

Reddish Vale Nursery School

Information and Communication Technology Policy

What is Information and Communication Technology?

Information and Communication Technology (ICT) comprises of a variety of systems that handle electronically controlled materials. The computer is the most obvious of these, but it also includes programmable toys, CD players, calculators, microphones and cameras and digital cameras. The term ICT includes all the computer peripherals, such as the keyboard and all the software and applications. ICT is not a separate 'subject' but used as an integral support for all areas of the children's learning in this Nursery.

Aims

- To encourage children to become familiar with ICT and to become positive and confident users of it.
- To ensure that all children have opportunities to use ICT, and that their experiences take account of any home use or other previous experience of ICT.
- To use ICT to support the development of language and literacy, through the use of programs which develop reading and writing e.g. to reinforce letter/sound correspondence and encourage children to engage with stories, songs and rhymes presented on the screen.
- To use ICT to support the development of numeracy through the use of computer programs which develop and reinforce the use of mathematical language, and the recognition and exploration of numbers, simple mental operations and patterns.
- To use ICT to support childrens' creative development through the use of computer programs which encourage them to explore and experiment with pattern, shape, pictures, sound and colour.
- To challenge children when working collaboratively with ICT to share responsibilities for making decisions and reaching conclusions, e.g. as they progress through a simple computer adventure game.
- To use ICT for referencing and investigation, for example through conducting searches on the internet.
- To encourage reflection as children review video, photographs etc. of their play.

Organisation

- All areas of the Early Years curriculum have the potential to promote ICT development and these will be capitalised on.
- Children can access adults who will stimulate and encourage the use of ICT. Adult interaction and role modelling of ICT skills enables children to develop their ICT abilities and become positive users.
- Adults value and affirm children's skills and knowledge.
- Children have access to a wide range of ICT resources which are organised and presented to take into account issues of health and safety.
- Children are given opportunities for linking ICT with other areas of the curriculum promoted through experiences such as role-play and cookery.
- Imaginative play provides meaningful situations which are planned and resourced. They incorporate opportunities for role play involving ICT resources e.g. microwave, telephones, cameras, etc.
- Opportunities are planned for children to use programmable toys.
- Adults identify and teach the skills necessary for handling input devices effectively e.g. switches, mouse and keyboard, touch screen.
- Early identification of any particular strengths or areas for development of children's ICT skills and knowledge is essential.

Management of the Curriculum

- To work within the guidelines of the Early Years Foundation Stage Guidance.
- Each aspect of ICT will be planned and all adults need to plan appropriate activities within the Nursery in both the indoor and outdoor environments.
- All staff assess and record children's development in the area of ICT.
- All staff will implement the ICT policy in line with the requirements of the Equal Opportunities Policy.

Examples of ICT activities used

- Use a programmable toy to move forward to a partner or forward to knock down blocks. More able children can move on to using left and right turns. The toy can also be programmed to travel around the room or round a floor map.
- Set up the home corner as a supermarket, doctor's surgery, office or bank. Include elements such as cash tills, checkouts, and computers as

examples of ways of storing information. Through role-play children develop an awareness of ICT in the world around them.

- Use a digital camera.
- Use the photocopier to reproduce, enlarge, change colour of, children's drawings, paintings and writing.

Planning, Assessment and Record Keeping

- Planning is flexible and focused on all aspects of ICT
- Continuous assessment takes place whilst adults are observing the children.
- Records are made to inform next steps and up-to-date records of children's progress and achievements are maintained.

Parental Involvement

- The development provision of ICT skills and knowledge is enriched through working in partnership with parents.
- Children are growing up in a world where there are rapid changes in the availability use of technology. Working with parents to develop children's understanding of ICT, including awareness of potential Safeguarding and personal safety issues, is therefore essential.
- The home and the community environment provide a rich source of learning for children. Parents play a key role in modelling use of ICT and in developing children's understanding of ICT and its applications.

Links to other Policies Procedures and Guidance	
<ul style="list-style-type: none"> • EYFS • Observation, Planning and Recording • ICT Development Plan 	
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