WS WISHFORD SCHOOLS

ICT POLICY

Updated

February 2018

To be reviewed

September 2018

ICT Policy 1.2.docx

Version Number – 1.2

Version Date – 02/02/2018

Revision Log

Version Number	Publication Date	Description of changes
1.0	**12/04/2016**	**Initial document release**
1.1	**10/04/2017**	**Annual Review**
1.2	**02/02/2018**	**Review of Safeguarding Contacts, change of review schedule to September (accommodate staff changes)**
1.3		
1.4		
1.5		
1.6		
1.7		
1.8		

Table of Contents

Introduction

This document applies to:

- The entire setting including the EYFS, after school club and holiday clubs
- All staff, volunteers, pupils, contractors and visitors to the schools

ICT (Information and Communications Technology) is used within the school to enable:

Staff	Pupils	Visitors
to communicate with each other, parents and the wider school community	to be prepared for an ever-increasingly technological world	to access information services in the interest of the school operations
to provide feature rich learning opportunities for pupils	to be able to assess and respond to risks associated with using ICT	provide rich opportunities for children during clubs, peripatetic lessons and workshops
information to be analysed to improve personal, pupil and school performance.	to foster an enjoyment of creative use of ICT	
to record statutory information about individuals	to know how to react if faced with a situation that feels 'wrong'.	
	to use ICT to enhance learning in other areas of the curriculum.	

This document is a statement of the aims, principles and strategies at all Wishford Schools regarding ICT. Its aim is to ensure that all pupils, parents/carers and staff have an understanding of their responsibilities with regards to the use of ICT and how to ensure that everyone at all Wishford Schools use the facilities responsibly.

The senior management team of each school must seek to promote a culture throughout the school in which every member of the school community takes responsibility for the protection of the children in our care; for the protection of their own personal and professional image; and act in the interests of the school and Wishford Schools group.

Responsibilities

The Headmaster in each school has ultimate responsibility for ICT policy adherence and e-Safety in each school.

The Head of ICT in each school is the designated e-Safety Officer. It is the role of the e-Safety Officer to keep abreast of current issues and guidance through organisations such as Becta, CEOP (Child Exploitation and Online Protection) and Childnet.

Currently the Heads of ICT in each school are as follows:

School	Head of ICT / e-Safety Officer
Hatherop Castle Prep School	Mr Nigel Reed
Heywood Prep	Mr Alasdair Carr
St Edward's Prep	Mr Jon Parsons
St David's College	Mrs Felicity Campbell
St Faith's Prep	Mr Jonathan Dunn
The Mead School	Mr Andrew Webster
Cricklade Manor Prep	Mrs Sarah Paddock

The designated Safeguarding team at each school will also be involved, as appropriate. The designated Safeguarding Officers at each school are as follows:

School	Designated Senior Lead	Other Safeguarding Officers
Hatherop Castle Prep School	Mr James Oakden	Miss Catherine Gore Browne Mrs Sally Easterbrook
Heywood Prep	Mrs Anna Lawrence	Miss Amy Matcham
St Edward's Prep	Mr Jon Parsons	Mrs Liz Arnold
St David's College	Mrs Jayne Grainge	Mrs Sherrie Page
St Faith's Prep	Mr Jonathan Dunn	Mrs Yvonne Harrop Miss Gemma Booth
The Mead School	Mr John Agnew	Mrs Jane Ovenden
Cricklade Manor Prep	Mr James Barton	Mrs Kate Mackenzie

The board of Directors of Wishford Schools Limited, chaired by Mr Sam Antrobus (Proprietor) has ultimate responsibility for the implementation and monitoring of the safeguarding policy and procedure.

Key Information Summary

This page is to provide a quick reference to some of the most commonly referred to elements of the policy. Staff are still expected to read the entire policy before signing an agreement accepting its terms.

Passwords

When choosing a password for a School system it should have the following minimum specification:

- Min. 8 characters
- Contain a mix of alpha/numeric
- Contain a mixture of upper/lower case letters
- Ideally contain special characters
- NOT contain part/all of user name or consecutive number sequence
- Passwords change every 180 days (not to use previous passwords)

For your own protection, do not under any circumstances share your password with anyone else, including IT support engineers. If you think someone knows your password, change it immediately.

Taking photos/video

Use only School provided cameras. In exceptional cases the Head Master can approve the use of a personal device for taking pictures/video but in those cases, a School owned memory card MUST be used.

Acceptable Use

Computers and all IT resources are available to facilitate learning or business administration and are to be used for this purpose only. All computer activity on the network is monitored**.**

All staff have a responsibility to help implement the ICT policy by being vigilant and reporting and suspected breaches to either the Head of ICT or the Head Master.

Pupil Devices

Pupils can use personal devices under certain circumstances:

E-readers – can be used to enhance learning and encourage enjoyment of reading. These should be turned to 'Flight-mode' when on school premises.

Mobile Phones – These are explicitly forbidden for use during the school day. Where the Head Master and

Head of Boarding agree, boarding pupils can use mobile phones. See the policy below for more detail.

If a device is to be used, parental permission must be given acknowledging the terms and conditions of this policy.

Email

- All Wishford/School related electronic communication must be sent from the school email address and not from any personal email address.
- The correct School/Wishford email footer must be attached to all outgoing email.

Memory Sticks/Transferring Files

Where available, files should be shared using the FolderFortress service, choosing a 'Team Folder' with suitable user access rights for the content of the file being shared.

Staff must not use a USB memory stick or portable hard drive to save or transport any files that contain any confidential information, including any child's personal details, unless it is in a password protected file. Please see the Head of ICT for details on how to do this.

Social Media

Members of Staff are advised to be very careful about how they use social media. Linking to parents' accounts may allow them to see personal information about you – check the services privacy settings carefully

- Staff must not, under any circumstances, communicate with pupils on social networking sites, on any electronic device.
- Staff must not accept pupils as 'friends' or link profiles in any way.
- It is advised that staff apply the same rules to past pupils until they are over the age of 18.

E-Safety

ICT in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people may use both inside and outside of the classroom include:

– Websites
– Learning Platforms and Virtual Learning Environments
– E-mail and Instant Messaging
– Chat Rooms and Social Networking
– Blogs and Wikis
– Podcasting
– Video Broadcasting
– Music Downloading
– Gaming
– Mobile/ Smart phones with text, video and/ or web functionality
– Other mobile devices with web functionality

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies. It is the nature of the internet that it is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. All use of the internet at Heywood Prep is logged and the logs are randomly but regularly monitored. Whenever any inappropriate use is detected it will be followed up.

In all Wishford Schools, we understand the responsibility to educate our pupils on e-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Cyber-Bullying

Wishford Schools defines Cyber-Bullying as the use of ICT, such as mobile phones or the internet, to deliberately upset someone else.

Aims

To ensure pupils are aware of what Cyber-Bullying is and its impact on victims.

To put into place policies to prevent incidents of Cyber-Bullying, not just in the school, but within the lives of the school community.

To have effective measures to deal with instances of Cyber-Bullying and to continually monitor the effectiveness of the measures.

Preventing Cyber-Bullying

The school will ensure that all pupils are educated about Cyber-Bullying through the ICT and PHSE curricula.

All members of staff are trained to be able to identify Cyber-Bullying and to keep up to date with the technologies the children are using.

Pupils will be encouraged and supported to report all instances of Cyber-Bullying.

Staff will ensure that the pupils are aware that Cyber-Bullying will be treated seriously in accordance with the School's Anti-Bullying Policy.

The school will ensure that parents are aware of the issue of Cyber-Bullying and are able to monitor their children's behaviour when at home.

Responding To Cyber-Bullying

The school will follow the Anti-Bulling Policy & Procedure in all cases of Cyber-Bullying.

e-Safety in the Curriculum

The school teaches e-Safety skills during Computer Science and PSHE lessons.

Pupils are made aware of the relevant legislation when using the internet such as data protection and intellectual property which may limit what they want to do but also serves to protect them.

Pupils are taught about copyright and respecting other people's information and images.

Pupils should be aware of the impact of Cyberbullying and be taught how to seek help if they are affected by any form of online bullying. Pupils are also taught where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Childline or CEOP report abuse button.

Pupils should learn to critically evaluate materials and learn good searching skills through the ICT curriculum.

e-Safety Skills Development for Staff

New staff receive information on the school's acceptable use policy as part of their induction. All staff have been made aware of their individual responsibilities relating to the safeguarding of children within the context of e-Safety and knows what to do in the event of misuse of technology by any member of the school community (see attached flowchart).

All staff are encouraged to incorporate e-Safety activities and awareness within their curriculum areas.

Staff receive regular information and training on e-Safety issues in the form of INSET from the e-Safety Officer.

Social Media

Social networking sites, if used responsibly both outside and within an educational context can provide easy to use, creative, collaborative and free facilities. However it is important to recognise that there are issues regarding the appropriateness of some content, contact, culture and commercialism. To this end, we encourage our pupils to think

carefully about the way that information can be added and removed by all users, including themselves, from these sites.

At present, the schools endeavour to deny access to public social networking sites to pupils within school. All pupils are advised to be cautious about the information given by others on sites, for example users not being who they say they are.

As part of the curriculum, children may be required to use blogging or simulated Social Networking. Any sites that are used should use accounts that can only allow interaction between the School's children and School's members of staff. When available, a parent account can be added but it should only be activated if it is limited to seeing information about their child's communications and activities.

Pupils are taught to avoid placing images of themselves (or details within images that could give background details) on such sites and to consider the appropriateness of any images they post due to the difficulty of removing an image once online.

Pupils are always reminded to avoid giving out personal details on such sites which may identify them or where they are (full name, address, mobile/home phone numbers, school details, IM/ email address, specific hobbies/interests).

Our pupils are advised to set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals.

Pupils are encouraged to be wary about publishing specific and detailed private thoughts online.

Contacts

CEOP: Child Exploitation and Online Protection Centre
33 Vauxhall Bridge Road
London SW1V 2WG
enquiries@ceop.gsi.gov.uk
www.ceop.police.uk

IWF: Internet Watch Foundation - the UK Hotline for reporting criminal online content
www.iwf.org.uk

Taking, Storing and Using Images and Video

Photography plays an important part in both the educational and marketing aspects of the school, however care needs to be taken to ensure that images are stored and used appropriately.

Any photographs taken on school premises, or of pupils on school trips must be taken, reviewed and stored in accordance with the Policy on Taking, Using & Storing Images of Children.

Staff

Staff may not use personal cameras, mobile phones or other personal devices to take photographs of children. When using school cameras, the photographs that are taken must only be stored on school owned media cards and then transferred only to school owned laptops, tablets or computers.

Pupils

Pupils are not permitted to bring their own cameras or any image recording device including mobile phones into school, except with the express permission of the Headmaster.

Where cameras or image recording devices are used within the curriculum or for activities, these will be supplied by the school and their use supervised by a member of staff.

Parents

Parents are welcome to take photographs of their own children taking part in sporting events, concerts and other school activities. The school asks parents not to take photographs of other pupils on their own without the prior agreement of that child's parents. Photographs should never be taken in the changing rooms.

Photographs taken by parents on school premises or at school events should not be posted onto the internet or social media websites without the permission of the parents of any other children visible in the photograph. Even when permission is granted, names should not be used to identify those children.

Monitoring

The Headmaster, Proprietor or any person acting on their behalf may inspect any ICT equipment provided by the School at any time without prior notice.

The Headmaster, Proprietor or any person acting on their behalf may monitor, intercept, access, inspect, record and disclose telephone calls, e-mails, instant messaging, internet/intranet use and any other electronic communications (data, voice or image) involving its employees or contractors, without consent, to the extent permitted by law. This may be to confirm or obtain School business related information; to confirm or investigate compliance with School policies, standards and procedures; to ensure the effective operation of School ICT; for quality control or training purposes; to comply with a Subject Access Request under the Data Protection Act 1998, or to prevent or detect crime.

The Headmaster, Proprietor or any person acting on their behalf may, without prior notice, access the e-mail or voice-mail account where applicable, of someone who is absent in order to deal with any business-related issues retained on that account.

All monitoring, surveillance or investigative activities will be conducted in such a way as to comply with the Data Protection Act 1998 and other applicable legislation, including the Human Rights Act 1998, the Regulation of Investigatory Powers Act 2000 (RIPA) and the Lawful Business Practice Regulations 2000.

Staff Policies

Overview

This policy covers both fixed and mobile internet technologies provided by the School (such as PCs, laptops, tablets, e-books, webcams, whiteboards, voting systems, digital video equipment, etc); and technologies owned by pupils and staff, but brought onto School premises (such as laptops, mobile phones, smart phones and portable media players, etc); and the software and information systems provided by the School.

Data Security

Schools hold personal data on learners, staff and other people to help them conduct their day-to-day activities. Some of this information is sensitive and could be used by another person or criminal organisation to cause harm or distress to an individual. The loss of sensitive information can result in media coverage, and potentially damage the reputation of the Schools. This can make it more difficult for the School to use technology to benefit learners.

Everybody in the Wishford Schools group has a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them.

This document uses an international standard, ISO/IEC 27002:2005, Information technology – Security techniques – Code of practice for information security management, as a framework for protecting information used or held by the school. According to this standard, security policy should determine appropriate security controls in each of eleven clauses based on:

•   Assessment of risk
•   Business principles and objectives
•   Legal, regulatory, and contractual obligations.

The eleven clauses are outlined below, numbered in accordance with their clause in the ISO/IEC 27002:2005 standard .

(5)   Security policy – The foundation for security standards, processes and procedures

(6)   Organization of information security – Assignment of resources and responsibilities for security

(7)   Asset management – Accountability for asset protection decisions

(8)   Human resources security – Security considerations prior to, during and after employment

(9)   Physical and environmental security – A secure environment for people, equipment and data

(10)   Communications and operations management – Procedures and controls to reduce security risks in day-to-day operations

(11)   Access control – Accountability for information and resource access

(12)   Information systems acquisition, development and maintenance – Security considerations in development and support environments

(13)   Information security incident management – Management channels for reporting security events and corrective action taken

(14)   Business continuity management – Plans designed to avoid or recover from a disaster or security failure

(15)   Compliance – Checks designed to help meet legal and regulatory requirements and confirm that security policy and controls are working as expected.

This policy should be read and understood in conjunction with the following policies and guidance:

·   The Data Protection Act 1998

- Becta: Information Risk Management and Protective Marking
- Information Sharing: Guidance for Practitioners and Managers HM Govt. Oct 2008
- Records Management Society – Tool Kit for Schools

Principles:

Colleagues within schools have increasing access to a wide range of sensitive information . There are generally two types of sensitive information; personal data concerning the staff and pupils and commercially sensitive financial data. It is important to ensure that both types of information are managed in a secure way at all times.

Definition of Data Protection Levels

Personal data is the most likely form of sensitive data that a school will hold. Personal data is defined by the Data Protection Act as "Data relating to a living individual who can be identified from the data". The Act gives 8 principles to bear in mind when dealing with such information. Data must:

1.   be processed fairly and lawfully
2.   be collected for a specified purpose and not used for anything incompatible with that purpose
3.   be adequate, relevant and not excessive
4.   be accurate and up-to-date
5.   not be kept longer than necessary
6.   be processed in accordance with the rights of the data subject
7.   be kept securely
8.   not be transferred outside the EEA (European Economic Area) unless the country offers adequate protection.

The Data Protection Act states that some types of personal information demand an even higher level of protection, this includes information relating to:

- racial or ethnic origin
- political opinions
- religious beliefs or other beliefs of a similar nature
- trade union membership
- physical or mental health or condition
- sexual life (orientation)
- the commission or alleged commission by them of any offence, or any proceedings for such or the sentence of any court in such proceedings.

The three questions below can be used to quickly assess whether information needs to treated securely, i.e.

1.   Would disclosure / loss place anyone at risk?
2.   Would disclosure / loss cause embarrassment to an individual or the school?
3.   Would disclosure / loss have legal or financial implications?

If the answer to any of the above is "yes" then it will contain personal or commercially sensitive information and needs a level of protection.

Procedures and practice:

The following practices will be applied within the school:

- The amount of data held by the school should be reduced to a minimum.
- Data held by the school must be routinely assessed to consider whether it still needs to be kept or not.
- Personal data held by the school will be securely stored and sent by secure means.

Auditing:

The school must be aware of all the sensitive data it holds, be it electronic or paper.

- A register (Appendix B) will be kept detailing the types of sensitive data held, where and by whom, and will be added to as and when new data is generated.
- How long these documents need to be kept will be assessed using the Records Management Toolkit.
- Audits will take place in line with the timetable. (Appendix C).

This register will be sent to all staff each year to allow colleagues to revise the list of types of data that they hold and manage.

The audit will be completed by a member of staff responsible for data protection.

Risk assessment:

If it has not already been undertaken, the school will carry out a risk assessment to establish what security measures are already in place and whether or not they are the most appropriate and cost effective available.

Carrying out a risk assessment will generally involve:

- How sensitive is the data?
- What is the likelihood of it falling into the wrong hands?
- What would be the impact of the above?
- Does anything further need to be done to reduce the likelihood?

Once the risk assessment has been completed, the school can decide how to reduce any risks or whether they are at an acceptable level.

Risk assessment will be an on-going process and the school will have to carry out assessments at regular intervals as risks change over time.

Securing and handling data held by the school:

The school will encrypt any data that is determined to be personal or commercially sensitive in nature. This includes fixed computers, laptops, remote storage (in the cloud) and memory sticks.

Staff should not remove or copy sensitive data from the organisation or authorised premises unless the media is:

- encrypted
- is transported securely
- will be stored in a secure location.

This type of data should not be transmitted in unsecured emails (e.g. pupil names and addresses, performance reviews etc).

Data transfer should be through secure websites or services e.g. FolderFortress, S2S, SecureNet Plus. If this is not available then the file must be at a minimum password protected or preferably encrypted before sending via email, the password must be sent by other means and on no account included in the same email. A record of the email should be kept, to identify when and to whom the email was sent, (e.g. by copying and pasting the email into a Word document).

Data (pupil records, SEN data, contact details, assessment information) will be backed up, encrypted and stored in a secure place – e.g. safe / fire safe / remote backup.

All staff computers will be used in accordance with the Acceptable Use sections of this Policy .

When laptops are passed on or re-issued, data will be securely wiped from any hard drive before the next person uses it (not simply deleted). This will be done by a technician using a recognised tool, e.g. McAfee Shredder.

The school's wireless network (WiFi) will be secure at all times.

The school will identify which members of staff are responsible for data protection. The school will ensure that staff who are responsible for sets of information, such as SEN, medical, vulnerable learners, management data etc. know what data is held, who has access to it, how it is retained and disposed of. Appendix B details which members of staff are responsible for which data. This is shared with all staff concerned within the school.

Where a member of the school has access to data remotely (e.g. Pass/3Sys from home), remote access off the school site to any personal data should be over an encrypted connection (e.g. VPN) protected by a username/ID and password. This information must not be stored on a personal (home) computer.

Members of staff (e.g. senior administrators) who are given full, unrestricted access to an organisation's management information system should do so over an encrypted connection and use two-factor authentication where possible. This information must not be stored on a personal (home) computer.

The school will keep necessary pupil and staff information in accordance with the Records Management Society's guidance (see references at the end of this document).

The school should securely delete commercially sensitive or personal data when it is no longer required as per the Records Management Society's guidance.

All staff will be trained to understand the need to handle data securely and the responsibilities incumbent on them. This will be the responsibility of the Head Master.

Existing Countermeasures

Asset Management

All physical and software assets are recorded by the School. These assets are, where required and practical, marked with permanent markings to identify them as property of the school.

Human Resources Security

It is standard practice that all employees working within a school undertake a Disclosure and Barring Service (DBS) check prior to commencing employment at the school. Regular volunteers who may not be supervised while performing their duties are also required to have a DBS check prior to starting.

In the event of termination of an employee's position, their User ID and associated access rights will be removed or suspended as appropriate.

Communications and Operations Management

All email communications operate through an email system that the school has access to should the need arise. The email accounts assigned to staff are assigned a unique ID, identifiable to the member of staff.

Physical and Environmental Security

The buildings used by the schools are controlled sites of solid construction with access control from the exterior of the building and may have CCTV monitoring in place. Further access within the buildings is controlled by the use of easily identifiable staff and visitor badges. All staff are encouraged to challenge anyone found anywhere on site without a valid badge (as long as the safety of the member of staff is not deemed to be in jeopardy). The buildings also use intercom, CCTV or automated gates to monitor all access to the building and deny any attempted unauthorised access, which collectively provides a physical defense in depth set of measures for the protection of the school assets, its pupils, its staff and its data.

Minimum Systems Access Control Countermeasures

Workstations used by staff of Wishford Schools implement access control by:
- Disk encryption password (Where installed)
- Windows login password
- FolderFortress account password (please ensure encryption is enabled in Settings)

For remote access to the school's network or resources further controls are applied:
· HTTPS/SSL user name and password
· VPN user ID and Password

Use of a user ID naming convention that enables a unique identifier for Wishford owned user ID's, which shows valid overall ownership to an individual, to be associated with each potential user of the system.

The following password rules will be applied by Wishford Schools as appropriate to the access being managed:

· Minimum of 8 characters
· Contain a mixture of alphabetic and non-alphabetic characters
· Maximum change interval of 180 days
· Password history – password may not be reused for 8 iterations
· Minimum password age - will have the minimum password age set at the minimum interval allowed by the platform but not less than one day
· Number of consecutive invalid log-on attempts before ID is locked is 10
· Lockout duration of forever

Revoke access to Wishford Schools personnel following manager notification
·   User IDs with privileged accounts i.e. Administrator rights within 2 business days
·   Non-privileged user IDs within 5 business days

Revalidate continued business need for system access annually
·   Revalidate Wishford School owned user IDs
·   Perform changes requested by the employee's Head Master or Line Manager
Retain results of revalidation, evidence of completion and supporting communications for two iterations

Information systems acquisition, development and maintenance

New systems will be considered and introduced following appropriate due diligence performed by the ICT Strategy Manager and Proprietor at a minimum and involving Head Masters or Board Members where appropriate. Considerations of the impact of changes on the school's current infrastructure, procedures and systems should be taken into account before and changes are applied. Where possible, changes should be tested in a 'Sandbox' environment first.

Information security incident management

A relevant incident occurs when information is "compromised" by malicious or inadvertent actions which result in the unauthorised disclosure of information, its alteration or removal, or where there is loss of access to the information. It may not always be clear what constitutes relevant information, however, all student and staff personal information will be included, and all financial and planning information which has not been placed in the public domain will be included.

Information Security Incident Procedure

1. Initial detection and notification

On detection of an incident, the IT Helpdesk should be advised in the first instance. The IT Helpdesk will ensure that prompt and discreet action is taken.

An authorised member of the Helpdesk will gather the following information:

1   An outline description of what happened (e.g. theft; accidental loss; inappropriate disclosure; procedural failure etc.)
2   The type of information involved and sensitivity of that information (e.g. did it include personal data?).
3   The approximate number of students/ staff (individual data subjects) involved.
4   The approximate volume of information involved.
5   The type of media involved (paper, electronic, verbal etc.)
6   If electronic media is involved, establish whether the information was encrypted or not.
7   The identity of the members of staff involved and their roles. Where it is within its power, the Helpdesk will, where possible, act to contain the incident, for instance by removing a virus, disabling user an account, closing access to a database etc. Containing the incident does not mean that the procedure is ended. The Helpdesk will alert the Head Master who will assign a responsible member of staff to handle the incident from this point onwards (the "Incident Manager").

2. Management of incident

Where necessary and practical the Incident Manager will immediately review the steps to contain the incident and prevent its recurrence and will extend these measures if he or she considers it necessary. The Incident Manager will

make an assessment of the severity of the incident using the following scheme. Note that for simplicity the measurement uses personal data records as an example: in practice non-personal data records may be involved.

Severity					
0	1	2	3	4	5
Measurement					
Minor breach of confidentiality. Only a single individual affected.	Potentially serious breach: fewer than five people affected or risk assessed as low, e.g. files were encrypted	Potentially serious breach: up to 20 people affected or risk assessed as high e.g. unencrypted confidential records lost.	Serious breach of confidentiality e.g. up to 100 people affected.	Serious breach with either particular sensitivity (e.g. financial details), or up to 1000 people affected	Serious breach with potential for ID theft or over 1000 people affected
Reputational					
No significant reflection on any individual or body. Media interest very unlikely.	Damage to an individual's reputation. Possible media interest.	Damage to a team's reputation. Some local media interest that may not go public.	Damage to a service's reputation. Low key local media coverage.	Damage to school's reputation in locality. Local media coverage.	Damage to school's national reputation. National media coverage.

In the light of the classification, the following background to the incident should also be clarified:

1   Whether it is already known outside the school that the incident has taken place;
2   Whether the media (press etc.) are already involved;
3   Whether there may be legal implications for the school.

Reputational Measurement impact

Together with the Head Master, the Incident Manager will then, when necessary, advise the Proprietor of the type of incident which has arisen and the level of severity at which it has been assessed. The Head will, with the Proprietor and Incident Manager's support establish an appropriate course of action. This should determine whether any of the following is required:

1.   Whether there is a potential disciplinary issue which may require the suspension of staff or students involved in the incident pending a further investigation. If so, then the Head of HR should be notified immediately.
2.   Whether there is evidence which may be required for an investigation which should be preserved.
3.   Whether it is necessary to notify some or all of the following:
Data subjects whose data have been involved in the incident.

·   The Headteacher
·   The Proprietor of the school
·   The Information Commissioner (for incidents classified at level 3 and above)
·   The Police

3 Eradication and reduction of impact

The Incident Manager should make proposals for short-term measures to prevent the incident from arising again and should take steps to implement these measures.

4 Outcomes and closure

The Incident Manager will produce a report of the nature of the incident and will identify the medium- to long-term measures required to prevent its recurrence. This should address the incident reporting requirements identified in the Appendix and should provide recommendations for ensuring that a similar incident does not reoccur. The report will be provided to the Head Master.

Business continuity management

All data stored on the school's central server or administration systems are backed up on a daily basis with a trusted third party provider. These providers store an off-site copy of this data to be used to recover computers should there be a significant hardware or software failure.

Compliance

The Data Security Policy will be reviewed on an annual basis (some elements only require review every two years where specified). The Head is responsible to ensure that they procedures, countermeasures and policies are upheld and take necessary action should they feel that they aren't being done so. This includes periodically operating a checklist to ensure compliance.

Acceptable Use

This Acceptable Use Policy applies to all users of computer facilities of Wishford Schools. Computers and all IT resources are available to facilitate learning or business administration and are to be used for this purpose only. All computer activity on the network is monitored by either:

- · the 'Censornet' firewall which is monitored externally by DCS Associates on behalf of the Wishford Group.
- · a Meraki MX Security appliance with content filtering activated and monitored by Wishford Schools.

Computer and Network Use

- • It is unacceptable to use the school's computer facilities to gain unauthorized access to computers, files, networks or network resources.
- • It is unacceptable to use the school network to disrupt or interfere with computers or networks accessible to the Internet. This includes the propagation of viruses or any other act intended to disrupt the service of this or other networks.
- • It is unacceptable for users to damage or attempt to damage computer equipment or software.
- • Without first discussing proposed changes with the Head of Computing, it is unacceptable for users to use personal software on school computers; attempt to install software; alter, delete or add to computer files/setting/configurations in any way; store files on school hard-drives other than the user's allocated network folder or move computer equipment.
- • The school network services may only be used for lawful purposes. Transmission of any material in violation of any U.K. or international regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or protected material. By using the school's network, you agree to indemnify and hold harmless the school from any claims resulting from your use of this service which damages you or another party.

- U. K. Copyright law prohibits the unauthorized reproduction or distribution of copyrighted materials (including electronic mail, text, images, programs or data) without the explicit permission of the copyright holder. Any responsibility for consequences of copyright infringement lies with the user; the school expressly disclaims any liability or responsibility resulting from such use.
- Although the school endeavours to make the internet safe for its users, the school accepts no liability for damages as a result of access to the internet. Each user is responsible for appropriate safety measures when online including, but not limited to, scanning all downloaded files for viruses, guarding passwords, and protecting minors from inappropriate communication.

Monitoring of internet and email use
- The school will make every effort to maintain the confidentiality of each user, although all files, network data and visited/blocked websites are monitored by the Head of Computing. Any related concerns will be immediately reported to the Headmaster, and where appropriate the Board of Governors and police.

Memory sticks / Portable storage
- Staff must not use a USB memory stick or portable hard drive to save or transport any files that contain any confidential information, including any child's personal details, unless it is in a password protected file. Please see the Head of Computing for details on how to do this.

Email
- All staff will be issued with a school email account which should follow a consistent pattern: ideal = firstname.surname@schoolname.com

If a school already uses a particular format, aliases should be set to allow the above pattern to be used. New accounts should also have both existing format and above formats as aliases.

Exceptions will be made for people with specific job roles that need to keep an email box active should they leave or change roles. Examples are the Head Master, HMPA, School Office or SENCO.
- All Wishford/School related electronic communication must be sent from the school email address and not from any personal email address.
- The correct School/Wishford email footer must be attached to all outgoing email.

Electronic contact with pupils
- Staff must not, under any circumstances, communicate with pupils on social networking sites, on any electronic device.
- Staff must not accept pupils as 'friends' or link profiles in any way.
- It is advised that staff apply the same rules to past pupils until they are over the age of 18.
- Staff may communicate with pupils via email for educational purposes only, from a monitored school email account. Staff whom wish to use this facility to receive work completed by pupils must register for an additional school email account which will be for this purpose only. This address will be: Firstname.surname@schoolname.co.uk (or existing format with school domain suffix – see 'Email' above)

Mobile phone usage
- Staff are not permitted to use mobile phones during lesson time.

Photography
- Only school owned cameras or electronic tablets are to be used to photograph children.
- With permission from the Headmaster, a personal camera or camera phone may be used. In this instance, photos must only be stored on School owned memory cards and only downloaded onto a school computer.

BYOD

Generally, Staff should not need to 'Bring Your Own Device' (BYOD). In most circumstances if there is a need for a device to be used to carry out a member of staff's duty, it should be supplied by the school. There may be exceptional circumstances whereby Staff may seek approval to use their own devices for educational or business administration purposes.

In these circumstances it is up to the Head Master and Head of ICT in the School to assess the needs of the request. The Head Master and Head of ICT should use the following process to assess whether or not to grant BYOD approval:

1. Could the school provide the equipment? Why not?
2. Does the request have significant value to the School?
3. Is there and risk to the School or the School's ICT systems by introducing the device? (If you are unsure of this, please contact IT Support or the IT Strategy Manager for clarification or advice)

If a user's personal device is to be used, under no circumstances should personal or sensitive information be stored on it. If the device uses a memory card to store information, a School owned memory card should be used if possible. If the device uses internal memory, collected personal or sensitive information should be downloaded directly, and immediately, to a school owned computer and the original file deleted.

Training

Wishford Schools and its constituent schools are committed to keeping its staff up-to-date with the latest developments with regards to ICT. It is the Head of ICT's responsibility to also keep learning through:

· Research on the Internet
· Forums
· TES updates
· Networking opportunities
· Collaboration with others in the Wishford Schools group

Following training, conferences or workshops, it is the attendee's responsibility (often the Head of ICT) to disseminate information with other interested individuals or groups through INSET or on-the-spot help.

Prevention of Radicalisation

In order to comply with the latest government legislation regarding the prevention of radicalisation, each school must, at a minimum:

· Carry out an assessment measuring the risk of children being drawn into terrorism, including the support for extremist ideas that are part of terrorist ideology.
· Provide support to any child identified as being vulnerable of being drawn into terrorism. This can be achieved using the Government endorsed 'Channel' programme in conjunction with support from Local Safeguarding Children Boards (LCSBs).
· Where necessary, liaise with other agencies such as LCSBs, the police and the Home Office to implement the Prevent Duty.
· Carry out training for staff to help identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum each school should have their Designated Senior Lead (Safeguarding) attend Prevent awareness training so that they can support other staff in their Prevent Duty.
· Ensure suitable internet filtering is in place to block terrorist or extremist material.
· Include e-safety within the curriculum to address the risks facing children on the internet and help them stay safe online both at school and outside of school.

Members of staff should refer to the Designated Senior Lead for Safeguarding for further advice or guidance if unsure about anything.

Curriculum

Each school will need to develop its own Computer Science Curriculum reflecting the needs of its pupils and our responsibility to prepare them for their next steps in education and future careers. Wishford Schools wish to set high expectations of their pupils and provide opportunities to learn skills that reflect 'core' computing as well as experience emerging technology or technology with growing significance.

Appendix D is an example Curriculum grid, with a phased introduction, aimed at implementing a new curriculum where one doesn't previously exist or needs significant improvement.

Pupil Policies

Overview

The computers are a school facility and should only be used for school work. The school will monitor pupils' use of the computer network and take precautions to prevent access to unsuitable material, and/or pupil misuse of the resources available to them.

Acceptable Use

The children must agree to the following guidelines which should be delivered and agreed with the children upon joining the school and at the start of each subsequent academic year:

- I will only access a computer in school using the username and password given to me;
- I will not access other people's files;
- I will only use the computers for school work and prep;
- I will not bring CD's or a memory stick into school;
- I will ask permission from a member of staff before using the internet;
- When using email, I will only e-mail people I know, or a member of staff has approved;
- I will not give out my home address, telephone number, email address or any personal details;
- I will not attempt to access social networking sites other than those approved by a member of staff for educational purposes;
- I will not attempt to use online games;
- I understand that any website that is blocked is blocked to keep me and other pupils safe online;
- To help protect other pupils and myself, I will tell a member of staff if I see anything I am unhappy with or I receive messages I do not like;
- I understand that the school always checks my computer files and will monitor the internet sites I visit.

BYOD

The Schools wish to embrace modern technology and are willing to allow pupils in certain circumstances, with agreement of the Head Master, to bring in their own ebook readers. However, the use of ebook readers/tablets ("devices") should be strictly monitored so that children do not have access to unsuitable material nor use their devices for activities prohibited by the School. Children must learn to use ICT with discretion and care.

Pupils with devices, such as Kindles, may use these in lessons for reading or they may be used for reading in the Library. They **may not** be used for playing games at any point in school, including aftercare, nor used outside

classrooms. No child should use a device other than under the supervision of a member of staff. No child may use their device to communicate with another child or person.

No pupils may bring a device into school unless their parents have completed and signed a permission form on their behalf. The form and device should be taken to the Head of ICT for inspection prior to the child's name being recorded and parental permission filed.

The School reserves the right to look at any books, applications or files on the device to ascertain that there is no unsuitable material loaded. Staff will confiscate any device which is found to contain unsuitable material or is being used inappropriately and return the device to the child's parents.

Parents are advised to periodically check the contents of their child's device to ensure that it complies with school policy. Any accounts used to purchase books, applications and downloads need to be carefully monitored; the School advises that parents do not share accounts with their children (or accounts have parental controls on them) so that the content of adults' reading material may not be viewed by children. Devices should have pupils' names on them.

Mobile Phones

Day Pupils
Under no circumstances are day pupils permitted to have any device capable of making or receiving phone calls with them in school. If any such device is found, it will be immediately confiscated and returned to a parent.

Boarders
The school recognises that mobile phones are highly prevalent and therefore boarders are permitted to bring mobiles to school for use at evenings and weekends only. There are a number of conditions to this rule, as outlined below. As for day pupils, if a boarder is found in possession of a mobile phone during the school day, it will be immediately confiscated.

1.   Boarders are permitted to use mobile phones at evening and weekends only at the discretion of duty staff.
2.   The rules and age limits officially set for apps must be followed. Apps with a 13+ or 16+ age limit must not be installed or used on any devices kept in school by any child.
3.   Pupils must ensure that files stored on their phones do not contain violent, degrading or pornographic images. The transmission of such information is a criminal offence. Pupils found to be responsible for this will have their phone confiscated; it will be returned to their parent / carer, or passed to the Police.
4.   Cyber-bullying is completely unacceptable, pupils found to be responsible for this will have their phone confiscated; it will be returned to their parent / carer, or passed to the Police.
5.   Whilst the Headmaster and Head of Boarding gives permission for boarders phones to be brought to school, responsibility for the phone rests with the pupil and the school will take no financial responsibility for loss. ALL PHONES ARE TO BE STORED IN THE BOARDERS COMMON ROOM DURING THE SCHOOL DAY.
6.   Pupils must not use phones during or between lessons. This means that phones must not be used for example, for making calls, checking the time, texting or used as a calculator.
7.   If phones are used at incorrect times pupils will be challenged, phones will be confiscated. If pupils dispute this, or offend persistently, the boarder will no longer be allowed a phone in school.
8.   If there is an emergency which requires communication with home, pupils must speak to a member of staff who will deal with the matter and enable the child to use a landline.
9.   Mobile phones cannot under any circumstances be taken into examination rooms. Breach of this rule will lead to invalidation of that examination and potentially other examinations.

10.   Pupils need to acknowledge that it is a privilege to be permitted to bring mobile phones to school and abuse of this policy may lead to a curtailment of this privilege.

Guest Users

Overview

Access to the internet through the school internet should be restricted to those who have a genuine need to perform a duty that is in the interest of the school. Under no circumstances should access be granted for any other purpose.

When access is granted, it should be for the duration that the guest is carrying out their duty only. On most devices, access can be withdrawn by 'forgetting' the WiFi setting in the devices settings – this should be carried out in front of a member of staff.

Where possible, a separate wireless SSID should be used for guests to would allow greater segregation between the school network and any guest device.

Acceptable Use

Before any guest is allowed to connect to the School internet connection, the user must sign an acceptable use form. They must agree:

•	It is unacceptable to use the school's computer facilities to gain unauthorized access to computers, files, networks or network resources.

•	It is unacceptable to use the school network to disrupt or interfere with computers or networks accessible to the Internet. This includes the propagation of viruses or any other act intended to disrupt the service of this or other networks.

•	It is unacceptable for users to damage or attempt to damage computer equipment or software.

•	Without first discussing proposed changes with the Head of ICT, it is unacceptable for users to use personal software on school computers; attempt to install software; alter, delete or add to computer files/setting/configurations in any way; store files on school hard-drives, or move computer equipment.

•	The school network services may only be used for lawful purposes. Transmission of any material in violation of any U.K. or international regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or protected material. By using the school's network, you agree to indemnify and hold harmless the school from any claims resulting from your use of this service which damages you or another party.

•	U. K. Copyright law prohibits the unauthorized reproduction or distribution of copyrighted materials (including electronic mail, text, images, programs or data) without the explicit permission of the copyright holder. Any responsibility for consequences of copyright infringement lies with the user; the school expressly disclaims any liability or responsibility resulting from such use.

•	Although the school endeavours to make the internet safe for its users, the school accepts no liability for damages as a result of access to the internet. Each user is responsible for appropriate safety measures when online including, but not limited to, scanning all downloaded files for viruses, guarding passwords, and protecting minors from inappropriate communication.

Appendices

Appendix A : Staff Policy Acceptance

I understand that:

• It is unacceptable to use the school's computer facilities to gain unauthorized access to computers, files, networks or network resources.

• It is unacceptable to use the school network to disrupt or interfere with computers or networks accessible to the Internet. This includes the propagation of viruses or any other act intended to disrupt the service of this or other networks.

• It is unacceptable for users to damage or attempt to damage computer equipment or software.

• Without first discussing proposed changes with the Head of Computing, it is unacceptable for users to use personal software on school computers; attempt to install software; alter, delete or add to computer files/setting/configurations in any way; store files on school hard-drives other than the user's allocated network folder or move computer equipment.

• The school network services may only be used for lawful purposes. Transmission of any material in violation of any U.K. or international regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or protected material. By using the school's network, you agree to indemnify and hold harmless the school from any claims resulting from your use of this service which damages you or another party.

• U. K. Copyright law prohibits the unauthorized reproduction or distribution of copyrighted materials (including electronic mail, text, images, programs or data) without the explicit permission of the copyright holder. Any responsibility for consequences of copyright infringement lies with the user; the school expressly disclaims any liability or responsibility resulting from such use.

• Although the school endeavours to make the internet safe for its users, the school accepts no liability for damages as a result of access to the internet. Each user is responsible for appropriate safety measures when online including, but not limited to, scanning all downloaded files for viruses, guarding passwords, and protecting minors from inappropriate communication.

I have also read the Wishford Schools ICT Policy and agree to bound by its terms when using the school computer facilities or acting on behalf of the school.

Name: _____

Position: _____

Signed: _____

Date**:** _____

Appendix B : Guest Request for Internet Access

<u>Overview</u>

Access to the internet through the school internet is restricted to those who have a genuine need to perform a duty that is in the interest of the school. Under no circumstances will access be granted for any other purpose.

When access is granted, it will be for the duration that you, the guest, is carrying out your duty only. When leaving the premises or ending the task which requires the internet (whichever is sooner) you will be asked to disconnect from the school WiFi by 'forgetting' the network in the device's settings – this should be carried out in front of a member of staff.

<u>Acceptable Use</u>

In order to protect the pupils and the school, before you are allowed to connect to the School internet connection, you must agree to the following:

- I will not use the school's computer facilities to gain unauthorized access to computers, files, networks or network resources.
- I will not use the school network to disrupt or interfere with computers or networks accessible to the Internet. This includes the propagation of viruses or any other act intended to disrupt the service of this or other networks.
- I will not damage or attempt to damage computer equipment or software.
- Without first discussing proposed changes with the Head of ICT, I will not use personal software on school computers; attempt to install software; alter, delete or add to computer files/setting/configurations in any way; store files on school hard-drives, or move computer equipment.
- The school network services may only be used for lawful purposes. Transmission of any material in violation of any U.K. or international regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or protected material. By using the school's network, you agree to indemnify and hold harmless the school from any claims resulting from your use of this service which damages you or another party.
- U. K. Copyright law prohibits the unauthorized reproduction or distribution of copyrighted materials (including electronic mail, text, images, programs or data) without the explicit permission of the copyright holder. Any responsibility for consequences of copyright infringement lies with the user; the school expressly disclaims any liability or responsibility resulting from such use.
- Although the school endeavours to make the internet safe for its users, the school accepts no liability for damages as a result of access to the internet. Each user is responsible for appropriate safety measures when online including, but not limited to, scanning all downloaded files for viruses, guarding passwords, and protecting minors from inappropriate communication.

I agree to the above conditions and understand that my internet usage will be monitored.

Name: _____

Signed: _____

Date: _____

Appendix C : E-reader Pupil Acceptance

Rationale

The School wishes to embrace modern technology and is willing to allow pupils in Years 4, 5 and 6 to bring in their own ebook readers. However, the use of ebook readers/tablets ("devices") should be strictly monitored so that children do not have access to unsuitable material nor use their devices for activities prohibited by the School. Children must learn to use ICT with discretion and care. This policy is to be regarded as temporary until such time as the School can agree to a fuller and greater use of devices by pupils. We hope this will be in the near future.

Usage in school by pupils

Pupils with devices, such as Kindles, may use these in lessons for reading or they may be used for reading in the Library. They may **not** be used for playing games at any point in school, including aftercare, nor used outside classrooms. No child should use a device other than under the supervision of a member of staff. No child may use their device to communicate with another child or person.

No pupils may bring a device into school unless their parents have completed and signed a permission form on their behalf. The form and device should be taken to Mr Pitman-Jones for inspection prior to the child's name being recorded and parental permission filed.

The School reserves the right to look at any books, applications or files on the device to ascertain that there is no unsuitable material loaded. Staff will confiscate any device which is found to contain unsuitable material or is being used inappropriately and return the device to the child's parents.

Parents' Responsibility

Parents are advised to periodically check the contents of their child's device to ensure that it complies with school policy. Any accounts used to purchase books, applications and downloads need to be carefully monitored; the School advises that parents do not share accounts with their children (or accounts have parental controls on them) so that the content of adults' reading material may not be viewed by children.

Devices should have pupils' names on them.

The School's Responsibility

Staff at the School will periodically check devices to ensure that no unsuitable material is accessible to the child and staff. Pupils should look after their devices while they are at school by storing them in their personal bags or in their desks. However, the school cannot accept any responsibility for breakage or loss of these devices while they are on school premises.

……

Parental Permission Form for Ebook Reader to be brought into School

Name of pupil……………………………………………………………………………………………

Model of device……………………………………………………………………………………………

Date…………………………………………………………………..

I am happy for my child to bring his/her ebook reader into school. I have checked the device to ensure that it contains no unsuitable material. I understand that the School cannot accept any responsibility for damage or loss of this device.

Signed···

Appendix D : Example Curriculum Grid

	Year 1 of implementation	Year 2 of implementation	Year 3 of implementation	Year 4 of implementation	Year 5 of implementation	Year 6+ of implementation
Year 1						
Programming	Intro to programming What is an algorithm? Structures of programs Write a first program Repeating steps Responding to user inputs Save a program Importing images Intro to variables Scratch L1, L2 Kodu - Shooting fish	Intro to programming What is an algorithm? Structures of programs Write a first program Repeating steps Responding to user inputs Save a program Importing images Intro to variables Scratch L1, L2 Kodu - Shooting fish	Intro to programming What is an algorithm? Structures of programs Write a first program Repeating steps Responding to user inputs Save a program Importing images Intro to variables Scratch L1, L2 Kodu - Shooting fish	Intro to programming What is an algorithm? Structures of programs Write a first program Repeating steps Responding to user inputs Save a program Importing images Intro to variables Scratch L1, L2 Kodu - Shooting fish	Intro to programming What is an algorithm? Structures of programs Write a first program Repeating steps Responding to user inputs Save a program Importing images Intro to variables Scratch L1, L2 Kodu - Shooting fish	Intro to programming What is an algorithm? Structures of programs Write a first program Repeating steps Responding to user inputs Save a program Importing images Intro to variables Scratch L1, L2 Kodu - Shooting fish
Multimedia	Create a new Word document Use pictures for background Use text boxes to position writing Use WordArt Format text Copy/Paste Checking copied information Printing 3D printing (light touch) - <u>guided</u> familiarisation of software	Create a new Word document Use pictures for background Use text boxes to position writing Use WordArt Format text Copy/Paste Checking copied information Printing 3D printing (light touch) - <u>guided</u> familiarisation of software	Create a new Word document Use pictures for background Use text boxes to position writing Use WordArt Format text Copy/Paste Checking copied information Printing 3D printing (light touch) - <u>guided</u> familiarisation of software	Create a new Word document Use pictures for background Use text boxes to position writing Use WordArt Format text Copy/Paste Checking copied information Printing 3D printing (light touch) - <u>guided</u> familiarisation of software	Create a new Word document Use pictures for background Use text boxes to position writing Use WordArt Format text Copy/Paste Checking copied information Printing 3D printing (light touch) - <u>guided</u> familiarisation of software	Create a new Word document Use pictures for background Use text boxes to position writing Use WordArt Format text Copy/Paste Checking copied information Printing 3D printing (light touch) - <u>guided</u> familiarisation of software
Core skills	Logging on/off Navigate file systems Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet	Logging on/off Navigate file systems Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet	Logging on/off Navigate file systems Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet	Logging on/off Navigate file systems Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet	Logging on/off Navigate file systems Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet	Logging on/off Navigate file systems Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet

	Year 1 of implementation	Year 2 of implementation	Year 3 of implementation	Year 4 of implementation	Year 5 of implementation	Year 6+ of implementation
Robotics	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Making the robot move Adjusting the program to be more accurate Adding more steps to the program Intro to using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Making the robot move Adjusting the program to be more accurate Adding more steps to the program Intro to using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Making the robot move Adjusting the program to be more accurate Adding more steps to the program Intro to using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Making the robot move Adjusting the program to be more accurate Adding more steps to the program Intro to using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Making the robot move Adjusting the program to be more accurate Adding more steps to the program Intro to using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Making the robot move Adjusting the program to be more accurate Adding more steps to the program Intro to using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Lego NXT - pre-prep lego challenge
E-Safety	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?

Year 2

Programming	Intro to programming What is an algorithm? Structures of programs Write a first program Repeating steps Responding to user inputs Save a program Importing images Intro to variables Scratch L1, L2 Kodu - Shooting fish	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Debugging techniques Scratch L2+, L3, L4 Kodu - create a game	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Debugging techniques Scratch L2+, L3, L4 Kodu - create a game	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Debugging techniques Scratch L2+, L3, L4 Kodu - create a game	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Debugging techniques Scratch L2+, L3, L4 Kodu - create a game	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Debugging techniques Scratch L2+, L3, L4 Kodu - create a game
Multimedia	Create a new Word document Use pictures for background Use text boxes to position writing Use WordArt Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing 3D printing (light touch) - guided familiarisation of software	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software

Core skills	Logging on/off Navigate file systems Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders
Robotics	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Making the robot move Adjusting the program to be more accurate Adding more steps to the program Intro to using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge

E-Safety	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	Recognise which devices connect to the internet Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	Recognise which devices connect to the internet Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	Recognise which devices connect to the internet Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	Recognise which devices connect to the internet Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?	Recognise which devices connect to the internet Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something?

Year 3

Programming	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Debugging techniques Scratch L1, L2, L3, L4 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Start planning and creating games from own ideas Create complimentary user guides for games Scratch L2, L3, L4, L5 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use scratch for utility programs such as drawing Create own sprites and backgrounds using drawing tools Plan and create games from own ideas Incorporate complex plug-ins for gravity/collisions etc. Create complimentary user guides for games Scratch L3, L4, L5, L6, L7 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use scratch for utility programs such as drawing Create own sprites and backgrounds using drawing tools Plan and create games from own ideas Incorporate complex plug-ins for gravity/collisions etc. Create complimentary user guides for games Scratch L3, L4, L5, L6, L7 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use scratch for utility programs such as drawing Create own sprites and backgrounds using drawing tools Plan and create games from own ideas Incorporate complex plug-ins for gravity/collisions etc. Create complimentary user guides for games Scratch L3, L4, L5, L6, L7 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use scratch for utility programs such as drawing Create own sprites and backgrounds using drawing tools Plan and create games from own ideas Incorporate complex plug-ins for gravity/collisions etc. Create complimentary user guides for games Scratch L3, L4, L5, L6, L7 Kodu - create games
Multimedia	Intro to 3D modelling Use a web service to design Build complex objects from simpler 3D shapes Resize objects to suitable sizes Move objects in 3 dimensions Use accurate measurements (down to 0.1mm) Export a file to a network drive	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Music Making - Using pre-recorded loops Connect musical instruments to computers What is the difference between analogue and digital? Record inputs from analogue devices Record inputs from digital devices Trim recorded clips Sequence loops or recordings Convert files between formats to suit different devices Burn music to CD for playback	Music Making - Using pre-recorded loops Connect musical instruments to computers What is the difference between analogue and digital? Record inputs from analogue devices Record inputs from digital devices Trim recorded clips Sequence loops or recordings Convert files between formats to suit different devices Burn music to CD for playback	Music Making - Using pre-recorded loops Connect musical instruments to computers What is the difference between analogue and digital? Record inputs from analogue devices Record inputs from digital devices Trim recorded clips Sequence loops or recordings Convert files between formats to suit different devices Burn music to CD for playback	Music Making - Using pre-recorded loops Connect musical instruments to computers What is the difference between analogue and digital? Record inputs from analogue devices Record inputs from digital devices Trim recorded clips Sequence loops or recordings Convert files between formats to suit different devices Burn music to CD for playback

Core skills	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders
Robotics	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - prep lego challenge	Lego Challenge - building on from previous challenge Finding more accurate and consistent solutions Using multiple inputs in sequence to control the robot Sequencing key events Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design multiple attachments to solve specific problems Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Switch between actions based on a sensor's input Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Lego Challenge - annual Prep lego challenge How robotics reflects real life - Look at examples of real life situations - factories, Post Office, Oil drilling, exploration, car production Try to build and program a conveyor belt to sort packages by weight or colour	Lego Challenge - annual Prep lego challenge How robotics reflects real life - Look at examples of real life situations - factories, Post Office, Oil drilling, exploration, car production Try to build and program a conveyor belt to sort packages by weight or colour	Lego Challenge - annual Prep lego challenge How robotics reflects real life - Look at examples of real life situations - factories, Post Office, Oil drilling, exploration, car production Try to build and program a conveyor belt to sort packages by weight or colour	Lego Challenge - annual Prep lego challenge How robotics reflects real life - Look at examples of real life situations - factories, Post Office, Oil drilling, exploration, car production Try to build and program a conveyor belt to sort packages by weight or colour

E-Safety	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? Recognise which devices connect to the internet	Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? Recognise which devices connect to the internet	Recognise positive and negative online behaviour Identify organisations who can help deal with online behaviour Navigate to websites using the address bar and not search boxes or links How to identify if a site is genuine/secure Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Recognise positive and negative online behaviour Identify organisations who can help deal with online behaviour Navigate to websites using the address bar and not search boxes or links How to identify if a site is genuine/secure Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Recognise positive and negative online behaviour Identify organisations who can help deal with online behaviour Navigate to websites using the address bar and not search boxes or links How to identify if a site is genuine/secure Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Recognise positive and negative online behaviour Identify organisations who can help deal with online behaviour Navigate to websites using the address bar and not search boxes or links How to identify if a site is genuine/secure Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog

Programming	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Debugging techniques Scratch L1, L2, L3, L4 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use own ideas to plan and create a game or utility Create complimentary user guides for games Scratch L2, L3, L4, L5 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use scratch for utility programs such as drawing Create own sprites and backgrounds using drawing tools Plan and create games from own ideas Incorporate complex plug-ins for gravity/collisions etc. Create complimentary user guides for games Scratch L5, L6, L7, L8, L9 Kodu - create games	HTML Programming What is a website? What is source code? What are the features of a website? Intro to tags/sections in HTML (HTML, Head, Body) Writing text Inserting images Creating links to other websites Creating links to other pages in the same site Create a website in HTML - notepad	HTML Programming What is a website? What is source code? What are the features of a website? Intro to tags/sections in HTML (HTML, Head, Body) Writing text Inserting images Creating links to other websites Creating links to other pages in the same site Create a website in HTML - notepad	HTML Programming What is a website? What is source code? What are the features of a website? Intro to tags/sections in HTML (HTML, Head, Body) Writing text Inserting images Creating links to other websites Creating links to other pages in the same site Create a website in HTML - notepad
Multimedia	Intro to 3D modelling Use a web service to design Build complex objects from simpler 3D shapes Resize objects to suitable sizes Move objects in 3 dimensions Use accurate measurements (down to 0.1mm) Export a file to a network drive	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Primary Blogger - create class blog for children to contribute to	Video Production - Use webcams, video cameras and compact cameras to record video clips Trim video clips Remove sound from the track Add a separate music or recorded sound track Use a green screen to add artificial backgrounds to videos Use transitions between scenes Add titles Export video in a size and format suitable for purpose	Video Production - Use webcams, video cameras and compact cameras to record video clips Trim video clips Remove sound from the track Add a separate music or recorded sound track Use a green screen to add artificial backgrounds to videos Use transitions between scenes Add titles Export video in a size and format suitable for purpose	Video Production - Use webcams, video cameras and compact cameras to record video clips Trim video clips Remove sound from the track Add a separate music or recorded sound track Use a green screen to add artificial backgrounds to videos Use transitions between scenes Add titles Export video in a size and format suitable for purpose

Core skills	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.

Robotics	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - prep lego challenge	Lego Challenge - building on from previous challenge Finding more accurate and consistent solutions Using multiple inputs in sequence to control the robot Sequencing key events Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design multiple attachments to solve specific problems Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Switch between actions based on a sensor's input Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Lego Challenge - annual Prep lego challenge How robotics reflects real life - Look at examples of real life situations - factories, Post Office, Oil drilling, exploration, car production Try to build and program a conveyor belt to sort packages by weight or colour	Lego Challenge - annual Prep lego challenge Identify own problem that robotics could help with Plan and design a robot Write programs to operate the robot	Lego Challenge - annual Prep lego challenge Identify own problem that robotics could help with Plan and design a robot Write programs to operate the robot	Lego Challenge - annual Prep lego challenge Identify own problem that robotics could help with Plan and design a robot Write programs to operate the robot

E-Safety	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? Recognise which devices connect to the internet	Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? Recognise which devices connect to the internet	Recognise positive and negative online behaviour Identify organisations who can help deal with online behaviour Navigate to websites using the address bar and not search boxes or links How to identify if a site is genuine/secure Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Emails - Log in to the school's managed pupil email system Open emails Create and Send Reply to emails Attach files Email a group Video Conferencing Use a service like Skype Add a contact for a link school (from the Wishford Group or beyond - international?) Make and receive video calls Adjust computer settings to improve the conversation quality Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Emails - Log in to the school's managed pupil email system Open emails Create and Send Reply to emails Attach files Email a group Video Conferencing Use a service like Skype Add a contact for a link school (from the Wishford Group or beyond - international?) Make and receive video calls Adjust computer settings to improve the conversation quality Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Emails - Log in to the school's managed pupil email system Open emails Create and Send Reply to emails Attach files Email a group Video Conferencing Use a service like Skype Add a contact for a link school (from the Wishford Group or beyond - international?) Make and receive video calls Adjust computer settings to improve the conversation quality Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog

Year 5						
Programming	What is an algorithm? Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Start nesting loops Use own ideas to plan and create a game Debugging techniques Scratch L1, L2, L3, L4, L5, L6 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use scratch for utility programs such as drawing Create own sprites and backgrounds using drawing tools Plan and create games from own ideas Create complimentary user guides for games Scratch L4, L5, L6, L7, L8, L9 Kodu - create games	Structures of programs - deeper focus on loops Repeating steps Responding to user inputs Save a program Importing images and sounds Animating sprites Using multiple variables Increasingly complex nested loops Debugging techniques Use scratch for utility programs such as drawing Create own sprites and backgrounds using drawing tools Plan and create games from own ideas Incorporate complex plug-ins for gravity/collisions etc. Create complimentary user guides for games Scratch L5, L6, L7, L8, L9 Kodu - create games	HTML Programming What is a website? What is source code? What are the features of a website? Intro to tags/sections in HTML (HTML, Head, Body) Writing text Inserting images Creating links to other websites Creating links to other pages in the same site Create a website in HTML - notepad	Python - Intro to text based programming Link to scratch and Kodu programming Declaring variable Differentiating between raw_input() and input() statements Conditional statements Compare values Perform calculations Coding challenge: Plan and write a program to address a given problem	Python - Intro to text based programming Link to scratch and Kodu programming Declaring variable Differentiating between raw_input() and input() statements Conditional statements Compare values Perform calculations Coding challenge: Plan and write a program to address a given problem
Multimedia	Intro to 3D modelling Use a web service to design Build complex objects from simpler 3D shapes Resize objects to suitable sizes Move objects in 3 dimensions Use accurate measurements (down to 0.1mm) Export a file to a network drive	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Music Making - Using pre-recorded loops Connect musical instruments to computers What is the difference between analogue and digital? Record inputs from analogue devices Record inputs from digital devices Trim recorded clips Sequence loops or recordings Layer multiple sound files in tracks Adjust tempo, pitch Convert files between formats to suit different devices Burn music to CD for playback	Video Production - Use webcams, video cameras and compact cameras to record video clips Trim video clips Remove sound from the track Add a separate music or recorded sound track Use a green screen to add artificial backgrounds to videos Use transitions between scenes Add titles Export video in a size and format suitable for purpose	Laser Cutting? Animation / Computer Art - Use a camera to capture still images Combine many sequential images into a single video Add a sound track / voice over Use a microphone to record a voice track Edit the sound track to alter length, volume etc.	Laser Cutting? Animation / Computer Art - Use a camera to capture still images Combine many sequential images into a single video Add a sound track / voice over Use a microphone to record a voice track Edit the sound track to alter length, volume etc.

Core skills	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.

Robotics	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - prep lego challenge	Lego Challenge - building on from previous challenge Finding more accurate and consistent solutions Using multiple inputs in sequence to control the robot Sequencing key events Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design multiple attachments to solve specific problems Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Switch between actions based on a sensor's input Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Lego Challenge - annual Prep lego challenge How robotics reflects real life - Look at examples of real life situations - factories, Post Office, Oil drilling, exploration, car production Try to build and program a conveyor belt to sort packages by weight or colour	Lego Challenge - annual Prep lego challenge Identify own problem that robotics could help with Plan and design a robot Write programs to operate the robot	Robotic fairground Design and build a set of fairground attractions using the lego Use gears, cams etc. to make the 'rides' move realistically Program the robot to automatically operate Consider safety and write programs that help prevent accidents or help when they occur	Robotic fairground Design and build a set of fairground attractions using the lego Use gears, cams etc. to make the 'rides' move realistically Program the robot to automatically operate Consider safety and write programs that help prevent accidents or help when they occur

E-Safety	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? What is Social Media? Why is it useful? What dangers are there? How can we protect against the dangers?	Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? Recognise which devices connect to the internet	Recognise positive and negative online behaviour Identify organisations who can help deal with online behaviour Navigate to websites using the address bar and not search boxes or links How to identify if a site is genuine/secure Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Emails - Log in to the school's managed pupil email system Open emails Create and Send Reply to emails Attach files Email a group Video Conferencing Use a service like Skype Add a contact for a link school (from the Wishford Group or beyond - international?) Make and receive video calls Adjust computer settings to improve the conversation quality Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Privacy - What privacy settings are usually available? Why are they important? How can you be sure that something is genuine/secure? What information should you share online? Use a variety of sources to verify information found during research Improve the accuracy and efficiency of web searches Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Privacy - What privacy settings are usually available? Why are they important? How can you be sure that something is genuine/secure? What information should you share online? Use a variety of sources to verify information found during research Improve the accuracy and efficiency of web searches Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog

Year 6

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Multimedia	Intro to 3D modelling Use a web service to design Build complex objects from simpler 3D shapes Resize objects to suitable sizes Move objects in 3 dimensions Use accurate measurements (down to 0.1mm) Export a file to a network drive	Create a new eBook document Use pictures for background Embedding media (sound, video, pictures) Record video footage and edit it Crop/enhance images Use text boxes to position writing Use graphical text Format text Copy/Paste Checking copied information Creating links to external media (websites, files etc.) Printing Book Creator (iPads) iMovie (iPads) 3D printing (light touch) - guided familiarisation of software	Music Making - Using pre-recorded loops Connect musical instruments to computers What is the difference between analogue and digital? Record inputs from analogue devices Record inputs from digital devices Trim recorded clips Sequence loops or recordings Layer multiple sound files in tracks Adjust tempo, pitch Convert files between formats to suit different devices Burn music to CD for playback	Video Production - Use webcams, video cameras and compact cameras to record video clips Trim video clips Remove sound from the track Add a separate music or recorded sound track Use a green screen to add artificial backgrounds to videos Use transitions between scenes Add titles Export video in a size and format suitable for purpose	Laser Cutting? Animation / Computer Art - Use a camera to capture still images Combine many sequential images into a single video Add a sound track / voice over Use a microphone to record a voice track Edit the sound track to alter length, volume etc.	Combine multimedia items into a final Computer Science Project Include as many as possible from: Video Ebook Music 3D Modelling Animation

Core skills	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 1 > 2) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 2 > 3) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.	Logging on/off Navigate file systems Creating sensible file names Trackpad skills (click, double-click, drag and drop, right-click etc.) Touch typing intro (Level 3 > 4) Copy/paste Searching the internet Keyboard shortcuts Undo/Redo Creating folders Converting files between formats Networking - How computers interact with each other LAN, WAN, PAN, WiFi, 3G, 4G etc.

Robotics	Sequencing key events Connecting the robot to the computer Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design an attachment to solve a specific problem Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - prep lego challenge	Lego Challenge - building on from previous challenge Finding more accurate and consistent solutions Using multiple inputs in sequence to control the robot Sequencing key events Clearing the robot's memory (what is memory?) Uploading a program to the robot Using a motor to control an attachment Design multiple attachments to solve specific problems Using multiple steps in a program Adjusting the program to be more accurate Using loops to repeat actions Using sensors to initiate or alter robot's actions Switch between actions based on a sensor's input Plan competition sequence Quickly operate the robot under competition pressure Beebots Robomind Lego NXT - pre-prep lego challenge	Lego Robotics Competition Team Training Carry out a full simulation of the Lego robotics tournament including solution design, Core Values, presentation and robotics competition	Lego Robotics Competition Team Training Carry out a full simulation of the Lego robotics tournament including solution design, Core Values, presentation and robotics competition	Lego Robotics Competition Team Training Carry out a full simulation of the Lego robotics tournament including solution design, Core Values, presentation and robotics competition	Lego Robotics Competition Team Training Carry out a full simulation of the Lego robotics tournament including solution design, Core Values, presentation and robotics competition

E-Safety	What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? Act as a role-model to younger children in the school What is Social Media? Why is it useful? What dangers are there? How can we protect against the dangers?	Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Act as a role-model to younger children in the school Primary Blogger - create class blog for children to contribute to What is a password? What is personal information? Why should it be kept safe? Who can you trust? Checking information validity What should you do if you see something you shouldn't? Or aren't sure about something? Recognise which devices connect to the internet	Recognise positive and negative online behaviour Identify organisations who can help deal with online behaviour Navigate to websites using the address bar and not search boxes or links How to identify if a site is genuine/secure Act as a role-model to younger children in the school Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Emails - Log in to the school's managed pupil email system Open emails Create and Send Reply to emails Attach files Email a group Video Conferencing Use a service like Skype Add a contact for a link school (from the Wishford Group or beyond - international?) Make and receive video calls Adjust computer settings to improve the conversation quality Act as a role-model to younger children in the school Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Privacy - What privacy settings are usually available? Why are they important? How can you be sure that something is genuine/secure? What information should you share online? Use a variety of sources to verify information found during research Improve the accuracy and efficiency of web searches Act as a role-model to younger children in the school Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog	Cloud Computing - Understand that files can be stored on the internet (on servers) and applications can be also run on servers Upload/Download files to a cloud service Convert files for use on a variety of devices Use a variety of devices to access cloud services Act as a role-model to younger children in the school Consider other people's feelings on the internet What is the role of a moderator on a site? What skills does a moderator need? Why? Primary Blogger - continue to run s class blog for children to contribute to Children to take a greater role in moderating the class blog