

## **IT Policy**

### **Introduction**

We live in a rapidly changing technological world where technologies are constantly extending and expanding. Technology is part of children's worlds and a relevant curriculum includes investigating technology as well as using technology as a tool for learning. We use children's experiences of IT in everyday life as a basis for learning and children are encouraged to become confident and safe users of technology. IT is also used for recording children's achievements, for observing, planning and assessing as well as for communication with parents.

### **Aims**

- To embed IT across all areas of learning
- To keep pace with the continual changes in technology and to source and use the best to support children's learning
- To work in partnership with parents to support children's developing interests, knowledge and skills in learning about technology and in using technology to learn
- To build on children's prior experiences and to develop their competencies in using a range of technologies
- To continue to find ways to use technology with children as both a creative and a social tool
- To develop communications with parents and carers through uses of IT
- To ensure health and safety of all children, staff and visitors with regard to IT use

### **Planning for differentiation**

- All children have equal access to IT in order to develop their potential
- Practitioners monitor the use of IT resources to ensure that each child has the opportunity to explore and use the equipment and develop their skills
- Activities are planned which allow for different levels of achievement by children or which incorporate possibilities for extension work
- We will use IT to support individual SEN needs

### **Learning**

- IT is part of continuous provision and built into weekly planning
- Children are able to freely access a range of technologies to explore and to support their learning
- IT is used to add engagement and motivation, problem solving, creativity and social collaboration to children's experiences
- IT is also part of 'enhanced provision'. Experiences are planned for, sometimes in small groups and for outings based on observations and child interest

- Children learn through both role-play with IT resources and operating real electrical devices to understand technology in the real world
- Observations are made of children's play, including uses of technology and children's next steps are planned for
- Children's progress is monitored and observations and assessments are shared with parents, carers and professionals, including for transfer
- IT is used to support children's individual needs through observation and communication with parents, carers and practitioners
- All children have equal opportunities to IT and to develop their IT competencies. The resources are checked to ensure that gender and ethnicity are reflected in a balanced way without stereotyping. IT is used to support children with EAL to develop communication and language
- Computers and tablets will be used as creative tools and not just to occupy children for extended periods of time

### **Assessment & monitoring**

- We record continuous anecdotal observations on each child which are then transferred to individual Foundation Stage Profiles
- We collect evidence through photographs, discussion and observation of the children. Visual evidence is put in the children's Learning Journeys
- All staff will have appropriate training, both in house and from external trainers
- Staff liaise verbally with feeder schools, passing on relevant information regarding children's IT skills and experiences
- At the end of the year a summary of progress made in IT is passed on to child's next setting

### **Health and Safety**

- IT hardware is maintained through The ICT Service with technical support and annual electric checks. All IT resources are purchased through authorised suppliers
- Computers need to be set at the right height so that children and adults can sit comfortably without putting strain on back, neck or arms
- Chairs need to be adjusted to the right height so that children and adults look at the monitor straight on or slightly down
- Backs should be straight and supported and feet flat on the floor, or on a block
- Children are encouraged to have short turns at both the computers and tablets, so that they are not staring at the monitor for too long. We use sand timers to enable children to self-monitor their time and to take turns
- Computers are located so that air can circulate around. Care is taken so that no liquids or paints spill onto the keyboard
- Children are taught awareness of electrical safety and staff keep cables and sockets out of reach or covered
- Internet and mobile technology safety – See our Acceptable Use Policy
- Parental permission slips are filled in for photographs to be used within our setting, educational publications, EExAT and our website
- All members of staff will be asked to read and sign our Acceptable Use Policy on an annual basis

## **Communication - Working with parents**

- Videos of children's activities, special events, curriculum focus etc. are shared via EExAT and at parent consultation meetings
- Making recordings of children singing so that parents can hear their children singing and can sing along at home to their children's favourite songs
- Using school email to communicate with parents, governors and other settings
- Build on each child's experience of IT at home and work closely with parents
- Each child to have an assessment sheet where progress on skills is recorded
- Parents/carers are encouraged to access the nursery school websites to gain up to date information about the nursery

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

Date: October 2020

Review: September 2021