

EYFS Technology and Digital Devices Policy

Policy Name: Technology and Digital Devices Policy

Responsible Person: EYFS Lead

Approved by: Headteacher/Manager/Governing Body

Date Adopted: _____

Review Date: _____

1. Policy Statement

Within our Pre-school and Federation schools, we recognise that technology is an important part of children's lives and offers valuable opportunities for learning, communication, creativity and exploration. We believe that technology should enhance children's learning experiences rather than replace hands-on play, social interaction, physical activity, and real-world experiences.

We are committed to ensuring that digital technology is used safely, purposefully and developmentally appropriately, in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS) and current Department for Education guidance.

Technology will be integrated into the curriculum where it supports learning and development, while maintaining a strong emphasis on active, play-based learning experiences.

2. Aims

This policy aims to:

- Promote the safe, responsible, and effective use of technology.
- Support children's understanding of technology as part of everyday life.
- Ensure digital experiences are age-appropriate and purposeful.
- Protect children from inappropriate or excessive screen exposure.

- Develop children's communication, creativity, problem-solving, and critical thinking skills.
- Ensure staff model safe and responsible use of technology.
- Promote children's wellbeing through a balanced approach to screen use.
- Support partnership working with parents and carers regarding technology use

3. Legislative and Guidance Framework

This policy should be read alongside:

- EYFS Statutory Framework.
- Keeping Children Safe in Education (KCSIE).
- Department for Education Guidance: *Screen use in early years settings*.
- UK General Data Protection Regulation (UK GDPR).
- Data Protection Act 2018.
- Safeguarding and Child Protection Policy.
- Online Safety Policy.
- Behaviour Policy.
- SEND Policy.

4. Definition of Technology

Technology within EYFS may include:

- Tablets/I-pads
- Interactive whiteboards and screens.
- Digital cameras.
- Programmable toys (Bee Bots).
- Audio recording devices.
- Visualisers.
- Computers and laptops.
- Microphones and listening equipment.
- Digital storytelling resources.
- Assistive technologies for children with SEND.

Technology also includes devices children encounter in everyday life such as:

- Telephones.
- Traffic lights.
- Household appliances.
- Remote controls.
- Electronic tills.
- Cameras.
- Smart devices.

5. Principles of Effective Technology Use

Technology should:

- Be purposeful and linked to learning intentions.
- Support rather than dominate play experiences.
- Encourage communication and interaction.
- Reflect children's interests and experiences.
- Be age and stage appropriate.
- Promote curiosity and exploration.
- Be inclusive and accessible.
- Never replace quality interactions with adults.

Children should continue to spend the majority of their day engaged in active, practical and play-based learning experiences.⁶ Technology in the EYFS Curriculum

Technology may be used to support:

Communication and Language

Children may:

- Listen to stories and rhymes.
- Record their voices.
- Engage in discussions using photographs and videos.
- Develop vocabulary through meaningful digital experiences.

Physical Development

Children may:

- Use age-appropriate devices requiring coordination and control.

- Operate programmable toys.
- Develop fine motor skills through supervised use of digital tools.

Personal, Social and Emotional Development

Children may:

- Learn about responsible use of technology.
- Develop confidence when using technological tools.
- Work collaboratively using technology.

Literacy

Children may:

- Access digital stories.
- Record and retell stories.
- Explore mark-making opportunities.

Mathematics

Children may:

- Use programmable toys.
- Explore counting and problem-solving activities.
- Develop sequencing skills.

Understanding the World

Children may:

- Explore how technology is used in everyday life.
- Research children's interests.
- Communicate through video calls where appropriate.
- Observe photographs and videos from different places and cultures.

Expressive Arts and Design

Children may:

- Create digital artwork.
- Record music and performances.
- Explore photography and digital creativity.

7. Screen Use Guidance

Children Under Two Years Old

Children under two learn best through:

- Physical movement.
- Sensory experiences.
- Exploration.
- Responsive adult interactions.
- Play-based experiences.

Screen use should be **avoided** for children under two except in exceptional circumstances such as:

- Video communication with family members.
- Identified SEND support.
- Specialist interventions advised by professionals.

Any use must be:

- Brief.
- Purposeful.
- Carefully supervised.
- Approved by the EYFS Lead where appropriate.

Screens must never be used to occupy, distract or soothe children. Unless identified as SEND support - this must be monitored and recorded.

Children Aged Two to Five Years

Technology should be used intentionally and sparingly. Guidance suggests a maximum of 1 hour per day. Children should not engage in prolonged passive viewing.

Before using technology, staff should consider:

- What is the learning intention?
- How does technology add value?

- Can the objective be achieved more effectively through play?
- Will adults remain actively involved?

Technology sessions should:

- Be planned.
- Have clear educational purposes.
- Include interaction with adults.
- Be followed by real-life learning opportunities where appropriate.

8. Online Safety

Although internet use within EYFS is limited and supervised, online safety remains a priority.

Staff will ensure:

- Appropriate filtering and monitoring systems are in place.
- Children are supervised at all times.
- Only approved websites and applications are used.
- Internet use supports planned learning experiences.
- Children are protected from harmful or inappropriate content.

Any safeguarding concerns related to technology will be reported immediately using safeguarding procedures.

9. Photographs, Videos and Recording

Digital photographs and videos may be used to:

- Record learning.
- Celebrate achievements.
- Support assessment.
- Share learning with parents.

Staff will:

- Follow parental consent agreements.
- Store images securely.
- Use school-approved devices only.
- Comply with GDPR requirements.

Staff must not:

- Use personal devices to photograph children.
- Share images through personal social media accounts.
- Store children's images on personal devices.

10. Technology and SEND

Technology can play a significant role in supporting children with additional needs.

Where appropriate, technology may be used to:

- Support communication.
- Provide alternative methods of recording.
- Enhance accessibility.
- Promote independence.
- Support sensory regulation.

Specialist advice will be followed where applicable.

11. Role of Staff

Staff are responsible for:

- Modelling safe and appropriate technology use.
- Supervising digital activities.
- Ensuring technology has a clear learning purpose.
- Maintaining children's safety online.
- Monitoring children's wellbeing during technology use.
- Promoting balanced experiences.
- Reporting any safeguarding concerns.

Staff will not:

- Access personal social media while supervising children.
- Use technology as a reward.
- Use screens for behaviour management.
- Allow unsupervised internet access.
- Replace active learning with screen-based activities.

12. Role of Parents and Carers

We recognise parents and carers as children's first educators.

The setting will:

- Share guidance regarding healthy technology use.
- Promote balanced approaches to screen time.
- Encourage discussion around online safety.
- Provide information regarding children's use of technology in the setting.

Parents are encouraged to:

- Monitor screen use at home.
- Engage with children during digital activities.
- Promote active play alongside technology use.
- Report any concerns regarding online safety.

13. Monitoring and Evaluation

The EYFS Lead with Head Teachers will:

- Monitor technology provision.
- Review screen use across the setting.
- Carry out learning walks and observations.
- Ensure technology remains purposeful and developmentally appropriate.
- Monitor staff compliance with this policy.
- Review digital resources regularly.
- Ensure technology supports rather than replaces play-based learning.

14. Equality and Inclusion

All children will have equal opportunities to access technology regardless of:-

- Gender.
- Ethnicity.
- Religion or belief.
- Disability.
- Language background.
- Socio-economic circumstances.

Reasonable adjustments will be made to ensure technology is accessible and inclusive.

15. Policy Review

This policy will be reviewed annually or sooner if required by:

- Changes to legislation.
- Department for Education guidance updates.
- Changes to EYFS requirements.
- Significant incidents or safeguarding concerns.

Signed (Headteacher/Manager): _____

Date: _____

Signed (EYFS Lead): _____

Date: _____