

# Banchory Primary School



## Technologies Policy

**Revision**   **Details**

**Date**

1. Original Policy created in line with authority guidelines
2. Policy review and update to reflect updating of resources and procedures after authority upgrade 09/14

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## 4: Rationale

### Appendix

ICT to enhance learning (all levels) Programme of Study

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## **Introduction**

It is important, as facilitators of learning in Banchory Primary School, that we recognize and understand the technological needs of the school population. We must recognize them for what they are - 'digital natives'.

This generation of children has come into a world in which technology is abundant. Their world is a world of technology which they start interfacing with from a very young age.

The majority of children in Banchory Primary School are very adept at using technology, to present, communicate, create, share, edit, photograph, learn, find out, explore, research

However, it is important that we ensure the all pupils in our school are equipped with the skills they might require to adapt to an ever-changing technological landscape.

In Banchory Primary School we encourage the use of technology as a means of supplementing and enhancing the learning and teaching experience. The children are presented with a wide range of opportunities and experiences to ensure they can successfully utilise their technological skills and knowledge in a variety of contexts.

## **Rationale**

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21<sup>st</sup> century.

## **Principles and Practices**

### **What are the main purposes of learning in the technologies?**

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impact of products and services be capable of making reasoned choices relating to the environment, to sustainable development and to ethical,

economic and cultural issues

- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and for some, for specialised study and a diverse range of careers.

## **What skills are developed in the technologies?**

The technologies provide frequent opportunities for active learning in creative and work-related contexts. Learning in the technologies thus provides opportunities to continually develop, use and extend skills that are essential components for life, work and learning, now and in the future, including planning and organisational skills. Learning in the technologies therefore makes a strong contribution to achieving the aim clearly articulated in *Skills for Scotland: a Lifelong Learning Strategy* of ‘...ensuring that *Curriculum for Excellence* provides vocational learning and the employability skills needed for the world of work and is the foundation for skills development throughout life’.

Well-designed practical activities in the technologies offer children and young people opportunities to develop:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work

- evaluating products, systems and services
- presentation skills.

## **Experiences and outcomes**

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables me to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

## **Aims**

We aim to deliver a Technologies Programme which allows teachers flexibility and scope to plan for a wide variety of experiences which will enable young people to develop the knowledge, skills and attitudes that they require for lifelong learning.

Through our programmes of work, we hope to develop:

### **Successful Learners**

- ✓ *Access and use information from different kinds of sources*
- ✓ *Think critically about evidence and arguments arising from it*
- ✓ *Arrive at own conclusions about a range of issues*
- ✓ *Justify own views in discussion and debate*
- ✓ *Use technology to Support learning*

### **Confident Individuals**

- ✓ *Understand about their sense of online identity*
- ✓ *Be strong enough to keep themselves safe on the internet*
- ✓ *Make wise decisions based on experience, knowledge and skills*
- ✓ *Identify accurate and factual sources of information on the Internet*
- ✓ *Gain confidence in their use of technology*

## **Technologies**

### **Responsible Citizens**

- ✓ *Use the internet wisely and safely*
- ✓ *Develop respect for people*
- ✓ *Develop responsible Internet skills and use them regularly*
- ✓ *Evaluate scientific, environmental and technological developments*

### **Effective Contributors**

- ✓ *Building a better world*
- ✓ *To be able to use my skills in, and knowledge of, technology in a variety of contexts*
- ✓ *Be aware of the role and impact of technologies and share my thinking*
- ✓ *Become an informed consumer*

## **Security and Maintenance**

ICT equipment is expensive and as such particular care and attention should be given to the security and maintenance of such equipment.

It is the role of the adults in the school to ensure good practice in the using of the equipment is exercised at all times.

All technology equipment borrowed from school resources should be:

- handled with care
- returned at the end of the school day to a secure location
- returned in full working order
  - if there is an issue make sure it is reported to PT in first instance
- returned with all required packaging/information/cables etc.

All wires are safely tucked away and that a safe and tidy environment exists around laptops and trolleys.

### **Cameras**

Staff responsibility to ensure:

- cameras are charged, ready for the next user
- all images are saved on the network
- all images cleared from the camera ready for the next user.

### **Computers**

Staff responsibility to ensure:

- each computer is kept in working order
- faulty equipment is reported to ICT service desk by phone or email

### **Netbooks**

Staff responsibility to ensure:

- netbus is stored in a secure location and is not accessible to out-of-hours users of the building
- netbus is plugged in and charging at the end of the day
- netbus is moved by an adult, or children under adult supervision

### **iPads**

Staff responsibility to ensure:

- iPads are stored in a secure location and are not accessible to out-of-hours users of the building
- iPads are plugged in and charging at the end of the day

### **Provision for Equal Opportunities / Special Needs**

Teachers should ensure free access for both sexes when using ICT equipment.

There should be no racist / sexual implications in the software being used or in the allocation of time.

Resources are available for children with special needs and children from the ethnic minorities teachers should familiarise themselves with the material to ensure the quality of provision within their own teaching situation. (Contact Aspects for further advice)

Where the use of a computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access.

Children with learning difficulties can also be given greater access to the whole curriculum through the use of ICT. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self esteem.

### **Internet Safety**

As a Unicef Rights Respecting School, we seek to put the UN Convention on the Rights of the Child at the heart of our schools ethos and culture. In this regard, Article 13 of this convention is particularly important in developing a healthy and skilled approach to internet safety.

**Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others**

## **Learning and Teaching**

Our Framework for Technologies will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children. It will also provide flexibility and choice for both teachers and learners which will sustain interest and enthusiasm. It allows for effective learning and teaching, and will draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to children and young people
- appropriate and effective use of technology ( Appendix 2)
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- discussion and informed debate
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and input by external contributors

### **How are skills developed in the Technologies?**

Our developing range of skills will include:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches.
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts

- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation skills

### **What learning and teaching approaches are useful in the technologies?**

The experiences and outcomes are intended to tap into children's and young people's natural inventiveness and their desire to create and work in practical ways. They act as a motivation for progressively developing skills, knowledge, understanding and attitudes, and so maximise achievement. Effective learning and teaching will draw upon a wide variety of approaches to enrich the experience of children and young people, particularly through collaborative and independent learning.

The experiences and outcomes are well suited for learning beyond school: in colleges, in the voluntary sector and in partnership with businesses, where children and young people may experience learning activities that are relevant to employment or future vocational learning.

Proficiency in ICT is an ideal vehicle for shared learning between and amongst children, young people and teachers. Many teachers may need to build their own knowledge and confidence, often learning with and from children and young people, in this area of continually evolving development

### **The Learning Environment**

For effective learning and teaching in the technologies, the learning environment should:

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection

- encourage practical activities which are stimulating, challenging and safe
- provide appropriate differentiation, giving every child opportunities to succeed
- provide pupils with appropriate materials and equipment
- provide a classroom ethos which is supportive of all pupils
- create opportunities to place the technologies in the wider context of the community

## **Visiting Specialists**

The provision of visiting specialist teachers varies from year to year, nevertheless, they are an invaluable resource in our school.

Visiting specialists should:

- use their knowledge and expertise with colleagues and pupils to enrich the curriculum
- work cooperatively with class teachers, exchanging knowledge and promoting confidence
- advise and liaise with other staff, including promoted staff
- contribute to the planning, delivery and evaluation of the curriculum

## **Planning**

Our teachers' forward planning takes account of :

- long-term (yearly), medium term (termly) and short term ( weekly and daily) planning
- prior learning and varied learning styles e.g. visual, auditory, tactile / kinaesthetic
- setting targets, assessment criteria, learning intentions and success criteria which specify what learners are expected to learn
- evaluating what has been taught and identifying next steps for learning and teaching
- linking class-work and homework
- cross- curricular links
- both interdisciplinary and disciplinary learning opportunities

## **Continuity and Progression**

The Technologies Programme of study for Banchory Primary School has been

devised with reference to the Curriculum for Excellence guidelines and has taken into account the views expressed by parents, pupils and staff during the consultation process.

The Technologies programme has been designed to build from the children's own experiences and levels of understanding in Early years. As they progress through the programme, pupils will build on their prior learning and gain a deeper understanding. The learning expectations are progressively greater as children go from stage to stage.

The intention of the Technologies Programme of Study is to make learning easier and more accessible for our pupils. As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. The Technologies experiences and outcomes encourage links with other areas of the curriculum to provide learners with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Teachers in Banchory Primary School are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

### **How are the technologies experiences and outcomes organised?**

The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

The technologies framework has six organisers, namely:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles

- craft, design, engineering and graphics

The final four organisers are contexts for developing technological skills and knowledge.

These organisers recognise the special contribution made by each context for learning, whilst enabling teachers to opportunities to reflect individual and local needs. The important purposes of the technologies depend upon effective interdisciplinary working through connections across and between subject boundaries. It is important that teachers do not feel constrained by the organisers but view them as opportunities for children and young people to experience the differing contexts for learning.

Teachers in their planning will use the framework to ensure that children and young people 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.

The framework contains some statements which span two levels. These provide space for teachers to plan for progression over an extended period of time, enabling children and young people to explore contexts in increasing depth and develop their creativity through independent learning.

The framework allows opportunity for personalisation and choice, depth and relevance. The level of achievement at the fourth level has been designed to approximate to that associated with SCQF level 4. the technologies framework offers children and young people opportunities to develop a set of skills that can be utilised in Skills for Work programmes.

## **Interdisciplinary Learning opportunities**

### **How can I make connections within and beyond the technologies?**

Technologies are connected strongly with all other areas of the curriculum, through extending and applying the specialist knowledge and understanding developed in

sciences, through the creative use of technology in the expressive arts, through interdisciplinary learning, for example linking mathematics, science and technologies in an engineering context, and through the use of technologies to enhance learning.

In order to foster deeper, more enjoyable and active learning, the technologies and outcomes enable clear links to be made with all other curriculum areas. For example, design, creative thinking and aesthetics are central to both the technologies and the expressive arts and can provide a platform for planning exciting interdisciplinary working as well as presenting rich contexts for reinforcing the four capacities. Such connections mutually enhance the application and interpretation of designing, offering learners opportunities to become independent in designing solutions to meet real-life needs and challenges, and adept at solving problems of increasing scale and complexity. They extend the creative process, building on the interests of children and young people to provide enjoyable learning opportunities and enhance self-esteem, for example the relationship and interaction of engineering with technologies and with science. In a wider context, the experiences and outcomes have the capacity to link with fundamental concepts, including those of engineering, mathematics and science.

### **How can we make connections within and beyond the technologies?**

At Banchory Primary School, staff members will look for opportunities both to develop and reinforce technologies knowledge and skills within their disciplinary teaching activities, and to work across the other curricular areas to plan interdisciplinary studies and a coherent approach to the development of literacy and numeracy skills, aspects of health wellbeing.

Through self-evaluation, Banchory Primary School Staff will plan for an appropriate balance of learning and teaching approaches, progression in skills, and effective use of interdisciplinary and disciplinary work to deepen and extend learning.

## **Assessment in Technologies**

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

Teachers can gather evidence as part of children and young people's day-to-day learning, and specific assessment tasks will also contribute to assessing progress. From the early years through to the senior stages, children and young people 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.

Approaches to assessment should identify the extent to which children and young people can apply these skills and use them creatively in their learning and their daily lives and in preparing for the world of work. For example:

- How well do they contribute ideas and suggestions and develop team working skills?
- How well do they collaborate and independently participate in learning activities which lead to products with real uses?

Children and young people can show progress 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. They can also demonstrate progress through their increasing independence and confidence when carrying out tasks and their increasing resilience in facing challenges. Progress includes increasingly well-structured explanations and well-argued opinions and conclusions, including developing informed views on environmental, ethical and economic issues. 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.

### **Assessment**

We will undertake assessment that is:

- well matched to clearly identified purposes and encourages learners to achieve their full potential

- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- an appropriate blend of self, peer and teacher evaluation
- both formal and informal
- useful and provides information which is shared with learners, parents and other agencies

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Technologies will be carried out by the Senior Management Team and is set within the school's quality assurance framework.

### **Recording and Reporting**

Teachers report to parents on pupils' progress in all areas of Technologies on individual reports annually. They are available to discuss pupil progress on specific areas twice yearly at parent interviews and frequent curricular events.

Parents are welcome to contact the school at any time if they have any concerns or queries regarding their child's involvement in the Technologies Programme.

### **Objectives**

Technology lends itself to facilitating the children's exposure to a wide range of experiences, technical, curricular and emotional, and can be regarded as a useful tool to supplement those experiences.

Banchory Primary School children are encouraged to:

**Demonstrate creative approaches to the use of technology to supplement and facilitate learning in:**

- Literacy
- Number
- Creative Arts (ART)
- RME

- ☐ Communications and negotiation
- ☐ ICT
- ☐ Personal and interpersonal skills
- ☐ Problem solving
- ☐ Decision making

**Develop enterprising attitudes such as:**

Flexibility	Initiative	Managing change
Risk taking	Determination	Seeking opportunities
Resilience	Identifying possibilities	Persistence
Independence	Self awareness	

**Develop wider enterprising skills such as:**

Decision making	Awareness of others	Effective communication
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**Early Level**

Name \_\_\_\_\_

Class \_\_\_\_\_

Area of Study	I Can Statement	Date achieved
<b>Word Processing</b>	I can use a username and password to log on.	
	I can use a mouse to point and click.	
	I can open an application.	
	I can type sentences on my own using spacebar, shift, enter/return and backspace.	
	I can save and retrieve work with support.	
<b>Graphics</b>	I can create a picture using the pencil and paintbrush tool in a drawing package.	
	I can fill a shape using the 'Fill' button in a drawing package.	
	I can create a shape using the line and shape tools in a drawing package.	
	I can add text to a drawing with support.	
	I can save a drawing.	
	I can print a drawing	
<b>Animation and Film</b>	I can draw a picture in each of 4 slides	
	I can run the animation.	
<b>Multimedia</b>	I can record a sound clip using my own voice.	
	I can play back a sound clip.	
	I can take a photograph using a digital camera.	
	I can view photographs on a camera	
<b>Programming</b>	I can use the words up, down, forwards, backwards, right, left related to movement of a human robot and a floor turtle.	
<b>Glow</b>	I can log on to glow.	
	I can change my theme.	

<b>Games Based Learning</b>	I can use a mouse to point and click on something on the computer screen.	
	I can use a mouse to drag something to a different place on the computer screen	
	I can give directions by using left and right, forwards and backwards	
	I can work with others to get through a maze safely.	
	I can tell [ Roamer / Beebot / Turtle ] where to go to reach reach its goal.	
	I have used games to get better at solving problems, and have improved by at least one level.	
<b>Internet</b>	<p>I can demonstrate access to the internet and know basic terminology:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Browser</li> <li><input type="checkbox"/> Homepage</li> <li><input type="checkbox"/> Address bar</li> <li><input type="checkbox"/> Hyperlink</li> <li><input type="checkbox"/> Back button</li> <li><input type="checkbox"/> favourites</li> </ul>	
	I can access a specific website with support	
	I can close a browser	
	<p>I know the rules of basic Internet Safety:-</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I never give out personal details</li> <li><input type="checkbox"/> I never give out information</li> <li><input type="checkbox"/> I use safe and sensible sites</li> <li><input type="checkbox"/> I know to ;tell an adult'</li> </ul>	

**First Level**

Name \_\_\_\_\_

Class \_\_\_\_\_

Area of Study	I Can Statement	Date achieved
<b>Word Processing</b>	I can use menus.	
	I can switch between applications	
	I can type several sentences without teacher support.	
	I can insert and delete text using mouse and / or arrow keys.	
	I can edit text size, font, style and colour	
	I can use justify, centre and undo when typing text.	
	I can use copy and paste in a variety of ways.	
	I can use cut and paste in a variety of ways.	
	I can insert an object.	
	I can use borders and numbering.	
	I can use suitable keyboard shortcuts eg.Ctrl+s	
	I can print using a menu.	
	<b>Graphics</b>	I can decide which tools are appropriate to use when creating a picture.
I can insert clipart into a text document.		
I can resize an image.		
I can add text to a drawing independently.		
I understand that suitable images help to communicate my ideas.		
I know that images are copyright and I have to be responsible when sourcing them		
I can source an image and save it.		
I can insert an image from a file into a text document.		
I can copy an image and insert it into a text document		
I understand that there are several ways to copy and paste images.		
I can crop an image.		
I can rotate an image.		
I can use text wrapping.		
I can tell when images are 2D or 3D		
I can create a simple multimedia presentation that includes images, animated images and text.		

<b>Spreadsheets</b>	I can locate and open the spreadsheet software.	
	I can identify rows, columns and cells.	
	I can resize a row or column..	
	I can identify a cell reference.	
	I can enter text and numbers into a cell.	
	I can edit text and numbers in a cell.	
	I can use AutoSum	
	I can format borders with line style and colour.	
	I can format backgrounds with fill colour and pattern.	
	I can insert a bar graph.	
	I can identify and label the X and Y axis.	
	I can add a graph title and footnote.	
	I can change the colour of the bars on a graph.	
	I can read a graph.	
	I can delete a row or column.	
	I can format font (size, colour and font style).	
	I can sort ascending and descending.	
	I can format a cell / column / row to currency.	
	I can insert a picture.	
	I can merge cells.	
<b>Databases</b>	I can create a new document in a database application.	
	I can enter data into and browse records in a database.	
	I understand the need for accuracy in a data entry.	
	I can produce graphs based on database information.	
	I can conduct simple searches and sorts.	
<b>Animation and Film</b>	I can plan slide content to tell a story.	
	I can draw progressive pictures on a number of slides.	
	I can run the animation to tell a story.	
<b>Multimedia</b>	I can record and play back a sound clip using my own voice.	
	I can take and view a photograph using a digital camers.	
	I can insert sound files into a computer program e.g. Open Office Impress.	
	I can insert images into a computer program e.g. Open Office Impress	

	I can customise slides using backgrounds and decorative texts.	
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<b>Programming</b>	I can use the mouse and arrow keys to select basic options in a simple control application.	
	I can use right 90° and left 90°	
	I can use a suitable application to write a series of commands to control the movement of a real or virtual object along a precise path.	
<b>Glow</b>	I can upload documents.	
	I can add to news and the calendar.	
	I can add an image to the image web part.	
	I can add a picture to a picture library.	
	I can add weblinks.	
	I can participate in a glow chart.	
	I can participate in a glow discussion.	
	I can use a document from a document store.	
	I can send an email.	
<b>Games Based Learning</b>	I can work with others to solve problems and reach a goal.	
	I can share the computer fairly so that we all get a fair amount of time using it.	
	I can use different keyboard shortcuts.	
	I can write a list of instructions for someone else to use.	
	I have improved my score on the various games used in the classroom.	
	I can make a game for someone else to enjoy.	
<b>Internet</b>	I can continue to reinforce safe internet conduct: <ul style="list-style-type: none"> <li>① I know the rules of how to stay safe online.</li> <li>① I know not to give out personal details.</li> <li>① I know never to meet anyone from online.</li> <li>① I can use reliable information.</li> <li>① I know to tell an adult if someone asks me for personal details.</li> <li>① I know how to deal with cyber-bullying.</li> </ul>	
	I am aware of copyright rules and plagiarism.	
	I can use more than one search engine.	
	I can use advanced settings for searches.	
	I can create a simple presentation on Internet safety rules.	

Area of Study	I Can Statement	Date achieved
<b>Word Processing</b>	I can use page setup.	
	I can use text wrapping.	
	I can use spelling check and thesaurus	
	I can use a template eg. Publisher.	
	I can use bullets and numbering.	
	I can use tables.	
	I can use more advanced word processing functions eg. headers and footers, margins and page breaks.	
<b>Graphics</b>	I can take a photo, upload it to a suitable application and resize it.	
	I can save a file as a jpeg.	
	I can upload images and presentations to Glow.	
	I can manipulate photos- adding effects and changing image properties.	
	I can use an image as a background in a presentation.	
	I can use layering to build up a graphic.	
	I can use gradients, textures and patterns.	
	I can use align and scale tools to manipulate graphics.	
	I can use 'move to front / back' in graphic manipulation.	
	I can group images.	
	I understand the differences between Vector and Bitmap graphics.	
<b>Spreadsheets</b>	I can create a formula using addition, subtraction, multiplication and division.	
	I can use the fill handle to copy data as it is or in increments.	
	I can use the Sum, Max and Min functions	
	I can use the fill handle to copy formulae relatively.	
	I can use the Average function.	
	I can show formulae	
	I can add a header and a footer.	
	I understand the difference between a spreadsheet and a database and suggest where it is appropriate to use one or the other.	

<b>Databases</b>	I can plan and set up a database and enter data independently using text, numeric and keyword field types.	
	I can analyse data and draw conclusions.	
	I can create reports including graphs.	
	I can conduct advanced searches and sorts using multiple variables.	
<b>Animation and Film</b>	I can plan slide content to tell a story including scene, objects, title and credits.	
	I can create progressive pictures on a number of slides (using camera if necessary)	
	I can save images as jpegs and import into MovieMaker (or similar)	
	I can add titles & credits.	
	I can run the animation to tell a story.	
<b>Multimedia</b>	I can create a new slideshow / web page.	
	I can record a sound file for inclusion in a slideshow.	
	I can take a photograph for inclusion in a slideshow.	
	I can add animations to objects on slides.	
	I can create hyperlinks to navigate between slides.	
<b>Programming</b>	I can use a suitable application to write a series of commands to control the movement of a real or virtual object using the 'repeat' command to create a basic design or shape.	
	I can use a suitable application to write a series of commands to control the movement of a real or virtual object using the 'repeat' command to create a more complex design or shape eg. hexagon.	
	I can use repeat / loop commands to write procedures to make patterns on screen.	
	I am aware that computers can control an external device eg. stop, start or go with reference to traffic lights.	
	I am aware that computers can collect information about the environment through sensors eg, temperature.	
<b>Glow</b>	I can add web parts such as page viewer and text editor to a Glow page	
	I can send attachments in an email.	
	I can add and edit contacts.	
	I can add animation to a Glow page.	
	I can edit a text editor web part.	
	I can record my achievements using I can	
	I can add a survey to a Glow page.	

<b>Games Based Learning</b>	I can use a computer to play games that help me with my thinking skills.	
	I can play games that get harder.	
	I can work with others to design a game for my class to use.	
	I can make a game using suitable software which can be played by children my age.	
	I can make suggestions about how to make games better and fit for purpose.	
<b>Internet</b>	<p>I can revisit prior learning, emphasising safety:</p> <ul style="list-style-type: none"> <li>⓪ I know the rules of how to stay safe online.</li> <li>⓪ I know not to give out personal details.</li> <li>⓪ I know never to meet anyone from online.</li> <li>⓪ I can use reliable information.</li> <li>⓪ I know to tell an adult if someone asks me for personal details.</li> <li>⓪ I know how to deal with cyber-bullying.</li> </ul>	
	I can develop a wider knowledge of the dangers of the internet as well as the benefits	
	I can make complex searches with multiple keywords.	
	I can check website information for reliability and make comparisons.	
	I know about plagiarism and copyright and I can rewrite website text in my own words.	
	I can create a multiple-choice questionnaire with answers set at my peer level.	

## Possible Planning Template

Whilst it may seem a little time consuming to fill in one of these initially, if we were to store them on the network as working documents, it could form a library of ideas for each of the Es and Os

TECHNOLOGIES	Technological developments in society	Early
TCH 0-02a	Within and beyond my place of learning, I can reduce, re-use and recycle resources I use, to help care for the environment.	TCH 0-02a
<u>LI:</u>	I am learning to recycle	
<u>SC:</u>	I can put the objects to be recycled in the correct bin	
<u>SI:</u>	(Social intention) – to work well with my buddy	
<u>Learning experiences</u> <u>Skills application</u>	Talk about recycling – what we've learned together Game – a selection of recyclable goods	
<u>Resources</u>	Buckets with pictures of what should go in that bin Pictures Quick way of creating groups/picking individuals/forming pairs	
<u>Support and Challenge</u>	Classwork in pairs to support each other The more adventurous can work by themselves Vary the game play. For example: <ul style="list-style-type: none"> <li>The groups are responsible for recycling <u>one kind of recyclable</u> material (plastic or paper or cardboard or cans)</li> <li>The groups have variety of recyclable materials – put them in the correct bins</li> </ul>	
<u>Expose</u>	Children are being given direct experience of recycling – includes checking to see if we have put only the correct items in the correct bin	
<u>Teach</u>	Which item do you think should go into each bin? How do you know?	
<u>Maintain</u>	Whenever there is a recyclable object in class – now which bin should we put this into? How do we know?	
<u>Extend</u>	Why do we collect? Where does it go from here? Visit the recycling plant. Photos and a sentence written by adult	
<u>Planned Assessment</u>	The teams/individuals will have placed the correct items of recycling in the correct bins The children will be able to show they can identify what the object is made of and which bin it should go into Ongoing maintenance to ensure retention or help others remember	
	<b>Developing/Expose</b>	<b>Consolidating/Teach</b>
		<b>Secure/Maintain</b>

TECHNOLOGIES	ICT to enhance learning		First
<b>TCH 1-04b</b>	<i>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.</i>		
			<i>TCH 1-04b / TCH 2-04b</i>
<u>LI:</u>			
<u>SC:</u>			
<u>SI:</u>			
<u>Learning experiences</u>			
<u>Skills application</u>			
<u>Support and Challenge</u>			
Expose			
Teach			
Maintain			
Extend			
<u>Planned Assessment</u>			
	<b>Developing/Expose</b>	<b>Consolidating/Teach</b>	<b>Secure/Maintain</b>

TECHNOLOGIES	Business contexts for developing technological skills and knowledge		Second
SOC 2-22a	By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.		
			SOC 2-22a
<i>LI:</i>			
<i>SC:</i>			
<i>SI:</i>			
<u>Learning experiences</u>			
<u>Skills application</u>			
<u>Support and Challenge</u>			
Expose			
Teach			
Maintain			
Extend			
<u>Planned Assessment</u>			
	Developing/Expose	Consolidating/Teach	Secure/Maintain

# Banchory Primary School

## Internet Agreement Contract

### Using the Internet at Banchory Primary School

If I read these pages carefully and sign the form at the end, I may be allowed to use a computer at Banchory School to look at the Internet and send messages to people around the world

I know that if I do not use the Internet responsibly my Teacher or Head Teacher will stop me using the Internet at school.

I will read the rules for using the Internet that are given below and will ask an adult at my school if I do not understand what any of them mean.

### Keeping ourselves safe

1. I know that almost anyone I contact online is a stranger to me and that I should not share personal information with strangers no matter how nice they seem to be.
2. When I am on the Internet, I promise never to tell people that I am someone else.
3. I understand that sometimes I may see a site on the Internet that has pictures or words that my teacher or parents would not want me to see
  - I will not try to find those sites
  - if I come across one of them by accident, I will leave it as soon as I can
  - I will quickly use my forward or backwards keys to take me to another site
  - I will report it to my teacher/an adult working in the school

**Therefore, to keep myself safe when using the internet, I will never give anyone I write to or talk with on the internet:**

- **my name**
- **my home address**
- **any personal information about me or my family**
- **my telephone number**
- **a picture of myself**
- **information about myself by using an envelope and stamp**

### Communication

1. I will be polite to other people when writing to them (or talking with them while I am on the Internet.
2. I will not use any language that my teacher or parent would not want me to use in my classroom

### Using the Internet in class

1. I know that my teacher and Head Teacher want me to use the Internet to

- learn about the projects I am working on in class
2. I will not use the Internet for any other reason
  3. I will not access the internet without an adult being present
  4. I may be given a password – a special word that only I know. I may have to use this password to sign onto a computer or to send mail over the Internet
  5. I know:
    - only I should know my password
    - never to tell a friend my password
    - I should never use someone else's password
  6. I agree that I cannot use the words or pictures I see on an Internet site without giving credit to the person who owns the site
  7. I will not copy information from the Internet and hand it in to my teacher as my own work

## Banchory Primary School Internet Agreement Contract

### Pupil's Agreement

I have read the information about using the Internet at Banchory Primary School.

If I did not understand the meaning of part of it, I asked an adult to explain it to me

I agree to use these rules at all times when I use the Internet at school.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Child)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Parent/Guardian)