Information, Communication and Technology Policy (to be read in conjunction with Understanding the World Policy) To be reviewed Bi-Annually.
Policy Agreed April 2022. To be reviewed April 2024.

At Everton Nursery School and Family Centre/Everton Centre for Nurture the aim of the Information Communication Technology (ICT) curriculum is to make staff, children and parents/carers aware of and comfortable with, the use of information communication technology.

This policy has been developed from whole centre discussions and in response to the Early Years Foundation Stage. In clarifying our approach to ICT we hope to make it more accessible for all teaching staff, support staff, representatives of the Governing Body and parents/carers of the school/centre.

ICT forms part of the Understanding the World specific area of learning and can be used throughout all areas of the Early Years Foundation Stage (EYFS).

Aims for Everton Nursery School and Family Centre/Everton Centre for Nurture:

Aims for all staff at Everton:
To provide opportunities and confidence for all staff to access and gain basic knowledge of information communication technology and for all staff to be willing to undertake new training and technology as and when required. E.g. Online SIMs register, CPOMs, On-line Safeguarding courses. In relation to new GDPR (May 2018) regulations to now access all work through the One-Drive.

Aims for the children:
To access a wide range of communication, information technology and develop the ability to use as appropriate for their age and stage of development.

Teaching Strategies and Planning
Flexible methods for the teaching of ICT will be employed through play opportunities in the school/centre. Staff will follow teaching strategies acknowledged in the school/centre Curriculum, Learning and Teaching Policy. ICT teaching will be taught individually, in small groups and whole class in the school/centre. The individual needs of the child will be paramount and activities will be planned accordingly. Staff will plan for ICT in their rooms/wings acknowledging the Development Matters to the Early Learning Goals for ICT Staff will use observation as a strategy for supporting and developing individual child's needs for ICT

Assessment and Record Keeping
Suitable tasks for assessment of ICT work may include the following:
Small group discussions in the context of a practical task, specific assignments for individual children, individual discussions in which children are encouraged to appraise their own work and progress, observation by staff ascertaining if children have developed certain skills in ICT Staff will use observations/assessments as part of their weekly planning meetings to support individual needs and inform planning. Staff are encouraged to keep a record of children's ICT work through photographs, video clips, print outs etc and keep a record of this assessment in each child's family worker file/progress portfolio.

Equal Opportunities and SEND

By encouraging ICT experiences from an early age we would wish to diminish fears of ICT and gender/race/disability stereotyping. The aim is to address the individual needs of all children and endeavor to make appropriate provision for all children according to their educational needs. ICT resources will be regularly monitored and reviewed for gender/race/disability stereotyping.

Health and Safety
Children in the school/centre will be taught the basic safety techniques involved with ICT equipment. Staff will inform the children about general electrical safety, establishing appropriate working conditions – how to sit at the computer, plus sitting at the computer for long periods of time, care of resources and setting up/moving the equipment.

Monitoring
ICT planning and observation of ICT sessions will be monitored by the ICT Co-ordinator/Technician and Headteacher yearly. Additional monitoring will be through training, which will support the staff in their professional development of ICT.

On-line Safety
'We use E-Safety, and related terms such as 'online', 'communication technologies', and 'digital technologies' to refer to all fixed and mobile technologies that children may encounter, now and in the future, which might pose e-safety risks'.
Online Safety is one aspect of an ever-widening safeguarding agenda. The development of effective policies and practices in this area should be embedded within the safeguarding agenda with the purpose of helping to protect children and staff from Online Safety risks, and promote safe and responsible use of technology wherever it occurs.

In order to fully meet the requirements of EYFS, schools and regulated childcare settings use a variety of technologies to support children's learning and development as they negotiate the vast array of electronic and digital equipment that shape their environment. However, beyond their immediate learning, their environment is also shaped by use of controlled security systems – fob, finger pad, electronic or video camera security, computers – for use by both staff and children, laptops – used for storing images and details of observations used in planning and assessments, pen drives, digital cameras and mobile phones. Staff also manage a range of sensitive data including child and family information, names, addresses and other personal information related to health and welfare.

Given the wide range of benefits technologies can offer, there is a need to ensure that any potential risks related to new technologies have been identified and that steps have been taken to minimise such risks by ensuring that relevant safeguards are in place. Trying to keep with the pace and development of 'emerging' devices will be a constant challenge and the resulting influence these devices have within our social and professional communities.

The Internet, whether accessed from a computer, mobile phone, smart watch or other device, has become embedded within modern family life. It is used to buy and sell goods,

online banking, finding information and socialising. It can also have a darker side with cybercrime, inappropriate material and illegal activity taking place online affecting both adults and children. Online Safety is concerned with the safeguarding of children and young people in the "digital" world and ensuring they feel safe when accessing new technology. It is also concerned with ensuring that the adults working to support and care for our children and young people are supported and able to follow established codes of conduct outlining clear professional boundaries. This includes the use of mobile phones and cameras within the Nursery School.

In light of this at Everton Nursery School and Family Centre/Everton Centre for Nurture have compiled a set of documents, which highlight different areas:

Acceptable Usage Policy
This policy outlines the children's use of digital equipment and ICT resources.

An overview of the use of our vision and approach to Online Safety
This is provided in the school home visit pack for Parents/Carers to sign before their child starts at Everton Nursery School and Family Centre/Everton Centre for Nurture.

Acceptable Usage Policy for Staff, Volunteers and Governors
A policy that has been developed to ensure that staff, volunteers and governors are fully aware of both their safety and their professional conduct.

Data Protection Policy
This policy contains information about the use and storage of information about children and their families.

Code of Conduct
A document that is displayed throughout the school/centre, which explains the expectations at Everton Nursery School and Family Centre/Everton Centre for Nurture.

Policy Review:
This policy was reviewed by a group of six Governors on behalf of the Curriculum, Children and Family Committee on Thursday 27th January 2022 and ratified at the main Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 12th May 2022.