



USE OF ICT, INCLUDING THE USE OF SCREENS AND EDUCATIONAL TECHNOLOGY IN CLASSROOMS POLICY

Status	Current	Approval	FGB
Review frequency	Annually	Author (role)	Headteacher
Date first written	May 2026	Date last approved	
Date of next review	May 2027	Date withdrawn	N/A

Policy Statement

This policy sets out the school's approach to the safe, responsible and purposeful use of Information and Communication Technology (ICT), including education technology (EdTech) and the use of screens and digital devices, to support learning, wellbeing and safeguarding.

The school recognises that thoughtfully chosen EdTech can enhance teaching, inclusion and accessibility. However, technology is used intentionally and proportionately and never as a substitute for high-quality teaching, play, physical activity or social interaction.

The school recognises that technology can enhance teaching and learning when used appropriately, but that screen use must be carefully balanced with active, social and experiential learning, particularly for younger children.

This policy is underpinned by:

- Safeguarding duties under Keeping Children Safe in Education
- The Department for Education's guidance on education technology and online safety
- World Health Organization (WHO) guidance on sedentary behaviour and screen time for children

Scope

This policy applies to:

- All pupils (EYFS–KS2)
- All staff, governors, volunteers and visitors
- All ICT systems, devices and digital resources used on site or as part of school activities

Devices covered include (but are not limited to):

- Desktop computers, laptops, tablets, interactive whiteboards
- Cameras and audio equipment
- Online learning platforms, apps and websites
- Any school-owned or approved digital device

Aims

The Federation aims to:

- use ICT and EdTech purposefully to enhance learning and inclusion, ensure screen use is age-appropriate and balanced, promote safe and responsible digital citizenship, and safeguard pupil wellbeing.

- Use ICT purposefully to enhance learning, not replace high-quality teaching
- Ensure screen use is developmentally appropriate and age-sensitive
- Promote online safety, digital citizenship and resilience
- Protect pupils from excessive or inappropriate screen exposure
- Maintain a strong safeguarding culture around technology use

Key Principles

All ICT and screen use in school is guided by the following principles:

Purposeful Use

Screens are used only where they add clear educational or pastoral value and support curriculum intent.

Balance

Digital learning is balanced with:

- Physical activity
- Outdoor learning
- Hands-on, practical experiences
- Face-to-face social interaction

Age Appropriateness

Expectations differ between EYFS, KS1 and KS2, reflecting children's developmental needs.

Safeguarding First

All ICT use aligns with the school's safeguarding, online safety and data protection policies.

Screen Use Across the School

Early Years Foundation Stage (EYFS)

- Screen use is limited, brief and adult-directed
- Technology is used primarily for:
- Shared viewing (e.g. stories, short clips)
- Documentation and observation
- Screens do not replace play-based learning

In line with WHO guidance:

1. There is no expectation of prolonged screen use
2. Priority is given to physical, sensory and social experiences

Key Stage 1

Screen use supports:

- Phonics and early reading
- Number and mathematical representations
- Retrieval and rehearsal activities
- Sessions are short, purposeful and interspersed with non-screen learning

- Tablets and computers are used with adult supervision

Key Stage 2

ICT is used to:

- Support research, writing and presentation
- Develop digital literacy and online safety skills
- Access curriculum-specific software where it adds value

Pupils are taught to:

- Manage screen time appropriately
- Use technology safely, respectfully and responsibly

Health, Wellbeing and Screen Time

Screen use is developmentally appropriate. In EYFS it is minimal and adult-led; in KS1 it is short, purposeful and supervised; in KS2 it supports learning while encouraging responsible digital habits.

The school acknowledges evidence that excessive sedentary screen time can negatively affect children's health and wellbeing.

In line with WHO guidance, the school:

- Minimises prolonged sedentary screen use, particularly for younger pupils
- Ensures frequent movement breaks
- Prioritises physical activity, outdoor play and active learning

WHO guidance specifically highlights:

- No sedentary screen time for children under 1
- No more than 1 hour per day for children aged 2–4 (with less being better)
- The importance of balancing screen use with sleep, physical activity and play

Online Safety and Acceptable Use

All pupils (users) must:

- Use ICT lawfully, respectfully and ethically
- Follow school rules for internet access and digital platforms
- Report concerns relating to online safety or inappropriate content immediately
- Filtering and monitoring systems are in place in line with DfE expectations to:
- Prevent access to harmful content
- Identify safeguarding risks

Use of Education Technology (EdTech)

EdTech is used to support curriculum intent, inclusion, appropriate differentiation and effective assessment. Technology is selected carefully, reviewed regularly and used where it adds clear educational value.

Definition of EdTech

Education Technology (EdTech) refers to digital tools and platforms designed to support teaching, learning, assessment or inclusion, including:

- Curriculum and subject-specific apps
- Adaptive and assistive technologies
- Online learning platforms and learning management systems
- Digital assessment and feedback tools

Purposeful Use of EdTech

EdTech is used to:

- Support curriculum intent and progression
- Address barriers to learning, including SEND
- Enable appropriate differentiation and practice
- Support formative assessment and feedback

The school avoids the use of technology:

- As a passive “time filler”
- For prolonged or unnecessary screen exposure
- Where non-digital approaches are more effective

EdTech and Inclusion

The school recognises the potential of EdTech to support inclusion by:

- Providing alternative ways to access learning
- Supporting pupils with SEND or additional needs
- Enhancing accessibility (e.g. text-to-speech, visual supports, repetition)

All EdTech used is:

- Reviewed for age-appropriateness
- Aligned with pupils’ individual needs
- Used alongside, not instead of, quality teaching

Data Protection and Privacy

All EdTech platforms:

- Must comply with UK GDPR and data protection requirements
- Are subject to appropriate due diligence before use
- Are used in line with the school’s data protection and safeguarding policies

Mobile Devices and Personal Technology

Pupils

- Mobile phones are not permitted for pupil use in school
- Smart watches and similar devices are managed in line with the school’s mobile phone policy

Staff (see acceptable use of ICT policy)

- Personal devices must not be used in a way that compromises safeguarding

- Cameras on personal devices must not be used to photograph pupils
- Roles and Responsibilities

Governing Board

Approves and reviews this policy

Headteacher and Senior Leaders

Ensure appropriate implementation

Monitor impact and compliance

Staff

Model appropriate technology use

Supervise pupils effectively

Teaching online safety as part of the curriculum

Parents and Carers

Support the school's approach to screen use

Reinforce safe and healthy digital habits at home

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Mobile Phone Policy
- Data Protection Policy
- Behaviour Policy

Review

This policy is reviewed annually, or earlier in response to changes in guidance or technology.