

1.8 ICT Policy

Policy statement

Little Acorns pre-school recognises the rapidly changing world of ICT and the role technology plays in our media rich environment.

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

By creating opportunities to investigate, try/trial and experience technology in the home, classroom, community and outside environment, children will learn for themselves whilst being taught skills/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 understanding of ICT.

Early Years Foundation Stage

- Show an interest in ICT.
- Seek to acquire basic skills e.g. turning on/operating equipment.
- Know how to operate simple equipment – in the community, intercom/pelican crossing etc.
- Complete a simple program on the PC
- Use ICT to perform simple functions/ TV remote
- Use mouse/keyboard/touch screen – interact with age appropriate software/ programmable toys.

We believe:

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

8. New technology, such as Ipads should be accessible to children and adults.
9. Children can be confident users of technology

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 and update and add to them as necessary.
- Undertake ICT training and opportunities for all staff.
- To 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 initiative from central and local government, authorities and other bodies to support ICT in the 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 all 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 around.
- To encourage children and staff to use the Internet to gain knowledge and support learning.
- To use technology as means of additional communication with families and the community.
- To use technology within Learning Journey records, we keep for each child.

Strategies

To ensure our aims are met the following strategies will be employed:

- Assessment of each child's experience and ability of ICT on entry to the pre-school.
- Ongoing monitoring and recording of children's achievements and areas needing support and development.
- Ensure a broad and balanced approach to ICT.
- To have an environment in the pre-school which reflect our present technological world and where children can access equipment, computer, and programmable toys with ease and confidence.

- All children will have equal access to technological equipment regardless of gender, race, culture, or ethnicity, disability or class.
- Be aware of software availability that it will address language needs of pupils.
- Use of teaching assistants to give extra support to children with special needs to enable all children full access to the ICT resources and curriculum.
- ICT equipment will be used to record the progress of children –e.g.- use of digital camera and video camera.
- ICT equipment will be used to display children’s work and to enhance interactive displays.
- Develop staff skills so that they are confident about when to use ICT for effective learning.
- To integrate technology in socio-dramatic play as a reflection of the world about us.
- Use ICT tools to improve efficiency of school management and communication both within the school and with external communities- e.g. – use e-mail to communicate with parents, governors and other schools.
- Take advantage of government and retail initiatives to improve school resources.
- Our web site is regularly updated.
- Health and safety procedures regarding computer use and the use of all electrical equipment will be adhered to as set out in the health and safety policy –e.g. – testing of electrical equipment and ergonomics.
- Budget decisions will be based on the best provision and best value with child development, staff training, classroom organisation, maintenance and finance being the main considerations.
- The Internet is available in school (currently for staff use).
- Technical support and information is available to the pre-school through Ed.IT Solutions.
- Attend conferences/exhibitions to view new technologies.

Learning and Teaching

- We employ a range of strategies and use our professional judgment to decide on the most appropriate styles of teaching and learning. To enable the child to become a confident and independent user of ICT we use a balance of:
 - Direct teaching to individuals, pairs of children or small groups
 - Demonstration, modelling, scaffolding, discussion, presenting and sensitive intervention
 - Peer to peer teaching and collaboration
 - A learning environment that encourages and enables children’s spontaneous use of ICT
 - Time for independent use with opportunities to experiment and explore
 - Opportunities to play with all forms of appropriate technology

Curriculum Organisation

Technology adds another dimension to children's opportunities to learn across the curriculum. Staff and management team, take responsibility for continually researching these opportunities – finding new resources, replacing resources, and ways in which we can extend the children's learning

- ICT tools are resourced and planned for - to be used across all areas of learning
- ICT is used in indoor and outdoor learning
- Children are encouraged towards independently choosing and using ICT appropriate for purpose
- Through role play with ICT resources children will begin to understand technology in the real world. For example, playing with non-functioning keyboards as 'rocket control panels', using a cardboard box as a pretend TV, or playing with a till in the maths area.
- By operating real electrical devices. For example, using the CD player to listen to stories. Operating the laminator to protect pieces of special work...
- Through a planned programme of activities on the computer where the staff have placed emphasis on the development of ICT capability (e.g. mouse control) or on the area of learning which is being supported by ICT. (e.g. – a sorting and matching programme).
- Through the use of programmable toys e.g. Ipads.
- Through walks in the local environment to encourage children to observe and talk about ICT. For example looking at traffic lights or telephone boxes.
- Computer use; children are able to choose from a core of planned software, they are able to access the software independently, their previous experience is recognised and built on, they are encouraged to work together sharing and helping each other, adults interact and scaffold children's use and learning at the computer. All areas of learning, as well as discrete ICT are provided for through appropriate software. Children are encouraged to see and use the computer as a tool to support their learning and links are made with experiences away from the computer e.g. the computer may be used to design a bug to be made in play dough, or photos to add to their pink books.

Other materials e.g. web sites, on-screen books, photographs and video can more easily be used for sharing and discussion.

'Cardboard box' technology is used. Children make technological 'tools' [TV's cameras etc.] to extend role play. This provides a meaningful context in which to talk about buttons and switches, uses of technology, how things work etc. It enables children to become more familiar with the technology in the world around them.

Access to ICT

In the pre-school room there is:

- An area which has 1 computer and 2 iPads.
- The computer has a suite of software installed.
- The PC is controlled with a mouse
- Non-functioning pieces of technology which children use for role play.

- Digital cameras, electronic telephones, story phones and metal detectors.

Adults also have access to:

- iPads
- Laminator
- Photo-copier
- Printers

Equal Opportunities

All children should have equal access to ICT in order to develop their personal ICT capability and understanding.

Our Aims stress:

- To ensure ICT applications are free from violence and stereotyping
- To reflect the world we live in with our cultures and races, in our choice of ICT applications
- Help all children to use ICT with enjoyment and confidence
- Help all children to become independent and autonomous users of ICT
- Enable each child to achieve their highest potential in ICT

Our learning and teaching assures that:

Through continuous provision all children have equal access to ICT applications

Individual needs are observed, monitored and planned for providing appropriate access for all children

All groups of children will be monitored so that no one group misses opportunities e.g. ongoing monitoring ensures girls have the same opportunities as the boys to use the computer

Activities are planned which allow for different levels of achievement by children or that incorporate possibilities for extension work

Gifted and talented children will have opportunities that will challenge them and allow for development e.g. full control of a digital camera for recording work, printing off work/photographs etc.

The SENCO advises on the IT support that can be provided to individual children with particular educational needs, including high ability children. Some children have 'ability net' assessments to access specific ICT resources.

Recording & Assessing

We endeavour to ensure that not only do children acquire skills and are able to use computer programs, but they will increase their levels of confidence and independence.

ICT resources and experiences are identified within long and short term planning across all areas of learning.

Both discrete ICT experiences as well as using ICT across areas of learning are planned for. These experiences are observed and evaluated and next steps are built back into planning in that moment.

Assessment of technological literacy begins before the children start at pre-school. Each family has an 'All About Me' book in which we ask about the child's use of computers. We involve children by recording learning, as photographs, to be shared with their families via online Learning Journey's or displays. These achievements are wider than ICT developments but ICT is being used as a tool for supporting children's own view of themselves as learners. Children's work is also stored on computer.

Development Matters is used to record assessments on children's development of ICT. It sits within Knowledge and Understanding of the World, staff also record children's use of ICT as it supports other areas of learning.

Monitoring & Evaluation

We monitor and evaluate the areas of the pre-school where ICT is used, the resources attached to this area and progress that children make in line with our policy on monitoring and evaluation.

Staff Development

The Pre-school realises the need for ongoing training at a variety of levels and for a range of purposes.

- Record of each member of staffs training kept and updated (office database).
- Individual training needs discussed at appraisal meetings. Clerical and administrative training is continually up-dated. Whole school training is also used to boost everyone's level of competence, create confidence and support.

Protection from online access

It is recognised that access to the Internet can enhance a child's development but that strict controls are necessary to deal with any undesirable material.

To ensure these controls are in place as follows:

- Access to screens is always in a visible area.
- Hardware should be switched off when staff are not in the pre-school room

Health & Safety

We are aware of various health and safety issues when using computers with young children and the need to form good habits for the beginning:

- Computers need to be set at the right height so that the child can sit comfortably without putting strain on back, neck or arms.
- Chairs need to be adjusted to the right height so that the child looks at the monitor straight on.
- Backs should be supported and feet flat on the floor, or on a block.
- Children should hold their hands above the keyboard and in line with their wrists.
- Children should be encouraged to have short turns at the computer so that they are not staring at the monitor for too long. We can use sans timers to enable children to self monitor their time and to take turns.

Additional safety issues that we are aware of are:

- Locating computers so that air can circulate around.
- Ensuring that children have clean hands when using the computer (being especially aware of sand, water and glue).
- Taking care that no liquids or paints spill onto the keyboard.
- Teaching awareness of electrical safety and keeping cables and sockets out of reach or covered.
- Keeping magnets away from the computers.
- Allowing only one child to hold the mouse and operate the keyboard at one time.

Replacement of hardware

Replacement of hardware is maintained across the school and planned replacement and up-dates are built into the school development plan.

Service / Support

Little Acorns Colleton Pre-school has a service level agreement with Ed. IT service. This provides us with a technician who visits half-termly to support ICT in the pre-school, and helpline support for a range of administrative needs.

Reference: Knowledge and Understanding of the World policy

Problem solving Reasoning and Numeracy

Creative Development policy

Physical Development policy

PSED policy

Communication, Language and Literacy policy

Acceptable Use Policy

This policy was adopted/reviewed at a meeting of	Little Acorns	(name of provider)
Held on	<u>24th February 2021</u>	(date)
Date to be reviewed	<u>January 2022</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Samantha Davies</u>	
Role of signatory (e.g. chair/owner)	<u>Secretary</u>	