor the children's use of computers to ensure children's involvement is based upon their needs and interests.
- To engage children in active learning depends upon understanding and building on what a child is familiar with, knows and can do. Using the Early Years developmental curriculum can scaffold an understanding of how to plan for children's next steps in learning and promote their passions.
- The Keyperson can use effective observations of individual children, groups of children and particular applications to gain a broad perspective of the children's engagement with the resources.
- To Involve the children in documenting their use of computer applications and resources which will enable them to have ownership of their play and learning. Engaging children in monitoring their own use of ICT encourages them to think critically about using ICT for a purpose. This can be done simply through discussion of the children's use, prompted by video clips or posters created to allow children to record their use and their response in a simple visual manner.

ICT Health and Safety

We recognise the health risk to young children from using computers and I-pads which is why we ensure that the equipment is the correct size for the child; the work area is at the correct height and that the screen is positioned to reduce glare from any light sources. We also position the equipment away from hazards such as sand and water. As part of our ongoing program we teach the children how to position themselves correctly at the computer and how to develop a keyboard technique that uses more than two index fingers. The use of the computer or I-pad is limited to fifteen minutes and is closely supervised by a member of staff at all times.

Anti- discrimination

We are an inclusive setting and all aspects of the ICT curriculum are available to all children and all staff. We are aware of the Data Protection Act 1988.

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