

### **Appendix 3 - Extracts from: [Professional learning paper: Significant Aspects of Learning - Assessing progress and achievement in the Technologies](#)**

**There are 13 Significant Aspects of Learning in Technologies, organised under 5 headings:**

- i. Technological developments in society and business,
- ii. Computing Science,
- iii. Digital Literacy
- iv. Food & textile Technologies,
- v. Craft, Design, Engineering and Graphics,

***“As with literacy, numeracy and health and wellbeing, digital literacy should be placed at the heart of all learning, not only the technologies area of the curriculum.”***

**Three of the SALs are organised under the heading *Digital Literacy*:**

1. Using digital products and services in a variety of contexts to achieve a purposeful outcome
2. Searching, processing and managing information responsibly
3. Cyber resilience and internet safety

#### **Application: All**

Children and young people have planned opportunities to apply technological skills and knowledge embedded within courses and programmes. Tasks ensure that learners have opportunities to reinforce and extend their skills by applying them in new, increasingly demanding settings. Given the breadth of the Technologies, there are many opportunities for skills from one of the contexts for learning, such as computing or graphics, to be applied across other experiences, such as textiles. Such opportunities help children and young people to become aware of the relevance of their learning to life beyond school. It is also important to capture occasions when young people have applied technological skills and knowledge in the wider life of the school, in other curricular areas and in interdisciplinary tasks which make connections across learning. Experiences in clubs and activities which enhance young people’s personal achievement provide opportunities for application of learning in new and unfamiliar settings. As practitioners work in partnership with parents, community agencies and employers, learners can appreciate the wider application of the knowledge and understanding, skills, attributes and capabilities developed by learning in Technologies and can develop relevant skills, attributes and capabilities which will support them in further learning, life and work.

#### **Progression through breadth, challenge and application in the Technologies: *Digital Literacy***

Through the use of digital technology and applying digital skills, children can support, enrich or enhance their learning in different contexts. Children are building an awareness and understanding of Cyber resilience and internet safety.

- ✓ At Early Level, children use digital technology to find information, be creative and solve problems and know why passwords are important.
- ✓ At First Level, children use digital technology to organise, manage, retrieve and access information safely.
- ✓ Across First and Second Level, children develop their skills in creating, capturing and manipulating, sounds, text and images in a variety of ways and contexts and be aware of the safety issues around sharing content online.
- ✓ At Second Level, learners recognise the benefits and can use search facilities to access and retrieve information to enhance and extend their learning.
- ✓ At Third Level, young people can effectively explore and use the features of a range of computer programmes and peripherals to solve problems and enhance their learning. They know a range of strategies to protect their devices online.
- ✓ At Fourth Level, building upon skills developed at third level, young people will be able to successfully solve increasingly complex problems or issues and are aware of the implications of hacking.

## **Improving Life Through Learning**

*20#20 Excellence in Learning Technology Vision is one of high achievement, attainment, ambition and inclusion, promoting excellence for all our children and young people across Stirling and Clackmannanshire through the use of 21st Century learning technologies.*