



Screen Time and Use Policy

September 2026

Digital screens are a part of modern life and a valuable teaching tool; however, children learn best when the majority of their experiences involve high-quality, real world interaction. This policy sets out how we use digital screens at WTW. It includes:

1. Definitions
2. Principles of Screen Use
3. How we use screens in the EYFS
4. How we use screens in Years 1-6
5. Adaptive technology

1. Definitions

Screen time refers to the amount of time a child spends looking at a screen. *Screen use* refers to how, why and in what context screens are used. It takes into account the quality and pace of content, purpose and level of engagement.

2. Principles of screen use

When we use digital screens in the classroom, screen use is:

- Alongside adults co-engaging with children, prompting children to think, predict, respond or discuss
- Time-limited
- Carefully planned
- Linked to intended learning outcomes
- Slow-paced, repetitive and predictable content
- Checked for suitability before being shown to the children

It is not:

- A substitute for supervision
- For passive watching for long periods
- As a replacement for lessons which can be delivered without a screen

3. How we use screens in the EYFS

Screen time

Recent government guidance says that for children:

- under 2 years - avoid screen time altogether other than in exceptional circumstances such as a video call with parents and carers.

- 2-5 years - screen time should be limited to 1 hour a day, less if possible.

Too much screen time and inappropriate screen use is associated with poorer cognitive and behavioural abilities in children, such as reduced verbal activity and reduced vocabulary, and can be associated with developmental delays, reduced attention and lower executive function.

1 hour is a child's overall daily screen use, so we take account of the fact that children may also use screens at home. Our approach is therefore to keep screen use limited as far as possible, rather than treating the 1-hour figure as an amount of screen time available for use at school.

- In Nursery, typical screen time will total less than 15 minutes per day.
- In Reception, typical screen time will total less than 30 minutes per day.

On infrequent occasions when screen time exceeds the typical totals, it will remain below the 1-hour limit.

Additional screen use principles for EYFS

- Free of adverts as young children cannot easily discern between the specific content and adverts.
- Free of scrolling and autoplay features, to ensure children are not inadvertently exposed to inappropriate content or able to access content for longer than planned use - this includes algorithm-driven content, such as video platforms
- When songs or nursery rhymes are being played, the visuals will normally be switched off so the class can focus on the teacher.

Typical screen use in the EYFS

- Some 5-10 minute maths lessons. Many maths lessons are practical but some representations or concepts are more effective on a screen. Screens may be used for all or part of a maths lessons
- Some 15 minute phonics lessons

Occasional screen use in the EYFS

To show specific visuals or videos which support teaching, including but not limited to:

- Pictures of landmarks in different countries
- Short clips of specific physical achievements such as ballet or sport.
- A teacher-made video of a book character giving a message to the children e.g. The Gingerbread Man, The Evil Pea.

Adult screen use around children

Teaching staff do not use mobile phones during the school day.

Tapestry, our observational assessment platform, is only used to record observations which are essential for understanding a child's development and cannot be recorded using physical evidence and a written teacher comment. This is to ensure our staff spend prolonged periods interacting with children.

4. How we use screens in Years 1-6

Following the principles set out in point 2, our teachers use their judgment to decide which parts of lessons (if any) are best delivered through the use of technology.

Certain subjects require significantly more screen time than others. The vast majority of maths and computing lessons involve some screen use, whereas only some history, geography or English lessons do. Screens are rarely used to support the teaching of PE, music, DT and Art.

Screens will often be used during wet breaks and lunches to ensure the children can be supervised safely around the building.

Children will sometimes watch movies of class texts once they have finished the text.

Homework for Years 4, 5 and 6 will mainly be set using online platforms. This is limited to one hour per week for Years 4 and 5, and a maximum of 1.5 hours for Year 6.

Government guidance on screen time and use for 5-16 years olds is due in Autumn 2026 and will inform future policy.

5. Adaptive technology

Some children with SEND or English as an additional language may need a more tailored approach when it comes to screen time and use. This includes children with communication challenges which may or may not be diagnosed. Screen-based assistive technology can be an important tool to help these children and families communicate, take part in everyday activities, and create an inclusive learning environment. Any use of adaptive technology will be discussed with parents in SEN support plan meetings.