# Aspire Academy Trust

# St Uny CE Academy
# EYFS Screen Time

Revision Log (last 5 changes)

| Date | Version No | Brief detail of change |
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Policy Lead: Head of School
Policy Lead: EYFS Lead
Date: 01.09.2026
Review Date: 01.10.2026

***Our vision:***
*We aim to be a positive, loving school where children are equipped to live well with Jesus Christ and with others.*

***Our guiding Bible verse:***
*'Let your light shine before others…' Matthew 5:16*

***Our Christian values guide our relationships in and out of school.***

**Friendship:**
'Encourage one another and build each other up.' 1 Thessalonians 5.11
**Forgiveness:**
'Just as the Lord has forgiven you, so you must also forgive others.' Colossians 3.13
**Respect:**
'Do unto others as you would have them do to you.' Matthew 7.12

**Our golden rule:**
*Treat others as you would like to be treated!*
At St Uny we expect good behaviour in and out of the classroom. Put simply, this means keeping our golden rule.

**Rationale:**
In the Early Years Foundation Stage (EYFS), reducing screen time helps ensure that children have more opportunities for the hands-on, play-based experiences that are essential for their development. Young children learn best through direct interaction with people, physical exploration, imaginative play, and real-world experiences. Excessive screen use can limit opportunities to develop communication and language skills, social interaction, physical development, attention, and self-regulation.

By prioritising active learning, outdoor play, storytelling, creative activities, and meaningful adult-child interactions, children are better able to build vocabulary, strengthen relationships, develop fine and gross motor skills, and improve their overall wellbeing. Reducing screen time also supports healthy sleep patterns and encourages engagement in a wider range of learning experiences, aligning with the EYFS principle that children learn most effectively through play and active exploration.

We reduce screen time in EYFS to promote high-quality interactions, communication and language development, physical activity, and play-based learning. This ensures children engage in rich, real-life experiences that support their cognitive, social, emotional and physical development, while fostering curiosity, independence and wellbeing.

**Our Approach**

**Nursery:**
Screen use is planned sparingly for a clear purpose, with an adult alongside children to talk about and extend what they see.

**Reception:**
Use screens briefly where they add something worthwhile to learning. Staff choose the content and stay with children to talk, question and respond.

**Rhymes & Books:** Where possible, adults sing nursery rhymes and read or tell stories with children, using voice, expression and conversation. A screen is not the usual way to share a rhyme or text.

**Across Both:**
For children aged two to five, DfE guidance advises no more than one hour of screen time across the day, less if possible. This is an overall daily limit, not a target or an allowance to fill in school; children may also use screens at home. Screen based assistive technology for SEND is considered individually and is not subject to this time limit.

**Adult Expectations:**

Before: Ask what children will learn and whether a real object, conversation, book or practical experience would serve them better. Check content in advance; choose age appropriate, slow paced, advert free material without autoplay or scrolling.

During: Remain alongside children and co engage: describe, invite predictions and talk about what they notice. Keep sessions short. Children do not access screens independently or watch passively.

After: Return to play and real experiences. Notice whether the screen use helped the intended learning and adjust future use.

Keep screens off in the background and avoid them at snack or mealtimes, within an hour of sleep, for transitions, behaviour management or calming. Follow school safeguarding, filtering, device and image sharing policies.

**St Uny Nursery Use:**

| Approved Purpose | Examples | Typical Duration |
|---|---|---|
| Enhancing learning through high-quality content. | Short educational videos linked to a topic (e.g., life cycles, animals, seasons). | 5-10 minutes |
| Developing digital literacy skills. | Learning how to use a touchscreen, mouse, camera, or simple educational app. | 5-10 minutes in small groups |
| Observation and reflection. | Looking at photos or videos of children's learning, trips, or achievements. | 5-10 minutes |
| Creative activities. | Drawing, music-making, taking photographs, or recording voices. | 10-15 minutes |
| Supporting individual SEND needs. | Communication apps, visual timetables, speech and language resources, assistive technology. | As identified through individual need |
| Movement and wellbeing activities. | Dance, yoga, mindfulness, or physical activity videos. | 5-10 minutes |

**St Uny Reception Use:**

| Approved Purpose | Examples | Typical Duration |
|---|---|---|
| Enhancing curriculum learning | Short videos, animations or photographs linked to topics, festivals, seasons, people and places. | 5-15 minutes |
| Developing digital literacy skills | Learning to use tablets, cameras, keyboards, programmable toys and simple educational software. | 10-15 minutes in small groups |
| Research and enquiry | Looking up age-appropriate information, images or maps to support learning projects. | 5-10 minutes |
| Creative activities | Digital drawing, photography, video recording, music-making and storytelling. | 10-20 minutes |
| Reflection and assessment | Reviewing photographs or videos of learning, discussing achievements and next steps. | 5-10 minutes |
| Supporting individual SEND needs | Communication tools, assistive technology, speech and language programmes, visual supports. | As identified through individual need |
| Physical development and wellbeing | Dance, movement breaks, yoga or mindfulness activities. | 5-10 minutes |

**Supporting SEND Pupils:**

Children with SEND may use technology and screen-based resources where these support communication, access to learning, independence, emotional regulation or specific intervention programmes. Such use is tailored to individual needs and informed by professional guidance where appropriate. Technology is used to enhance participation and remove barriers to learning while maintaining a strong emphasis on play, interaction, physical activity and real-world experiences.

**Safeguarding:**

Responsibility for approving digital content, devices and online access in EYFS sits with school leaders, including the Head of School, EYFS Lead and Designated Safeguarding Lead, with technical support provided by Aspire Academy Trust. All digital resources used with children must be age-appropriate, educationally purposeful and compliant with the school's safeguarding and online safety procedures. Children only access approved content through filtered and monitored systems under direct adult supervision.