ICT Policy

	Signature	Name in Print	Date
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Approved by			

Revision History:			
Revision No.	Version	Date	Reason for amendment

1. PURPOSE

The purpose of this policy is to clearly identify the rationale for using Information & Communications Technology (ICT) in a Nursery setting and set out the principles of practice to ensure ICT is used safely, creatively and successfully to enrich learning, play and developmental experiences alongside supporting employees to undertake their roles professionally and efficiently.

ICT involves the manipulation, interpretation, and creation of learning and play through images, data and equipment electronically. At Rebecca Cheetham Nursery activities are designed to give children the opportunities to achieve high levels of age related developments in ICT skills using a wide range of ICT media; computer and non-computer based experiences. 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 and recording devices.

By creating opportunities to investigate, 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 an understanding of ICT.

As well as providing children the enriching learning and play opportunities, it is anticipated that an efficient use of ICT will support employees to do their job, as a tool for preparation, delivery and assessment in all areas of their professional roles and responsibilities.

This Policy is linked strongly to the 'Staff Use of Internet Policy' and the 'Internet Use for Children Policy' and should be cross referenced when ICT is used at any time in Rebecca Cheetham.

2. SCOPE

The aim of this policy is to ensure we are clear on how to make excellent use of the provision of ICT resources in the Early Years to enable children to achieve highly in their Early Years developmental goals through children;

- Showing an interest in ICT.
- Seeking to acquire basic skills/turning on/operating.
- Knowing how to operate simple equipment –locality, intercom/pelican crossing etc.
- Completing a simple program
- Using ICT to perform simple functions/ TV remote
- Using mouse/keyboard – interact with age appropriate software/ programmable toys;

Alongside the enriching opportunities children will engage in technologies through play that models real life.

Our aims for teaching and providing opportunities for 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 (See Ataff acceptable Use of the Internet Policy and Internet Use for Children Policy).
- 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.

3. RESPONSIBILITIES

Role of Head Teacher and Governing Body

To ensure this policy is kept up to date, that it reflects current policy and practice at a borough and nationwide level and that all staff have received the policy and have received sufficient training and support to enable them to adhere to the content.

All Staff

Are responsible for applying the principles and practice of this policy within planning, teaching, modelling and communications within their teams.

4. PROCEDURES

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 nursery school.
- Ongoing monitoring and recording of children's achievements and areas needing support and development.
- Through long, medium and short term planning following assessments to ensure a broad and balanced approach to ICT.
- To have an environment in the nursery 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.
- Software availability 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.
- Use local and national levels for advice and support within curriculum issues, governor policy and development and professional development and training.
- 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 with consent letters to safely support its use.
- Technical support and information is available to the school through borough services.
- 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
- Planned for teaching as well as teaching on a 'need to know' basis
- 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 number area.

- By operating real electrical devices. For example, using the cassette recorder to listen to stories. Operating the laminator to protect a pieces of special work with adult support.
- 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. Pixie/Bee Bots).
- 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.

- An interactive whiteboard is an extension of the computer but because of its large screen size and touch screen it offers many added possibilities. It extends the computers social use as children are able to gather around and see and take part in the activities. As many at a time can view the screen it is possible for adults to support and extend children's learning.
  Other materials e.g. web sites, on-screen books, photographs and video can more easily be used for sharing and discussion.

Access to ICT

In each classroom there is:
- An area which has a computer.
- The computers have a suite of software installed.
- 1 large interactive whiteboard.
- CD player with headphones, which children can operate independently.
- Non-functioning pieces of technology which children use for role play.
- 1 digital camera

Children also have access to:
- A full size cooker.
- A microwave.
- Bee Bot, Pixies and programmable toys
- Popcorn maker/blender mixer/digital scales
- Laminator
- Photo-copier

Equal Opportunities

All children will have equal access to ICT in order to develop their personal ICT capability and understanding. Personalised resources and access may be planned for children with specific special educational needs. See equal opportunities Policy.

Recording & Assessing

Children's individual development logs, communications with parents/carers and their Foundation Stage profiles are all methods of how we will record children's interactions, developments, progress and abilities in engaging and using ICT across their time at Rebecca Cheetham Nursery.

Monitoring & Evaluation

We monitor and evaluate the areas of the classroom where ICT is used, the resources attached to this area and progress that children make. Where children are not seen to be making age related progress or development links with the SENCO and the EAL coordinator will identify more personalised support to enable children to participate in ICT experiences alongside their peers.

Staff Development

The Nursery 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.
- Individual training needs discussed at professional development 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.
- Communication between school / LA / Nursery governors up to date and frequent

5. **RELATED DOCUMENTS**

- Staff Acceptable Use of Internet Policy
- Internet Use for Children Policy
- Equal Opportunities Policy

6. **RELATED PROCEDURES**

Assessment and evaluation procedures for Foundation Stage profiles
Reporting to Parents

7. **GLOSSARY**
ICT – Information and Communications Technology
SENCO – Special Educational Needs Coordinator
LA – Local Authority
Bee Bot/Pixies – Electronic programmable toys

8. **COPIES**

A hard copy of this policy will be in the policy document file available upon request from a parent/carer or employee. An electronic of this policy will be stored on the school's system. A copy of this policy will be distributed to new staff to Rebecca Cheetham and this policy will be circulated to all staff.