Barthol Chapel Primary School

Technologies Policy

Introduction

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- Develop understanding of the role and impact of technologies in changing and influencing societies
- Contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- Gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- Become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- Be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- Broaden their understanding of the role that digital literacy has in Scotland and in the global community
- Broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- Experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers

Features for Effective Learning

It's important to consider that effective learning requires the following key features:-

a) Coherent Curriculum
b) Learning and Teaching
c) Support for Pupils
d) Leadership
e) Partnership Working

Skills of effective learning will be founded on the idea that learners learn best when:

- They understand clearly what they are trying to learn, and what is expected of them
- They are given feedback about the quality of their work and what they can do to make it better
- They are given advice about how to make improvements
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.

Aberdeenshire 3-18 Curriculum Framework

Curriculum Organisers in Technologies

The curriculum organisers, listed below, ensure that learning is coherent for children and young people:

- Digital Literacy
- Food & Textiles
- Technological Developments in Society & Business
- Craft, Design, Engineering & Graphics
- Computing Science

Coherent Curriculum

Teachers in their planning will use the framework to ensure that children and young people develop their understanding of important themes such as the impact of technology, informed attitudes to technology, sustainability, and social, economic and ethical issues. These will underpin and continually reinforce learning within the technologies

Practical activities in the technologies offer children and young people opportunities to develop:

- Curiosity and problem-solving skills, a capacity to work with others and take initiative
- Planning and organisational skills in a range of contexts
- Creativity and innovation, for example through digital literacy and computer aided design and manufacturing approaches
- Skills in using tools, equipment, software and materials
- Skills in collaborating, leading and interacting with others
- Critical thinking through exploration and discovery within a range of learning contexts
- Discussion and debate
- Searching and retrieving information to inform thinking within diverse learning contexts
- Making connections between specialist skills developed within learning and skills for work
- Evaluating products, systems and services
- Presentation skills

Within the teaching and learning of technological skills and knowledge focus is placed on the four capacities: confident individuals, effective contributors, successful learners and responsible citizens to allow each child and young person to reach their full potential.

The balance between these approaches will vary at different stages and across different sectors and areas of the curriculum. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity, depth, breadth and progression.

Planning

Teachers and other practitioners in planning together will ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Provide the children with knowledge of technological skills for learning for life and work.

- Within the experiences and outcomes which span more than one level, careful planning is required to ensure appropriate breadth, progression and pace.
- Teachers and other practitioners will plan and present learning in ways that enable learners to use knowledge and skills in different contexts.
- Teachers should make use of the Aberdeenshire Progression Framework as a support tool.

- Additional curricular planning is also required in an appropriate format to support interdisciplinary projects.

All staff teaching technology will identify opportunities to develop and reinforce technological knowledge and skills, both within their own teaching activities and through working with colleagues to plan interdisciplinary studies and a coherent approach to the development of literacy, numeracy, citizenship, creativity, enterprise and sustainability.

Through self-evaluation staff will plan a balance of learning and teaching approaches, learning that develops all the attributes and capabilities of the four capacities, a coherent approach to important themes, progression in skills and understanding, and effective use of interdisciplinary work to deepen and extend learning.

Assessment

Assessment in the technologies will focus on practical, problem-solving and collaborative activities which enable children and young people to show that they know, understand and can use technological skills and concepts across all the contexts for learning in the technologies.

Teachers can gather evidence as part of children and young people's day-to-day learning, and specific assessment tasks will also contribute to assessing progress. From the early years through to the senior stages, children and young people can demonstrate progress in their skills in making models and preparing food, in planning and carrying out practical investigations and solving problems, in discussing and debating ideas with peers and adults, and in recording and presenting their thinking in different ways, including using ICT.

Approaches to assessment should identify the extent to which children and young people can apply these skills and use them creatively in their learning and their daily lives and in preparing for the world of work. For example:

- How well do they contribute ideas and suggestions and develop team working skills?
- How well do they collaborate and independently participate in learning activities which lead to products with real uses?

Assessment will also link with other areas of the curriculum, within and outside the classroom, and in the context of the world of work to allow children and young people to demonstrate their increasing depth of understanding in their explanations, and applying knowledge and skills in more demanding or unfamiliar contexts. They can also demonstrate increasing resilience in facing challenges.

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in;

- Knowledge and understanding
- Skills
- Attributes and capabilities

As detailed in the experiences and outcomes within each of the curriculum areas and in the curriculum guidance.

Resources

It is important that the resources used to deliver the technological experiences and outcomes meet the following criteria:-

- Are relevant to age and stage
- Are current and listed to show whole school progression
- Are purchased to reflect improvement plans
- Have mechanisms for consultation with staff, pupils and parents where appropriate

Monitoring, Evaluation and Review

This policy has been written in consultation with staff, pupils, parents and the wider community.

A copy of the policy will be made available to all stakeholders and monitored and evaluated in line with our Quality Assurance procedures.

This policy is a working document and will be reviewed on an annual basis as informed by local and national developments.