PARSONS GREEN PREP

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EYFS Computing Policy

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: July 2024

Date of next review: July 2025

We recognise the rapidly changing world of computing and the role technology plays in our media-rich environment. We want to enable both EYFS staff and children to use computing confidently to support teaching and learning through the use of appropriate tools and software. All children have equal access to computing in order to develop their personal computing capability and understanding. By carefully planning our environment to reflect the world in which we live, children will, through play, gain experience and an understanding of computing.

Aims

- Promote and create a culture that incorporates the principles of online safety across all elements of school life.
- Cultivate the skills that are essential for the children to gain access to developing technology.
- Promote the children's enjoyment of computing, building on their experience in everyday life as a basis for learning.
- To enable children to apply their computing skills and knowledge to their learning in other areas of the curriculum.
- To use computing skills to develop effective and appropriate communication.
- To develop children's understanding of everyday uses of information and communication's technology.
- To develop a skills-based approach to computer use which puts the child in control of the equipment.
- To encourage children to work collaboratively, sharing knowledge, skills and enjoyment.
- To develop computing capability in finding, selecting and using information.
- To undertake computing training and opportunities for all staff.
- To encourage staff to use the internet to gain knowledge and support and enhance learning.

Key learning opportunities

- To be able to work collaboratively with a school buddy.
- To be able to operate computer programs using a mouse/touchpad/keyboard.
- To correctly and safely use and care for computing equipment and resources.
- To identify word processing as a tool for mark-making/writing.
- To give simple instructions to a computer using the mouse, touchpad and keyboard.

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- To change and select computer programs from the computer hard drive.
- To recognise and name key parts of the computer.
- To give simple instructions to computing devices such as programmable toys, etc.
- To manipulate and change images and/or text on a computer screen.

Computing in the seven areas of learning

Personal, social and emotional development

- Through computing children frequently face problem-solving opportunities. Being in control of their own success, along with immediate positive feedback provided by computing devices and most software, builds personal confidence.
- Activities are often cooperative. Children are highly motivated to develop personal and social skills such as sharing and turn-taking, shared enjoyment and taking up the suggestions of others.
- Through teaching children correct handling of computing equipment, they begin to develop an understanding of shared responsibility, a respect for things, a sensitivity to the needs and views of each other, a sense of justice and of right and wrong.
- In selecting software carefully, staff can aim to broaden children's cultural awareness and experiences.

Physical development

Using computing devices requires fine motor and hand-eye coordination.

- Using a new computer program has a high novelty value and children will be highly motivated to exploit it independently. Staff should give careful consideration to the match between the child's development and the degree of dexterity demanded by the device or software: an ability to use the mouse to click an icon will be challenged by a program requiring the user to drag and drop.

Communication and language

- Good software offers children access to a wide range of stories, rhymes and songs in a new way. Many programs are interactive and allow the child to explore all the possibilities.
- Computing can provide children with motivation to make up their own stories, e.g. clip art, a child's own graphics, downloaded graphics and via a digital camera. It can also provide support for children who have stories to tell but lack the skills to write, e.g. Record own stories or responses, staff acting as a scribe on the keyboard. Many programs develop sequencing skills, based on familiar pieces of text, such as nursery rhymes.
- Children's understanding of the conventions of print is powerfully reinforced through computing. Word processing reinforces left to right, top to bottom conventions. Talking books develop an understanding of how pictures and text support each other.
- A number of software packages are designed to help children link sounds to letters.
- Writing for different purposes can be much more meaningful when using computing. Instructional writing, labels and captions lend to combining text and graphics and to experimenting with style and size of font.

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Maths

- Computing packages to develop children's concept of pattern and sequence can be useful in reinforcing learning which takes place during the many practical opportunities to create their own patterns, recreate given patterns, recognise patterns and continue a pattern or sequence. Packages to work on sorting skills similarly help reinforce ideas and concepts developed in practical activity.
- There are many computing activities which help develop number recognition and concepts (often progressing to more/less and simple addition/subtraction). The Bee-Bot is very versatile in providing a reason to use numbers as well as developing directional concepts.

Literacy

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Understanding the world

- Observing, exploring and finding out about their world involves children in a process, often open-ended, which rarely results in an end product. Practitioners often record children's experiences photographically.
- With a digital camera, downloaded snapshots of work in progress can be annotated on screen for children to add captions to or can be printed off for children to write or draw onto directly. Video allows children to revisit experiences with others if left running. Parents/carers are able to show their interest in the activities their child has been involved in and a starting point for quality interactions/dialogues is provided. Children can watch the video with each other, often providing a running commentary, as the experience is relived.
- A mini recorder can be used by children to verbally record their observations or to express a response 'on location'. Again, the recording later becomes a stimulus for interaction with others.
- Encyclopedia programs, non-fiction talking books and the internet can be explored for any one area of current interest or investigation.

Expressive arts and design

- A learning environment which is computing-rich will help broaden children's imagination when engaged in role play, dance, image-making, music-making and story-making activities.
- There are some excellent painting and drawing programs which, with a colour printer, support creative use.
- There are music-making programs allowing very young children success with simple composing.

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- Multimedia programs, which also provide sound, add a further dimension to learning, so that as the child creates an image, his/her decisions and actions are audible, thus involving three senses – visual, auditory and tactile.

Computing opportunities

- Three computers stationed in the provision to allow the opportunities above to be developed.
- Computing tools are resourced and planned for to be used across all areas of learning.
- Computing is used in indoor and outdoor learning.
- Children are encouraged towards independently choosing and using computing appropriate for purpose.
- Through role play with computing resources, children will begin to understand technology in the real world. For example, playing with a till in a shop area, using a non-functioning mobile phone in a travel agency, walkie-talkies in a builder's area, etc.
- By operating real electrical devices. For example, using the iPad to listen to stories, etc.
- Through a planned programme of activities on the computer where the staff have placed emphasis on the development of computing capability (e.g. mouse/touchpad control) or on the area of learning which is being supported by computing (e.g. a pattern program in maths).
- Through the use of programmable toys.
- Interactive whiteboard use on a daily basis during free flow as well as structured play.
- Weekly computer use of school laptops (from Spring Term). All areas of learning are provided through appropriate software. Children are encouraged to work together sharing and helping each other; adults interact and support children's use and learning at the computer.
- Reception has access to 4 mini iPads

Computing access

- The classroom has an interactive whiteboard which children and staff use on a daily basis.
- A computing suite with access to appropriate programs.
- Non-functioning pieces of technology which children use for role play.
- Access to torches, programmable toys and walkie-talkies.
- A set of laptops which are available be used in Reception for designated Computing lessons.

Monitor and evaluation

We monitor and evaluate the areas of the classroom where computing is used, the resources attached to this area and progress that children make. Staff then plan accordingly for the next step.