

**Planning**

Technologies should be planned within the long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include LIs, Activities & Resources to be used. The school's 3 year Technologies planner should be used to determine which outcomes should be the focus during that academic year.

The EAC Technologies progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.

Teachers in their planning should ensure that children 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.

Digital Literacy, including Internet Safety, should be planned for and embedded in learning every year.

**Resources**

Teachers should always use a wide range of innovative resources to inspire and motivate learners in Technologies lessons and ensure that lessons are active. This includes appropriate and imaginative use of ICT and the use of the outdoor learning resources.

Technologies is a platform for IDL and links with all other areas of the curriculum (& their resources) including expressive arts, health & wellbeing, maths, science, STEM.

The school is developing a number of resources available for the teaching of Technologies. These are stored within the school store and work hub. This includes practical equipment, models, consumables, reference books, posters etc.

Some on-line and electronic resources have been collated and are available on the shared drive. This includes ideas & lesson plans etc. Teachers should add to these resource banks as and when they discover new ideas and links.

**Technologies****Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, questioning, plenaries and day to day learning.

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

Children 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. They can also demonstrate progress through their increasing independence and confidence when carrying out tasks and their increasing resilience in facing challenges. Also by responding enthusiastically to more demanding and challenging concepts in technologies, showing increasing depth of understanding in their explanations, and applying knowledge and skills in more demanding or unfamiliar contexts.

Assessment should also link with other areas of the curriculum, both within and outside the classroom, and in the context of the world of work.

**Pedagogy**

Teaching technologies must tap into children's and young people's natural inventiveness and their desire to create and work in practical ways. Effective learning and teaching will draw upon a wide variety of approaches, particularly through collaborative and independent learning. Technologies provide frequent opportunities for active learning in creative and work-related contexts.

Well-designed practical activities in the technologies offer children opportunities to develop skills that are essential components for life, work and learning including: curiosity and problem solving skills; a capacity to work with others and take initiative; planning and organisational skills; creativity and innovation; skills in using tools, equipment, software and materials; skills in collaborating, leading and interacting with others; critical thinking; discussion and debate; searching and retrieving information; evaluating products; presentation skills.

Proficiency in ICT is an ideal vehicle for shared learning between and amongst children, young people and teachers.