When assessing learning use the technologies benchmarks to identify what achieving a level looks like. Benchmarks have been developed to provide clarity on the national standards expected at each level. Using the technologies benchmarks you should be able to identify what prior learning has occurred within a key concept, what should be happening and what future learning should look like. \* and date es and os after assessments have been completed.

The following will support teacher confidence and progression of skills in IT:

*Teach CS – a guide for Early Years and Primary Practitioners*

*CAS Barefoot*

*Think You Know materials from CEOP for internet safety.*

Food Technology resources in the GP room.

Kapla and Lego .

National Technologies Community on Glow

Resources

The Technology Pathway should be used to inform planning, teaching and assessment. The pathway must be used to guide progression.

Planning will need to factor in the varying range of pupil skills and seek to explore STEM experiences.

Colour code the experience and outcomes planned each term Skills are repeated and built on across the pathway.

ICT can be taught as a discrete subject or as application of skills in interdisciplinary topics.

The technologies framework provides a range of different contexts for learning, including the themes across learning; learning for sustainability, global citizenship, enterprise, that draw on important aspects of everyday life and work.

The framework develops knowledge, skills, attributes and capabilities around concepts of learning in the technologies. The framework includes creative, practical and work-related experiences and outcomes which develop skills for business, digital literacy, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.