



St Peter's C of E Primary School

Technology in School for the Curriculum and Beyond Policy

Review Date: July 2027

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter - who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

1. Purpose of this Policy

The purpose of this policy is to outline St Peter's C of E Primary School's approach to the use of technology within the curriculum and across wider school life. Our aim is to ensure that technology is used **purposefully, safely**, and in a **digitally healthy** way that supports learning without creating over-reliance.

2. Vision and Principles

St Peter's C of E Primary School believes that technology, when used appropriately, can enhance learning, broaden experiences, and equip pupils with essential skills for later life. However, we also recognise the importance of maintaining a balanced approach so that children develop healthy habits and are not exposed to excessive screen time.

Our principles are grounded in:

- **Digital wellbeing** — ensuring pupils develop a positive, balanced relationship with technology.
- **Purposeful use** — using technology only when it meaningfully supports learning outcomes.
- **Curriculum alignment** — ensuring technology use is directly linked to curriculum intent and progression.
- **Healthy habits** — limiting unnecessary screen time and promoting offline learning wherever possible.

At St Peter's C of E Primary School:-

- Technology, including the use of touch screens, is part of our teaching practice and is one of the school's methods to deliver and the curriculum.
- Where alternatives can be considered they will be, but this is not an automatic right unless a pupil requires this because of access issues.
- Pupils will at times be using technology including touch screens in the classroom, so avoiding such devices will not be possible.

3. Technology in the Curriculum

Technology is used across the curriculum in ways that support, enrich, and extend learning. This includes:

- **Weekly Computing Lessons** Pupils access computers or devices during dedicated Computing sessions to develop skills in programming, digital literacy, online safety, and information technology.

- **Curriculum Enhancement** Technology may be used to support subjects such as English, Maths, Science, and the Arts when it provides clear educational benefit, such as research, digital presentations, or interactive learning tools.
- **Assessment Requirements** Certain statutory assessments require the use of technology, including:
 - Multiplication Tables Check (MTC)
 - EYFS baseline assessment
 - Other digital assessment tools used by the school

4. Technology for Interventions and Support

Technology is used selectively to support targeted interventions, including:

- **Spelling and literacy programmes** (internal and external e.g. accelerated reader and Ed Shed)
- **SEND support tools** tailored to individual needs
- **Specialist software** that enhances accessibility or supports specific learning difficulties
- **Home Learning** e.g. accessing Times Table Rockstars, Maths shed and Spelling Shed for instance.

These tools are used only when they provide clear benefit to the pupil and are monitored to ensure balanced use.

5. Limiting Screen Time and Promoting Digital Health

St Peter's C of E Primary School is committed to ensuring that pupils do not spend excessive time on screens during the school day. To support this:

- Technology is **not used all day, every day**.
- Teachers plan lessons with a **balanced mix of digital and non-digital activities**.
- Pupils are encouraged to develop **healthy digital habits**, including regular breaks, posture awareness, and mindful use of devices.
- Staff model responsible and moderate use of technology.

6. Safeguarding and Online Safety

All use of technology in school follows the school's **Online Safety Policy**, ensuring pupils are protected from harm and taught how to navigate the digital world safely and responsibly.

Key safeguarding principles include:

- Supervised access to devices
- Age-appropriate filtering and monitoring
- Teaching pupils how to stay safe online
- Reporting procedures for concerns

7. Staff Responsibilities

Staff are expected to:

- Use technology **purposefully and sparingly** in lessons
- Ensure all digital activities have a clear learning objective
- Monitor pupil use of devices
- Promote digital wellbeing and model healthy habits
- Follow safeguarding and data protection procedures

8. Parental Partnership

We work with parents and carers to promote healthy technology use at home as well as at school. Guidance may be shared on:

- Balanced screen time
- Online safety
- Age-appropriate digital activities
- Supporting children's digital wellbeing

We send home a monthly online safety newsletter for parents, which is produced by Knowsley.

9. Withdrawing from technology-based activities

Parents do not have a statutory or automatic legal right to withdraw children from technology-based lessons, as digital literacy is a core part of the modern curriculum, schools are not required to provide alternative non-digital work or assessments if a parent simply prefers their child not to use devices.

However, where we are able to offer assessments or homework in an alternative format, we will endeavour to do this, as long as this does not significantly add to staff workload.

Homework is set on Timestable Rockstars from year 2 and on Spelling Shed from Year 1. It is parental choice if their child does not engage in their homework, but parents should consider the impact this could have on their child's learning and progress. Our termly homework tasks, which are set from Year 1, allow children to make choices about the tasks they complete and therefore any that may require technology to complete them can be avoided.

Homework that is set in EYFS will not be technology based.

10. Monitoring and Review

This policy will be reviewed annually to ensure it remains aligned with statutory requirements, technological developments, and the needs of the school community.