**BENTHAM UNDER FIVES CENTRE**

**I.C.T. Policy**

**1. Aims and objectives**

1.1 ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of ICT are to enable children:

•to develop ICT capability in finding, selecting and using information;

•to use ICT for effective and appropriate communication;

•to monitor and control events both real and imaginary;

•to apply hardware and software to creative and appropriate uses of information;

•to apply their ICT skills and knowledge to their learning in other areas;

•to use their ICT skills to develop their language and communication skills;

•to explore their attitudes toward ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.

**2. Safety of Mobile Phones, Recording or Imagery Devices within the Nursery**

2.1 To avoid any issues surrounding the use of mobiles phones and personal cameras all users of such devices are asked to leave all electronic devices in the office and collect them when leaving the premises.

2.2 Parents, volunteers, committee members, students and visitors are also asked to leave their phones, camcorder, and cameras in the office. If they need to make a call one needs to leave the play area and use the staff/parent room to make any calls or give the caller the office number as appropriate.

2.3 Any staff, volunteers or students is caught using these devices will be asked to leave the nursery. For staff, disciplinary action will be implemented but volunteers and students will be dismissed. Visitors will be asked to leave and parents also.

2.4 If a parent or film crew need to do any recording in the nursery then written permission will be sought in advance from the parents to allow recording to take place. Those parents who object, their objections will be strictly adhered to.

**3. Teaching and learning style**

3.1 As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. At times we do give children direct instruction on how to use hardware or software in ‘skills’ lessons but we often use ICT capabilities to support teaching across the curriculum. So, for example, children might be given instructions to find the programme to manipulate and learn the skills necessary for their hand and eye co-ordination. We encourage the children to explore ways in which the use of ICT programme can improve their creation by colouring or putting parts of the body in their right place as part of their science lesson and also to print off their work.

3.2 We recognise that all children have widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

•setting common tasks which are open-ended and can have a variety of responses;

•setting tasks of increasing difficulty (not all children complete all tasks);

•grouping children by ability in the room and setting different tasks for each ability group;

•providing resources of different complexity that are matched to the ability of the child;

•using practitioners to support the work of individual children or groups of children.

**4. ICT curriculum planning**

4.1 The nursery uses the EYFS framework for ICT as the basis for its curriculum planning and have adapted the national framework to the local circumstances of the nursery.

4.2 We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term according to the learning outcome. The ICT practitioner works this out in conjunction with the other practitioners in each age group, and to use ICT as part of their work in other subject areas. Our long-term ICT plan shows how activities are distributed across the age groups, and how these fit together to ensure progression within the curriculum plan.

4.3 Our medium-term plans, which we have adopted from the EYFS learning outcomes which gives details of the work we can carry out for each term. They identify the key learning objectives for each activity and stipulate the curriculum time that we devote to it. The curriculum leader is responsible for keeping and reviewing these plans to ensure that we cover the EYFS Curriculum.

4.4 The practitioner is responsible for writing the short-term plans with the ICT component of each activity. These plans list the specific learning objectives of each activity. The key-person keeps these individual plans and along with the curriculum leader often discuss them on an informal basis.

4.5 The topics studied in ICT are planned to build upon prior learning interests. While we offer opportunities for children of all abilities to develop their skills and knowledge in each area, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the nursery.

**5. Foundation Stage**

5.1 We teach ICT in our nursery classes as an integral part of the topic work covered during the year. When relate the ICTaspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged 2 to 4. The children have the opportunity to use the computers and a digital camera. Then during the year they gain confidence and start using the computer to find their desired programme and use it to develop their skills in a variety of ways.

**6. The contribution of ICT to teaching in other curriculum areas**

6.1 ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art- knowing colours, maths - shapes, sizes, controlling the mouse supports hand and eye coordination, concentration skill. ICT enables children to present their information and conclusions in the most appropriate way.

6.2 English

ICT is a major contributor to the teaching of English in pronunciation of letters and words in building their vocabulary. Through the development of keyboard skills and the use of computers, children learn how to type in letters, numbers and to build up their fine motor skills.

6.3 Mathematics

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to shapes, colours, coordination.

6.4 Personal, social and emotional

ICT makes a contribution to the teaching of PSED as children learn to work together in a collaborative manner. Through the discussion of how to share the use of electronic communication, children develop a view about the use of ICT, and they also gain a knowledge and understanding how to take care of ICT equipment.

**7. Teaching ICT to children with special needs**

7.1 At our nursery, we teach ICT to all children, whatever their ability. ICT forms part of our nursery curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances ICT can increase their confidence and motivation. When planning work in ICT, we can take into account the targets in the children’s Individual Education Plans (IEPs). The use of ICT can help children in achieving their targets and progressing in their learning.

**8. Assessment and recording**

8.1 Practitioners assess children’s work in ICT by making informal judgements as they observe them during activities. Children’s progress is closely monitored by the practitioners and at the end of each term,each child will be assessed for their next step in ICT. This record is kept in the child’s profile. When appropriate, children print out work and this is kept in their Learning Journey scrapbooks.

**9. Resources**

9.1 At present, we have one computer for the children which are networked linked to the administration computers. Each age group has a number of CD roms to support learning through ICT. Every computer in the nursery is linked to the internet and also has the AVG Virus scan program. We keep resources for ICT, including software, in a central store in the ICT cupboard.

9.2 Along with the computers, the nursery has the following:

Hardware

•colour printers

•digital cameras

•video recorder

•listening centres

•calculators

•control interface with buzzers etc.

Software

•word processing packages

•painting/drawing software;

•clip art;

•a music composition package;

•a multimedia programme;

•spreadsheets/database programmes;

•control programme;

•simulations;

•CD-ROMs.

**10. Monitoring and review**

10.1 The monitoring of the standards of the children’s work and of the quality of teaching in ICT is the responsibility of the ICT/Curriculum Leader and the Leadership Team. The ICT/Curriculum Leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the nursery. The ICT/Curriculum Leader regularly discusses the ICT/Curriculum situation with the manager and provides an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. During the year, the ICT/Curriculum Leader has specially-allocated time for carrying out the vital task of reviewing samples of the children’s work and for visiting groups to observe the teaching of ICT.

**Signature………………………………………..**

**Date………………………………**