

“The greatest impact on teaching and learning is found where the use of ICT has clear educational goals and is seen as purposeful by pupils, and where a number of different technologies are integrated in everyday classroom experience.”

Summary of impact of ICT in schools: a landscape review, Becta 2007

The Unique Child

- Use resources to effectively observe and capture children’s unique interests and progress, and use to aid in planning next steps
- Invest in resources that are adaptable for individual stages of development and progression
- Place equipment at an appropriate height for young children to ensure safe use

Positive Relationships

- We don’t need to be experts - we can learn how to use new tools alongside children
- Model purposeful uses of technology in, and throughout, the environment and in communicating with parents, carers and others

Enabling Environments

- Include ICT tools across the whole learning environment - indoors and outdoors
- Allow safe exploration time for hands-on investigation of new tools, with adult interaction to extend discovery and ensure safety
- Include open-ended software that supports creativity and exploration for child-initiated play
- Ensure children can safely access software and equipment by themselves

Learning and Development

- Provide resources that support recording and saving features for reviewing, reflecting and sharing with others
- Create purposeful uses of ICT by embedding PC’s into other designated areas
- Use adult support for specific teacher-directed software - applicable as an assessment and extension tool (eg. Millie’s Maths, Izzy’s Island)
- Scan, photograph or video concrete creations to make a flexible copy which can then be extended and used in a variety of different ways
- Use ICT tools to support learning within all areas of the EYFS curriculum



Leaders and managers

- Use Becta Self Review Framework to identify good practice and areas for development in ICT in your setting
- Budget for ICT maintenance and consumables to ensure sustainability and effectiveness of resources
- Ensure there is a vision for ICT, a strategy for effectively implementing it and an e-safety policy in place

A few tips...

- Use the computer in role play – a free online flight simulator could become the cockpit of your created plane, or doctors prescriptions could be created and printed by children
- MP3 recorders can be used to record environmental sounds, then downloaded and played back at later times or inserted into digital books
- Data loggers and digital microscopes can be used to explore and measure environmental changes and differences
- Import photos into SMART notebook to use as additional resources (e.g. Storytelling, modifying photo, adding text etc)

Further Information

We have provided shortcuts to these documents on the EYFS page of our Publications section at www.childrenscentres.org.uk

Early Years Foundation Stage DCSF 2007
<http://www.standards.dcsf.gov.uk/eyfs/>

Becta Self-Review Framework, Becta 2008
<http://www.becta.org.uk/>

Summary of Impact of ICT in schools, Becta 2007
<http://partners.becta.org.uk/index.php?section=rh&rid=13836>

Ealing Early Years Childcare and Play website – ICT
http://www.childrenscentres.org.uk/ey_ict_in_action.asp

Ealing Grid for Learning website – ICT
<http://www.egfl.org.uk/categories/teaching/curriculum/subjects/ict/>

see ICT @ Mayfield
<http://www.lgfl.net/lgfl/leas/ealing/schools/mayfield/>

ICT in the Early Years
<http://foundation.e2bn.org>

For further information visit www.childrenscentres.org.uk
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