Twickenham PRIMARY ACADEMY

EYFS Computing Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Information

Policy Name	EYFS Computing Policy	
Review Frequency	Annual (since 2025)	
Statutory Policy	No (but forms part of E-Safety)	
Policy Owner	Principal	
Lead Reviewer	OFM	
Approver and date of last approval	Principal: December 2025	
Key review dates	**Changes made**	
Written: 01/06/15	By: Petra Gollob	
Reviewed: 01/06/16	By: Petra Gollob	No changes
Reviewed: 01/05/17	By: Petra Gollob	Updated list of resources to Computing access;
Reviewed: 01/05/19	By: Petra Gollob	No changes
Reviewed: 01/01/21	By: Petra Gollob	Updated list of resources to Computing access
Reviewed: 31/08/2022	By: Erin Moscardini	No Changes
Reviewed: 18/12/2025	By: Erin Moscardini	No Changes

Introduction

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 ICT confidently to support teaching and learning through the use of appropriate tools and software. All children have equal access to ICT in order to develop their personal ICT 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 ICT.

Aims

- Cultivate the skills that are essential for the children to gain access to developing technology
- Promote the children's enjoyment of ICT, building on their experience in everyday life as a basis for learning
- To enable children to apply their ICT skills and knowledge to their learning in other areas of the curriculum
- To use ICT skills to develop effective and appropriate communication
- To develop children's understanding of everyday uses of information and communications 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 ICT capability in finding, selecting and using information
- To undertake ICT 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 operate computer programmes using a mouse
- To correctly and safely use and care for ICT equipment and resources
- To identify word processing as a tool for mark making/writing
- To give simple instructions to a computer using the mouse and keyboard
- To change and select computer programmes from the computer hard drive
- To recognise and name key parts of the computer
- To give simple instructions to ICT devices such as programmable toys etc.
- To manipulate and change images and/or text on a computer screen
- To print out pictures, images and text

Computing in the seven areas of learning

Personal, social and emotional development

- Through ICT children frequently face problem-solving opportunities. Being in control of their own success along with immediate positive feedback provided by ICT devices and most software, builds personal confidence.
- Activities are often co-operative. 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 ICT equipment children 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 co-ordination.

- The devices available for children to use in their spontaneous play e.g. mobile phone, will encourage very young children to acquire the dexterity observed in the adults around them. This offers practice without fear of failure and their confidence will grow as children develop familiarity with the range of ICT devices continuously available to them.
- Using a new computer programme 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 programme 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 programmes are interactive and allow the child to explore all the possibilities.
- ICT can provide children with motivation to make up their own stories e.g. clip art, child's own graphics, downloaded graphics and digital camera. It can also provide support for children who have stories to tell but lack the skills to write e.g. tape-recorded own stories or responses, staff acting as scribe on keyboard. Many programmes 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 ICT. 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 sound to letters.
- Writing for different purposes can be much more meaningful when using ICT. Instructional writing, labels and captions lend to combining text and graphics and to experimenting with style and size of font.

Mathematics

- ICT 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 ICT 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 reason to use numbers as well as developing directional concepts.

Literacy

- Children's understanding of the conventions of print is powerfully reinforced through ICT. 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 sound to letters e.g. Reading eggs
- Writing for different purposes can be much more meaningful when using ICT. Instructional writing, labels and captions lend to combining text and graphics and to experimenting with style and size of font.

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 re-lived.

- Recorders can be used by children to verbally record their observations or to express a response “on location.” Again the recordings later become a stimulus for interaction with others.
- Encyclopaedia programmes, 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 ICT 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 programmes which, with a colour printer, support creative use.
- There are music making programmes allowing very young children success with simple composing.
- Multi-media programmes, 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

- ICT tools are resourced and planned for to be used across all areas of learning
- ICT is used in indoor and outdoor learning
- Children are encouraged towards independently choosing and using ICT appropriate for purpose
- Through role-play with ICT resources children will begin to understand technology in the real world. For example, playing with a till in shop area, using a non-functioning mobile phone in travel agency, walkie-talkies in builder’s area etc.
- By operating real electrical devices. For example using the CD player to listen to stories etc.
- Through a planned programme of activities on the computer where the staff have placed emphasis on the development of ICT capability (e.g. mouse control) or on the area of learning which is being supported by ICT (e.g. a pattern programme-maths).
- Through the use of programmable toys
- Eboard use on a daily basis during free flow as well as structured play
- Weekly tablet or google chrome use; 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 tablets.

Computing access

- Each classroom has an Eboard which children and staff use on a daily basis
- CD players to share out between classes
- Non-functioning pieces of technology which children use for role play
- Each classroom has a digital camera and/or Ipad for children and for staff
- Torches
- Programmable Toys
- Walkie-Talkies
- Metal detectors
- Different types of recording devices for staff and children
- Laminator used with adult supervision

Monitor and Evaluation

We monitor and evaluate the areas of the classroom where ICT is used, the resources attached to this area and progress that children make and then staff plan accordingly for the next step.
The Principal and SLT will continuously monitor the effectiveness of the Computing curriculum. Feedback from parent pupil surveys, from follow on schools and pupil progress data will be considered. Action points will be agreed and discussed with staff.