



Technology Policy

DRAFT

Rationale

Technology is a creative form of expression whereby people interact with their environment in order to bring about change in response to needs and wants. It has a vital part to play in a child's development and their appreciation of the world around them. It involves designing, communicating, creating, testing and evaluating and encouraging young people to develop ideas and seek alternatives and solve practical problems in a variety of ways.

Aims

- Promote discovery and actively foster ingenuity, imagination and inventiveness in design
- Develop a problem-solving attitude to every day situations
- Encourage positive attitudes and independence of thought
- Raise awareness of materials, their uses and limitations
- Enhance the child's appreciation of the environment and to influence it for the good
- Develop the necessary social skills to work co-operatively as part of a team
- Encourage the awareness of the aesthetic, economic and technological quality of their work and that of others

Technological Capability

The desired out come of our technology policy is technological capability. Within our seven year planning cycle ([see technology overview sheet](#)), we have ensured that the range of technology activities on offer provide pupils with opportunities to sharpen technological perspective, strengthen confidence, deepen sensitivity and heighten creativity.

To help pupils' assess progress and provide suitable experiences at Kirkhill, we plan these experiences following 5-14 National Guidelines' strands and targets identified for knowledge and understanding, skills and attitudes. By offering designing and making activities we allow our pupils to extend their:

Knowledge and Understanding

1. Needs and how they are met

Knowing how technology can meet environmental needs and the consequences of any actions

2. Resources and how they are managed

Knowing and understanding about a range of different resources, ways in which they can be managed, and the consequences of any actions

3. Processes and how they are applied

An awareness of techniques and procedures that can be applied to initiate proposed actions

Skills in Designing

1. Preparing for the task

Planning what needs to be done and how resources will be managed

2. Carrying out tasks

Developing ideas and creating solutions in relation to tasks and resources in order to meet the need

3. Reviewing and reporting on tasks

Testing ideas and resources in order to meet the needs of society

Developing informed attitudes

1. A commitment to learning

Working individually or as part of a team to achieve solutions to problems through creative and practical activity

2. Respect and care for self and others

Pursuing solutions to problems whilst taking into account the views, safety and welfare of others

3. Social and environmental responsibilities

Appreciating the role people play in balancing technological development and environmental quality

Learning through technology

In our school we recognise the importance of technology to contribute to the learning across the curriculum by:

Context- providing relevant opportunities for learning through real life experiences for their environment, history, culture and society

Curricular links- utilising technological skills to enhance the learning in other curricular areas

Culture- offering opportunities for first hand experiences of technology in the work place through business links and partnerships

Methodology

In the classroom our programme of study ensures a breadth and balance of technology experience through:

- The types and activities and needs
- A variety of materials
- The ways in which pupils work (individually, pairs, groups or whole class)
- The type of solution expected

Each stage will participate in technology activities in meaningful and relevant contexts with due consideration of 'the Design Process'. The skills acquired will, in turn, be used and transferred into other areas of the curriculum.

Assessment

The criteria used to assess pupils is as follows:

1. Can the pupil select, control and use techniques and skills appropriate to a wide range of tasks/
2. Can the pupil generate, investigate and communicate their ideas and show they can develop and sustain ideas?
3. Can the pupil describe the features of their own work and that of others and make informed judgements and comments?

Effective feedback, whether written or oral, is focused on the learning intention. It will offer clear guidance on how work can be improved, the next steps in learning and how pupils can take them. We aim to offer useful comments on children's work highlighting success and clearly indicating points for improvement.

Resources

We will continue to provide a stimulating environment for learning in technology through:

- The use of interactive display
- Regularly updating materials and equipment
- Investing in new resources and encouraging the creation of business partnerships

Health and Safety

The maintenance of safe environment for learning will be catered for by following the guidance set out in risk assessments, school policies and standard circulars. All staff should be familiar with appropriate Health and Safety precautions