Braunstone Community Primary School and DISCOVERY SCHOOLS TRUST

COMPUTING AND ONLINE SAFETY POLICY

INTRODUCTION

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Braunstone Community Primary School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. Our curriculum teaches children how computers work; how they are connected and how they are programmed. This knowledge enables children to **belong** and play an active role in the digital world in which we live. We want them to be able to successfully create programmes, produce media and a range of content that allows them to express themselves. Being able to produce this digital content means children will have the cultural capital they need for the next stage in their lives and gives them the skills they need to be able to make choices about their lives. Through our online safety curriculum, children are taught how to **care** about themselves and others whilst online and most importantly are given the tools to keep themselves and others safe in this ever expanding sphere.

The purpose of this policy is to state how the school intends to make this provision.

AIMS

The school's aims are to:

- Meet the requirements of the National Curriculum programmes of study for computing.
- Provide a relevant, challenging and enjoyable curriculum for computing for all pupils.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To develop the understanding of how to use ICT and computing safely and responsibly.
- Pupils have equal access to devices to enable them to fully participate in the activities involved in remote learning
- Pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Pupils are responsible, competent, confident and creative users of information and

communication technology
- Pupils can continue their education remotely, using Microsoft Teams, Century and TimesTableRockStars as a teaching and learning platform

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

CURRICULUM ORGANISATION

Throughout KS1 and KS2, computing is embedded across the curriculum. A range of digital technologies and software are used to support subjects across all areas of the curriculum. The key strands of the computing curriculum are revisited every year and applied in different contexts to embed learning. Children are taught an explicit lesson of Computing every week and the key skills needed to access various digital learning opportunities are taught discreetly by teachers as necessary.

TEACHING AND LEARNING STRATEGIES

The use of technology throughout the curriculum enables children to develop skills that are vital for success in later life, such as:

- collaboration
- communication
- **care**
- problem-solving
- resilience
- **perseverance**
- team-work
  These key skills will hopefully lead to success for our children in a digital world.

In studying computing, pupils experience a variety of approaches to their learning including:

- Teacher demonstrations
- Individual and shared use of digital devices
- Collaborative work
- Open-ended investigation

- Exposure to new and exciting technologies
- Regular opportunities to apply digital knowledge and skills as part of other areas of the curriculum

OBJECTIVES

EARLY YEARS

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world;, such as role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as metal detectors, controllable traffic lights and walkie-talkie sets. Children are also taught how to use ipads, interactive whiteboards, desktop computers as part of their wider curriculum. They are also introduced to key components of a computer such as a mouse, keyboard and monitor, as this links to their future learning in KS1. Recording devices are used to support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

By the end of key stage 2 pupils should be taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

RESOURCES

Every child in KS2 is allocated their own personal laptop which they use in school for the whole academic year. They are kept in lockers in every classroom, so they are easily accessible and safe. Many children are also provided with a device by the school to use at home to complete remote learning and homework. These devices are allocated based on a screening process of household devices. KS1 have access to 2 trolleys of 30 laptops which are timetabled for their use at certain points in the week. We also have two trolleys of 15 ipads which can be booked by any year group in the school. Furthermore, we have a class set of 30 virtual reality headsets which can be booked and used to support and enrich learning experineces in all subjects.

Children in KS2 have access to Century, an online artificial intelligence programme which supports learning in Maths, Reading, Grammar and Science. They also have access to TimesTablesRockStars and Numbots which are personalised learning platforms to support with multiplication tables and number bonds knowledge. Children are also able to access LYFTA, a website which introduces children to different cultures, religions, races and people from around the world and provides them with vital knowledge and experiences to prepare them for the next stage of their life.

ONLINE RESOURCES FOR HOME USE

In recent years there has been a boom in the education opportunities that are available online.

We have bought into the following to give pupils safe access to online education opportunities outside of school. These are:

- Times Tables Rockstars
- Lexia
- Oxford Owl
- Accelerated Reader
- Century Tech
- Spelling Shed
- Numbots
- LYFTA
- Microsoft Office

- Rising Stars Reading Planet

Pupils have passwords that can be used to access these sites. Pupils have been shown how to use them and how to keep their passwords safe from others.

COMPUTING TECHNICIANS

The school employs one Computing Technician whose specific roles relate to the provision of support in computing. This support takes a variety of forms, including:

- supporting lessons using computing equipment in the computing suite and around the school;
- dealing with technical queries relating to software and hardware;
- carrying out rudimentary and routine maintenance and repairs of hardware ;
- purchasing and updating equipment;
- supporting teachers in the use of ICT in other curriculum areas;
- supporting admin staff with the use of ICT within their roles;

ASSESSMENT AND RECORD KEEPING (also see assessment policy)

Key objectives to be assessed are taken from the National Curriculum. Teachers regularly assess capability through observations, discussions with pupils and looking at completed work. Regular assessment of computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focussed tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the unit's work. An end of unit quiz is completed on Microsoft forms by all pupils to gage what leanring has been retained. These results are easily accessible for the computing lead to then analyse to monitor attainment and plan next steps for ths subject.

We assess the children's work in computing by making informal judgements as we observe and talk to the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. On completion of each unit of work, an example of the integrated task for each ability group is placed in the Portfolio of Children's

Work for which the computing subject leader is responsible. This demonstrates the expected level of achievement in computing for each age group in the school.

Assessment is a central part of the learning process. Assessment can be carried out by:

- planning activities which enable assessment to take place
- discussion with children
- asking open-ended questions
- listening to children
- observation of children working
- looking at products of work diagnostically
- using programs children have created

In light of the Covid-19 pandemic, there have been significant changes to the way in which education is delivered and this has provided children with additional skills as they become accustomed to a very different way of working.

MONITORING AND REVIEWING

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the computing subject leader. The computing subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The computing subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The computing subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of computing.

INCLUSIVE TEACHING OF ICT

At Braunstone Community Primary School, we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. All children are made to feel as though they belong in our school and that starts with the curriculum.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in computing, we take into account any targets which are evident on a class' provision map.

Teachers identify children who are more able in the area of computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of ICT and computing both in specific computing lessons and in using ICT in other curriculum areas.

Opportunities are identified for these children to actively participate in more challenging aspects of computing.

ROLES AND RESPONSIBILITIES

LEADER FOR COMPUTING

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

CLASS TEACHERS

It is the responsibility of each class teacher to ensure that their class is taught all elements of the computing curriculum as set out in the National Curriculum programme of study.

ALL STAFF

It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues (see acceptable use policy and on-line safety policy).

ADVISORY BOARD

All advisory board members are interested in the development of computing to promote high quality teaching and learning in the school. The subject lead liaises with the headteacher to report back to the advisory board with any findings or developments.

TRAINING

All staff, including managerial and administrative staff, receives support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

SECURITY

- The computing technician will be responsible for regularly updating anti-virus software.
- The subject leader will be responsible for reviewing daily internet logs.
- Use of computing equipment will be in line with the school's 'acceptable use policy'. All staff must sign a copy of the schools policy annually.
- Children and parents sign a 'Responsible internet access and ICT use for pupils' form when they enter the school in EYFS.
- Parents will be made aware of the 'acceptable use policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.
- The rules of e-safety are displayed where any child can access the internet. If a child breaks these rules, they will be denied internet access for a period of time after which the situation will be reviewed.

HEALTH AND SAFETY (see also health and safety policy)

The school is aware of the health and safety issues involved in children's use of ICT and computing. An electrical inspection is carried out in school every ____ years by _____ on behalf of Discovery Schools Trust. Portable electrical equipment in school is tested by the site manager every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the computing technicians.

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- safety guidelines in relation to IWBs will be displayed in the classrooms
- e-safety guidelines will be set out in the e-safety policy & AUP

PARENTAL INVOLVEMENT

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. The school send regular tutorial videos and emails to help parents with supporting their children to access online learning. They will be made aware of e-safety and encouraged to promote this at home. As a school, we send out regular updates about any current online safety concerns or threats and provide vital information to parents on how they can keep their children safe online.

STAFF DEVELOPMENT

It is important to provide training for all staff to enable them to deliver the computing curriculum to their pupils. School based INSET training needs to be given to enable teachers to familiarise themselves with software and technology relevant to the school. All staff have access to the Microsoft Educator Centre and staff will all be given time to complete their Microsoft Education badges. All staff are expected, and supported, to become Microsoft Innovator Educator Experts. Before working remotely, staff underwent training on how this would work in practice and how to safeguard themselves while working from home. Our

Home-School agreement was amended at this time to reflect how working remotely may have changed the agreement we have with our children and parents.

The computing subject lead also has a half-termly meeting with computing lesson faciliators to analyse our computing overview and create a learning journey for the following unit of computing. This includes identifying key vocabulary, key skills and key knowledge that should be focused on during this unit.

INTERNET AND E-MAIL

Staff should refer to the ICT Code of conduct at the beginning of any lesson using these resources. This should be included as a lesson objective. All users (staff and pupils) will have agreed to the ICT Code of Conduct.

PREVENT AGENDA

The Prevent duty guidance says 'having due regard' requires schools and colleges to:
(a) have "robust safeguarding policies in place to identify children at risk and intervening as appropriate;"
(b) provide staff with training "that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas"; and
(c) "ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering".
• Prevent Duty Guidance - July 2015 (England and Wales)
https://www.gov.uk/government/publications/prevent-duty-guidance

HEALTH AND SAFETY

Staff should be aware of health and safety issues when using computers. The following points should be observed:
- All staff will be trained in Health and Safety (Display Screen Equipment) through Educare training
- Screen protection glasses are issued to all staff to support eyesight, especially when staff are working with screens continually
- Short breaks are advised for staff who are working with screens for longer than 60 minutes at a time
- Make quick visual checks for frayed or trapped cables.
- All electronic devices are PAT tested annually.
- Any electronic device that is given to children to support their learning at home is tested to ensure it is in a safe and working order.
- Encourage the checking of seating and posture before every computer session starts
- Ensure there is good lighting and ventilation.

CHILD PROTECTION

Staff should be aware of links to the school's Child Protection Policy, in terms of being safe on the internet. The following points are taken from our Child Protection Policy-

- Staff will work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- All staff should be aware of the school policy on e-Safety, whether working in school or remotely, which sets out our expectations relating to:
- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour
- Use of mobile phones both within school and on school trips/outings
- Use of camera equipment, including camera phones
- What steps to take if you have concerns and where to go for help
- Staffs use of social media is set out in the Staff Code of Conduct
- The school will actively promote online safety behaviours and provide regular updates on new threats or concerns to all stakeholders

COPYRIGHT

Unauthorised copying of software is illegal. Breach of copyright is theft. The prevention of unauthorised copying is the responsibility of the teacher, the Headteacher and the Governors.
There is a piece of software for each machine on which it is installed.
Staff can check with the computing subject leader for full details about copyright.

DATA PROTECTION
• All school devices are password protected
• All school devices are encrypted to disable the use of USB memory sticks
• All school devices are protected with antivirus and malware software

SOCIAL MEDIA
Social media and social networking sites play an important role in the lives of many people. We recognise that these sites bring risks, but equally there are many benefits to be reaped. Social media and mobile phones/devices can be used by staff to upload videos and photos to the social media sites. It will also provide guidance for parents.

There are five key areas where social media will be used:

A. The use of social networking sites by pupils within school
B. Use of social networking by staff in a personal capacity
C. Use of social networking by staff in a professional capacity
D. Comments posted by parents/carers

E. Dealing with incidents of online bullying

F. The use of Microsoft Teams as a communication tool for remote teaching

A. The use of social networking sites by pupils within school

This policy outlines the rules for using technology in school and these rules therefore apply to use of social networking sites. Such sites should only be accessed in school under the direction of a teacher and for the purpose the learning objective of the relevant learning experience. When teaching remotely, these sites might be accessed to share work or learning experiences.

In terms of private use of social networking sites by a child, it is generally understood that children under the age of 13 are not permitted to be registered, including Facebook and Instagram to name two.

B. Use of social networking by staff in a personal capacity

A high proportion of staff will have their own social networking site accounts. It is important for them to protect their professional reputation by ensuring that they use their personal accounts in an appropriate manner.

Guidelines are issued to staff:

- Staff must never add pupils as 'friends' into their personal accounts (including past pupils under the age of 16).Where staff are friends with parents on social media groups, staff must post responsibly.
- Staff must not post negative comments about the school, pupils, parents or colleagues including members of the Governing Body. Staff must not post information or opinions about Braunstone Community Primary School.Staff must not use social networking sites within lesson times (for personal use).Staff should only use social networking in a way that does not conflict with the current National Teacher's Standards.
- Staff should review and adjust their privacy settings to give them the appropriate level of privacy and confidentiality.
    - Staff should read and comply with 'Guidance for Safer Working Practice for Adults who Work with Children and Young People'.
    - Inappropriate use by staff should be referred to the Headteacher in the first instance and may lead to disciplinary action.

C. Use of social networking by staff in a professional capacity

In accordance with the Media Permission Form, Discovery staff may use pictures or videos taken on a school camera or mobile phone on any of Braunstone Community Primary School's social media. This
includes the school website, blogs, Facebook, Twitter, Instagram and YouTube channel. Staff may also share learning resources and content via Microsoft Teams with children through their @dsatbraunstone.org accounts.

For student protection online, a student's photo and last name will not appear together on school or District websites or any form of social media.

D. Comments posted by parents/carers

Parents and carers will be made aware of their responsibilities regarding their use of social networking and will agree to the terms of the Home School Agreement. Methods of school communication include the website, emails, Twitter, YouTube and Facebook. Parents also have access to Microsoft Teams through their children's accounts. School policies and documents provide further information regarding appropriate channels of communication and means of resolving differences of opinion. Effective communication following principles of mutual respect is the best means of ensuring the best learning experiences for the child.

- Parents must not post pictures of pupils, other than their own children, on social networking sites where these photographs have been taken at a school event.
- Parents should make complaints through official school channels rather than posting them on social networking sites.
- Parents should not post malicious or fictitious comments on social networking sites about any member of the school community.
- Parents should not use Microsoft Teams as a way to communicate negatively towards staff or about Braunstone Community Primary School.

E. Dealing with incidents of online bullying/inappropriate use of social networking sites

The school's Behaviour Policy sets out the processes and sanctions regarding any type of bullying by a child on the school roll. This includes a child using any form of social networking, including the chat function in Microsoft Teams, to engage inappropriately or negatively with another child. These cases will be dealt with promptly and will not be tolerated.

In the case of inappropriate use of social networking by parents, the Governing Body will contact the parent asking them to remove such comments and seek redress through the appropriate channels and will send a letter.

The Governing Body understands that, "There are circumstances in which police involvement is appropriate. These include where postings have a racist element or where violence is threatened or encouraged." Furthermore, "Laws of defamation and privacy still apply to the web and it is unlawful for statements to be written...which:

- expose (an individual) to hatred, ridicule or contempt
- cause (an individual) to be shunned or avoided
- lower (an individual's) standing in the estimation of right-thinking members of society or disparage (an individual in their) business, trade, office or profession." (National Association of Headteachers)

F. The use of Microsoft Teams as a Communication Tool for remote teaching

All children and staff will have access to Microsoft Teams as part of their remote teaching. When video calling through Teams, children and staff should have their backgrounds

blurred. Staff should ensure that their camera is positioned in a way that only a headshot of them can be seen. Where possible, children should have an adult at home who is aware that they are using Teams and are monitoring that they are using it appropriately.
Children should not take screenshots of staff during video meetings and post on social media.

It may be necessary for staff to record meetings with parents to ensure clarity of conversation from the safeguarding perspective of both staff and children.
When uploading work, children, parents and staff should ensure that the content is appropriate to share within the school network.

Use of Mobile Phones and Digital Photography Policy

Children are not allowed to have mobile phones in school. If children bring a phone to school, they should take it to their class teacher, where it will be kept until the end of the school day.
Children have their photographs taken to provide evidence of their achievements for their development records (The Early Years Foundation Stage, EYFS 2007) and throughout their school life. When remote learning, children have the ability to upload pictures of themselves and their homes onto Microsoft Teams. Parents should ensure that these pictures are taken safely and are appropriate for shared use.
In accordance with the Media Permission Form, pictures and videos of pupils learning and achievements using a school camera (including iPad or learning pad) and personal mobile phones can be taken. These images can be used in school or on any _____ social media for reasons including advertising or celebration of work. The images need to be deleted when they have been uploaded.

Procedures

Under the data protection act of 1998 school must seek parental consent to take photographs and videos.

- Photographs will be stored on the school network which is password protected until the school ceases to operate, should this occur then all photographs will be shredded or deleted from the school network. Photographs can also be uploaded to Teams as part of remote teaching and these will be stored within class networks.
- Photographs are printed in the setting by staff and images are then removed from the camera memory.
- Photographs of children may be taken and used in accordance with parental consent obtained via the Media Permission Form.
- Often photographs may contain other children in the background.
- Events such as Sports Day, outings, Christmas, lessons and fundraising events may be recorded by video and photographs by staff and parent/carers but always in full view of all attending.
- Parents must not post photographs or video containing other children on social media websites. (See Policy above).

- Visitors may only use their phones in the foyer or outside the building and should be challenged if seen using a camera inappropriately or photographing children.
- The use of mobile phone cameras ais prohibited in toilets

Appendix

Appendix 1: Teach Computing Curriculum teaching resources (teachcomputing.org)
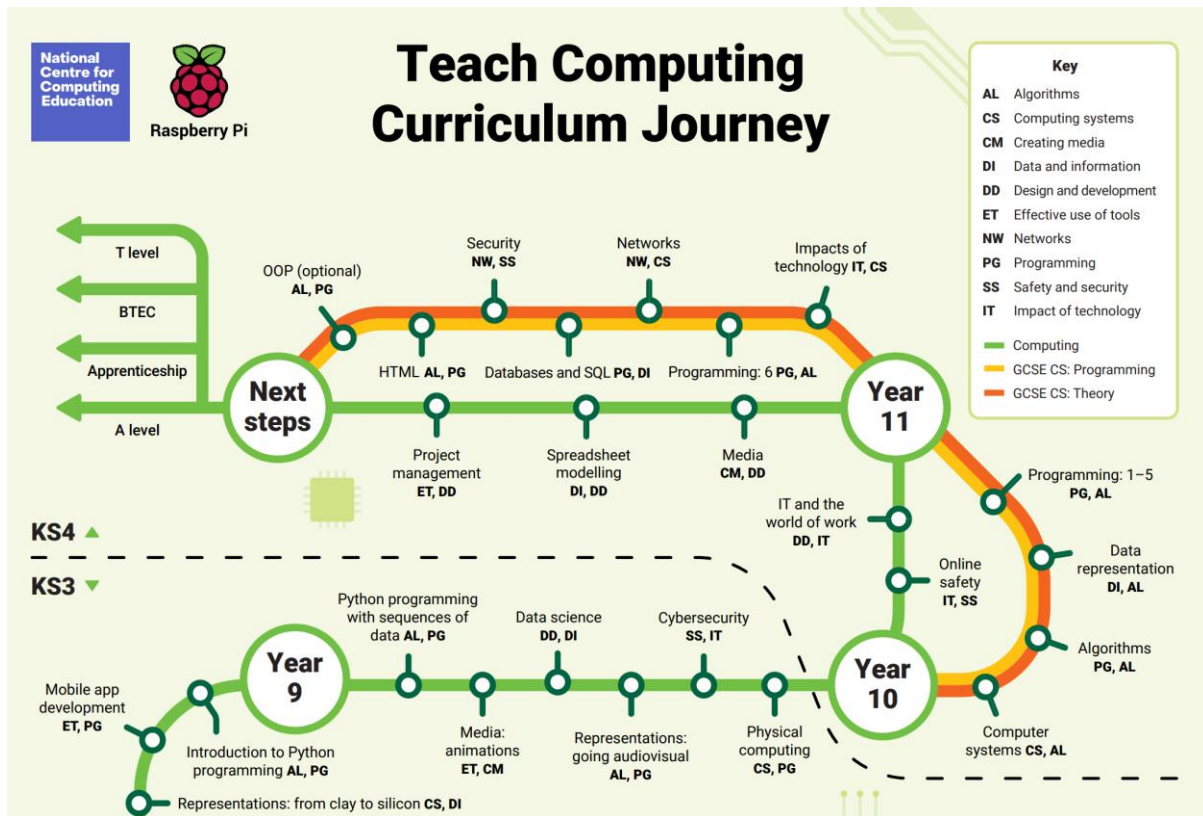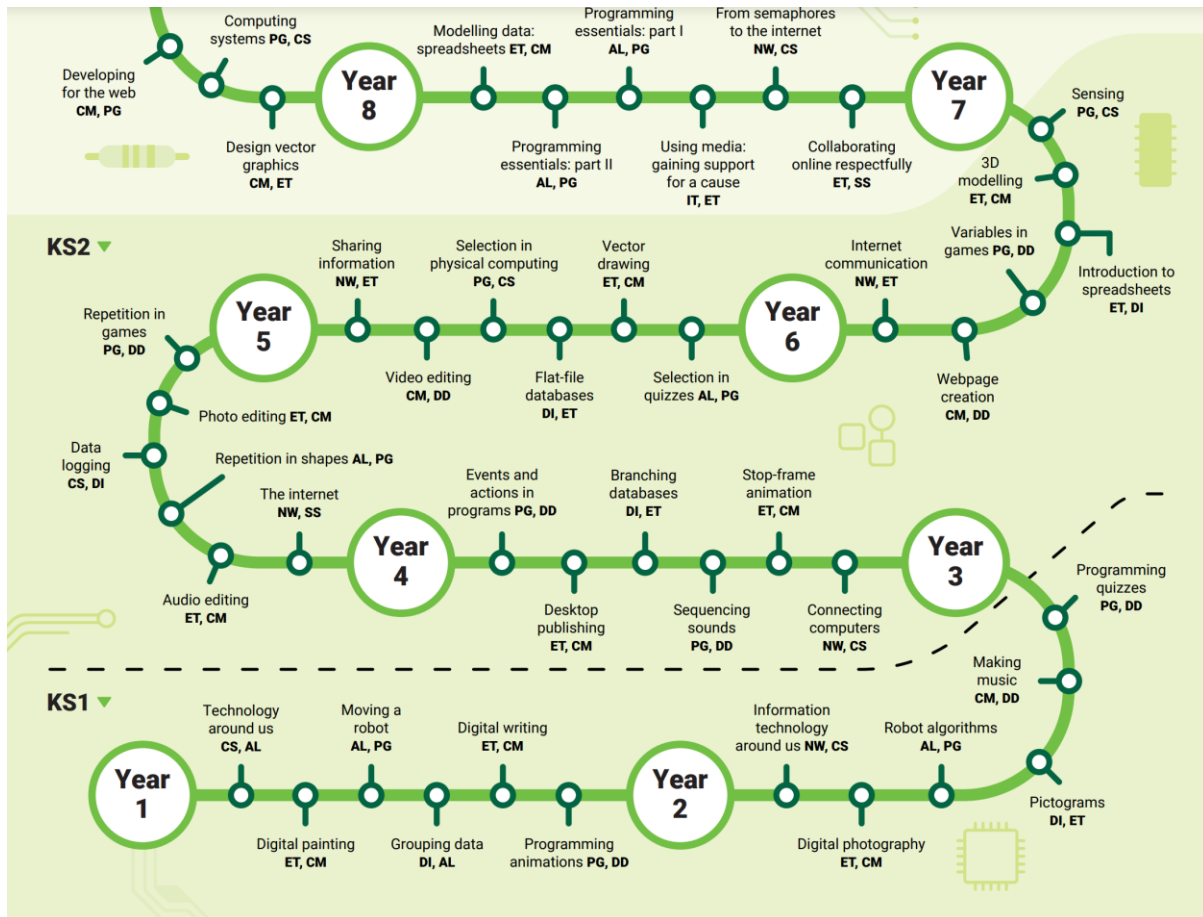
Primary education - key stage 1 and key stage 2

The primary Teach Computing Curriculum is a spiral curriculum, which means topics like programming are taught every year for 6 to 12 weeks. The units and their curriculum year group assignment are given in table 1; however, these are flexible.

For example, you may want to focus on ensuring that your Year 6 students have a grounding in programming, so you could focus on teaching the Year 3 unit 'Sequence in music', the Year 4 unit 'Repetition in shapes', and the Year 5 unit 'Selection in quizzes'. These units will cover the required concepts, regardless of year group assignment. Alternatively, you may wish to teach the Year 7 unit 'Programming essentials in Scratch' (part 1 and part 2), as it is designed to enable transitions and to ensure a baseline knowledge of key concepts.

Some units are available as video lessons from Oak National Academy in addition to being accessible from teachcomputing.org.

Table 1: Primary education

Meeting schools' digital literacy needs	Our recommendations to ensure a thorough grounding in key computing subject knowledge	Our recommendations to ensure a thorough grounding in programming
These 'Creating media' units are ideal for class topics with cross-curricular links! They cover skills and concepts that allow learners to get creative as well as building their digital skills.	Check out these 'Computing systems and networks' units to help learners understand the world around them and how it's impacted by technology.	Check out these 'Programming' units to see how we have embedded the concepts 'Program Design', 'Use, Modify, Create' and 'Levels of Abstraction' to build learning experiences.
Y1 Digital painting	Y1 Technology around us	Y1 Moving a robot
Y2 Digital photography	Y2 IT around us	Y2 Robot algorithms
Y3 Desktop publishing	Y3 Connecting computers	Y3 Sequence in music
Y4 Audio editing	Y4 The Internet	Y4 Repetition in shapes
Y5 Vector drawing Oak video lessons	Y5 Sharing information Oak video lessons	Y5 Selection in quizzes Oak video lessons
Y6 Web page creation Oak video lessons	Y6 Communication Oak video lessons	Y6 Variables in games Oak video lessons
Priority topic: Using creative media	**Priority topic:** Computing systems and networks	**Priority topic:** Programming
Why is this a priority?: This is a chance for learners to develop digital skills that they can use across the curriculum.	**Why is this a priority?:** To recognise the role of programming, a fundamental understanding of how computers work and the impact they have is needed.	**Why is this a priority?:** This ensures that learners understand algorithms, how to implement them as code, and that the main constructs (and variables) have been introduced.

Appendix 2: Project Evolve

What is ProjectEVOLVE?

ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials.

This vast library of content is managed by an innovative new engine, designed by the brilliant SWGfL Web team, that not only makes navigating the content intuitive but allows users to personalise the content they collate.

Just need a research summary on a topic? What about a lesson plan with stimulus questions? How about activities for pupils and students? Professional development materials for your staff at the press of a button or screen tap. It has been designed with customisation and flexibility at its heart.

The vibrant new content has been written by a team of experts here at the UK Safer Internet Centre. It's up to date; relevant and engaging and moves online life education into the third decade of the 21st century.

ProjectEVOLVE Guidance Page | ProjectEVOLVE