

North Queensferry Primary School Policy for Technology November 2000

Introduction and Rationale

The technology programme taught in North Queensferry Primary School is firmly based upon the National Guidelines for Technology. Technology has an important part to play in a child's development and their appreciation of the world around them as well as in the study and appreciation of the work of other people and an interpretation of their views of the world. We acknowledge the contribution made by technology to:

- aesthetic awareness and expression of personal ideas, thoughts and feelings
- visual and tactile awareness
- questioning, reasoning and problem solving
- positive attitudes and independence of thought
- social development
- awareness of cultural heritage, values and diversity
- awareness of materials, their uses and limitations
- awareness of systems and how they work
- develop a problem solving attitude to everyday situations.

Technology is an area of study both in its own right and as a means to an end and has its own distinct objectives. It is about creating objects, systems and environments to solve problems. It involves designing, communicating, making, testing, and evaluating which encourages children to go beyond their first ideas and seek alternatives so they may effectively influence and control the environment in which they live.

School Aims

Our aim in school is to produce learners who are confident and aware of the nature of technology and who appreciate the contribution others have made to technology in the world. We will do this by:

- promoting discovery and understanding of ideas and feelings and providing a means of expressing these visually
- developing pupils capacity to invent and interpret images and objects: designing, making, evaluating, appreciating and gaining an insight into technological processes, through their own inventions of objects, systems and environments and also by appreciating how people have solved problems in the past, in other parts of the world and at home.

Aims for Technology

North Queensferry Primary School supports the view that technology can be used across the curriculum to support other subjects therein. The following aims supported by the school are:

- to give boys and girls the confidence and competence to solve practical problems in a variety of ways

- to give children a sense of enjoyment and pride in their ability to design and make
- to develop pupils' understanding of the ways in which models work and may be controlled
- to encourage flexibility of approach and openness of mind
- to capitalise on children's previous knowledge and skills
- to make useful artefacts, systems and environments using a variety of approaches, materials and methods
- to encourage an awareness of the aesthetic, economic, social and technological quality of their work and that of others
- to encourage respect for the ways in which technological change affects society, past and present, in their own country and abroad
- to make children aware of the essential similarities and differences between designing and making in school and in industry and commerce
- to develop pupils' ability to communicate in practical ways – verbally, numerically and visually
- to develop the social skills needed to work as a team and also to work independently when the situation demands it
- to develop a positive concern based on common sense
- to appreciate the variety and nature of materials and the ways in which they can be used
- to enhance the child's appreciation of their environment and to influence it for the good
- to use the computer with confidence and effectiveness.

Planning for Technology

Each member of staff has a pool of technology assignments drawn up in consultation with North Queensferry Primary School teachers. These highlight one single technology assignment to be completed over a number of weeks. The planning is seen as cyclic, and so the planning cycle can be entered at any stage, enabling younger children to make and then draw at the earliest stages. The stages of the plan fit into the topic wall style of planning. Each teacher will choose the assignment most suited to their topic at the beginning of the planning period and include in their planning folder for the term. Their main points will be put into the planning wall with an assessment opportunity highlighted when appropriate. These are all levelled on the assignment sheets for staff, too.

The headteacher will monitor the use of the technology scheme in the normal course of monitoring in school, through planning files, working in classrooms and scrutiny of children assessment folders.

We are developing a library of books that highlight technology in society and history. An audit has been carried out and this has led to a copy of resources and materials being available to all staff.

Plans are used to support teaching and learning in the school by:

- providing clear statements of what children are expected to learn in relation to the outcomes, strands, and attainment targets for technology in the national guidelines

- ensuring that evidence for assessment is identified
- providing evidence for breadth and balance in technology
- providing evidence of continuity and progression in technology work.

Teaching and Learning

Teachers are expected to employ a range of strategies and use their professional judgement to decide on the most appropriate teaching approach for each assignment.

These will include:

- group work
- individual work
- work as a small team
- class lessons
- viewing artefacts, systems and environments both in school and in the real world
- inviting visitors to talk to children.

Activities in technology are planned in order to allow different levels of achievement by pupils and to incorporate possibilities for extension work. Teachers are expected to intervene where appropriate to reinforce ideas or to teach a new point.

Learning through Technology

In our school we recognise and promote the potential of technology to contribute to learning across the curriculum in the following ways.

Context:

- by providing meaningful and relevant contexts for learning drawn from first-hand real-life experience in the natural and man-made environments; the world of mass-media and communications and history, culture and society.

Curricular links:

- by encouraging the use and transfer of skills acquired in technology to enhance learning in other areas of the curriculum.

Contributing to the environment and life of the school:

- by recognising the contribution made by technology to school events, productions and celebrations
- by maximising the potential of technology to contribute to displays and other installations which enhance the learning environment of the school
- by establishing links with the local community to promote technology outwith the school.

Culture:

- by providing opportunities for children to visit various venues and to see how designers work from first hand experience.

Progression

The school endorses and uses the advice on progression contained in the Council Guidance and applies this to monitor the progress children are making in technology.

Assessment, recording and reporting

Assessment within technology is undertaken in line with school's assessment policy. Assessment is concerned with the pupils ability to:

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

Resources and the learning environment

We will continue with the provision of a stimulating environment for learning in technology through:

- the use of interactive display, carefully mounted, in all display areas to encourage and support children's work in technology
- regularly updating and maintaining equipment, materials and resources.

Health and safety

The maintenance of a safe environment for learning will be catered for by following the guidance set out in school policies, standard circulars and risk assessments.