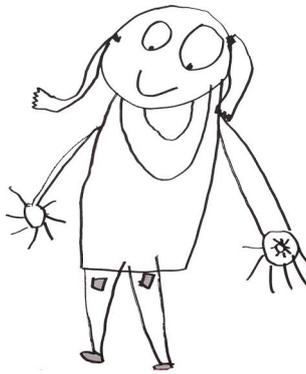


Greenbank Pre School

ICT Policy



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Edinburgh Greenbank Parish Church of Scotland
Braidburn Terrace
Edinburgh EH10 6ES

SPPA Registration No: 0923
Charity No SCO11325

Information, Communication and Technology (ICT) Policy

Notes:

1. For the sake of brevity, in this document ICT will be used as an abbreviation for Information, Communication and Technology.
2. ICT refers to far more than computers! Mobile telephones, cameras, electronic musical instruments, vacuum cleaners, television changers etc etc are all examples of ICT.

Rationale

The importance of learning through and with ICT cannot be underestimated. ICT impacts upon all areas of children's development and learning. The current generation of young children are living in a fast evolving world, rich in media resources and a wide range of technologies. Their natural curiosity and enthusiasm must be recognised and supported by early years educators.

"Although ICT is often equated with the use of desktop computers, it is important, when considering the needs of young children, to adopt a wide-ranging definition of what is meant by ICT. It is clear from looking at children's lives at home and in the community, that ICT is presently often

embedded in their every day experiences"

Early Learning Forward Thinking: The Policy Framework for ICT in the Early Years. 2003

This policy has been developed by all staff to ensure that high quality learning and teaching opportunities are offered consistently to all children. The policy provides helpful guidance to staff and information for parents.

This policy takes account of national guidelines: *Early Learning Forward Thinking: The ICT Strategy for Early Years, A Curriculum Framework for Children 3 - 5, The Child at the Centre and Curriculum for Excellence.*

Principles underpinning the Early Learning Forward Thinking ICT Policy Framework build on the principles set out in the Curriculum Framework 3-5, which are:

- The best interests of children
- The central importance of relationships
- The need for all children to feel included
- Understanding of the ways in which children learn

The ICT policy framework principles can be expressed in the following ways.

Understanding the different ways in which children learn, and how information and communications technology is only one of a range of learning tools that can support this learning.

Relationships and interactions lie at the heart of all learning experiences including those involving ICT.

Inclusion is promoted through a rich and varied ICT environment.

All children can access a range of appropriate ICT within their early years setting.

These principles are expanded fully in Early Learning Forward Thinking: The Policy Framework for ICT in Early Years.

Centre Aims:

- To provide high quality learning experiences which take account of national and authority guidelines
- To ensure ICT features appropriately in the planning and assessment cycle
- To offer a wide range of ICT resources to enhance learning and teaching
- To ensure ICT is embedded in the annual improvement plan
- To build partnership with parents and to value their contributions
- To create a safe, secure and stimulating learning environment
- To promote equality and inclusion
- To provide a high quality programme of staff training, development and review

Learning and Teaching

The importance of play.

Staff see play as the major vehicle to support children's development and learning. ICT can enhance the opportunities for play within all the curricular areas.

Opportunities to use ICT and technology should be embedded in play contexts.

The learning environment

The learning environment is stimulating and challenging and reflects children's interests and experiences. It takes account of different stages of development

and allows for choice, offering a good balance between free play and directed activity. High quality resources support learning.

Staff child relationships and interaction

Relationships and interactions lie at the heart of all learning experiences including those involving ICT. Young children learn effectively in collaboration with other children and adults. The use of ICT therefore should reflect this by encouraging children to develop shared understandings with other children or adults. Adults need to develop their own confidence in the use of ICT to interact effectively and promote children's learning and the development of their self esteem.

Meeting children's needs

Staff take account of the different stages of development of children. The pace of learning, appropriate resources and experiences are well matched to the needs of individual children. Staff take particular account of the needs and interests of the younger child when planning play experiences.

Embedding ICT within the curricular areas

ICT can be used to support all curricular areas.

The following pages outline some of the resources which can be used to enhance planned opportunities and experiences.

The list should be viewed as a guide only, and is not exhaustive. When planning to use ICT resources, it must be emphasised that they should be carefully selected as additional tools to widen and enrich children's experiences.

Staff facilitate ICT by:

- supporting children in their skills development in a planned way
- planning for a wide range of experiences
- providing stimulating equipment and materials
- ensuring daily access to appropriate resources
- sharing and promoting simple safety rules
- providing a range of opportunities embedded in the curricular areas

Staff acknowledge that:

- children will vary in their experiences of and awareness of ICT prior to their starting in an early years setting
- children are generally curious about ICT and have a desire to explore

different technologies

- multi-media and interactive resources can be especially motivating
- the potential to individualise many ICT resources fits well with the wide range of learning styles, interests, experiences and skills of young learners
- there is potential for children to learn with, about and through ICT
- ICT resources should reflect the distinctive nature of young children and their learning

(Early Learning Forward Thinking: The Policy Framework for ICT in Early Years)

All staff and committee members will have a working knowledge of this policy.

Date of review

Name