DIGITAL STRATEGY AT HOLY TRINITY

Agenda:

1	Opening questions
2	Online safety
3	Our vision
4	Social media/website

Questions

1) What has brought you here today?

2) Through talking with your child, reading the newsletter and/or looking at the website, how do you think children, at Holy Trinity, are taught to be safe online?

3) Through talking with your child, reading the newsletter and/or looking at the website, how do you think children, at Holy Trinity, use Chromebooks to learn?

Staying safe online

At Holy Trinity, we are committed to fostering a safe and nurturing environment for our children, both in the physical world and online. We recognise the incredible opportunities the digital age brings for learning and growth, but we also understand the challenges and risks it presents.

Efficiency . Engagement . Accessibility

National Curriculum – Computing KS2 – E-Safety relevant statements

Aims: [All pupils] are responsible, competent, confident and creative users of information and communication technology.

Attainment targets: Pupils should be taught to:
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Our RHE Curriculum

Relationships education – Online Relationships

By the end of Primary, pupils should know:
- (R20) that people sometimes behave differently online, including by pretending to be someone they're not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- (R23) how to critically consider their online friendships and sources of information including the risks associated with people they have never met
- (R24) how information and data is shared and used online

Children are taught:
- **Caring Friendships** - Pupils should know…. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.
- **Respectful relationships** - Pupils should know …. The importance of permission-seeking and giving in relationships with friends, peers and adults.
- **Online relationships** – Pupils should know …. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for other online.
- **Being safe** – Pupils should know …. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.

KSCIE Sept 2024

33. child-on-child abuse is most likely to include, but may not be limited to:
- consensual and non-consensual sharing of nude and semi-nude images and/or videos11 (also known as sexting or youth produced sexual imagery)

• upskirting12 which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Opportunities to teach safeguarding

128. Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

E-safety planning: 2024- 2025

Dec 2024 – Taught alongside RHE and British values

Underpinning knowledge and behaviours:

STAR
Safe Sharing – Keep personal information about yourself and others safe online
Trust- Not everything online is true
Action- Always tell someone if anything worries or upsets you online
Respect- Be kind online
Children to be taught to: to evaluate what they see online; to recognise techniques used for persuasion; to identify similarities and differences between online and real life behaviour; to identify online risks; to know how and when to seek support and to keep themselves safe when online.
Planning is supported by: www.childnet.com   ThinkUknow.com   LGfL   digital-literacy.org.uk

Safe Sharing, Trust, Action, Respect

Year 3	RHE links – R22 (Healthy Me, Relationships)	RHE links – R21 (Being Me in My World, Celebrating Differences, Healthy Me, Relationships)	RHE links – R23 (Celebrating Differences, Healthy Me, Relationships)	RHE links – R24 (Healthy Me, Relationships)	RHE links – R21 (Being Me in My World, Celebrating Differences, Healthy Me, Relationships)
	SAFE SHARING To know what makes a secure password Introduce STAR What do the children understand by each word? How do the children use the internet? Talk about what sharing is and who we share certain things with? Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover	**RESPECT and ACTION** To know that I must behave online as I would in real life. To know that my online behaviour affects others as it does in real life. Talking about using technology safely and responsibly and what is acceptable and unacceptable behaviour? What cyberbullying is and how we address it by who we can talk to.	**TRUST and ACTION** To explore different ways to communicate online. *Jessie & Friends: Playing Games* THINKU KNOW Discuss different forms of online communication and how it can be a positive and negative thing. Talk about the differences between talking in real life compared to talking online.	**SAFE SHARING** To understand that the information I put online leaves a digital footprint. Discuss how information that we put online can be used by others. Commerce conduct	**TRUST and ACTION** To recognise appropriate and inappropriate websites. Children discuss possible dangers they might come across online, which might make them feel uncomfortable. Knowing when to ask a trusted adult for help and/or advice. Content, conduct

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Keeping safe: Online safety/ child on child / anti- bullying – Curriculum offer 5.1.22- 17.12.24

SR, JC, SA met on the 2.11.21 + on 17.12.24 to ensure a robust curriculum that educates and protects children.

Educating children about online safety and preventing all types of bullying is taught across all year groups across the academic year to allow for retention and retrieval. Lessons link to the children's AUP so they understand their role in being safe.

Science also links into the holistic education in keeping safe through coverage of drugs and body changes.

Online safety

In the Autumn term
- RHE- All year groups cover 'Celebrating Differences' which includes anti-bullying.
- Anti-bullying week falls in November
- Computing lessons focus online safety in Autumn 1.

Content, contact, conduct, commerce are explicitly taught in the online safety curriculum (we use the acronym STAR– see planning)

Safe Sharing – Keep personal information about yourself and others safe online

Trust- Not everything online is true

Action- Always tell someone if anything worries or upsets you online

Respect- Be kind online

Lessons reference the AUP
- PANTS lesson is delivered to LKS2. This includes not getting undressed online. There are regular reminders about the rule. It is also used in conversations with UKS as appropriate.
- PANTS reminder assemblies are delivered to UKS and LKS with appropriate messages and content

Spring term:
- Year 3 and year 4 RHE lessons include an online safety focus.
- Safer Internet day is in February and includes a safety lesson for LKS and UKS. STAR acronym revisited.
- PSCO or Steve Welding talk to UKS2 (if available) about keeping safe online, including a focus on not being the instigator or bystander online and the consequences that may occur. (This focus is in response to the issues we have raised within the school.)

Summer term
- All year group RHE lessons include online safety focus. (Relationships unit)
- PANTS reminders given, including not getting undressed online.
- 'Worry ninjas' for year 6. This is led by the children's well-being practitioner and includes online safety. (beginning July 2024)

Mobile phones

Mobile phones are only to be used for texting/phoning parents or carers to acknowledge safe arrival at school or to make arrangements for the end of the day. If the latter needs to be done in school time, a pupil will be asked to do this under supervision by the school office. Mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during the school day.

For pupils, phones should be turned off for the entire time they are on the school site. This includes whether they are collected by an adult from school or walking alone.

Pupils put their phone in the class phone box and this it taken to the office and stored safely until the end of the day.

What the National Curriculum says:
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Pupil Acceptable Use Policy 2024-2025

Policy for: The Acceptable Use of Mobile Phones

Efficiency . Engagement . Accessibility

Efficiency

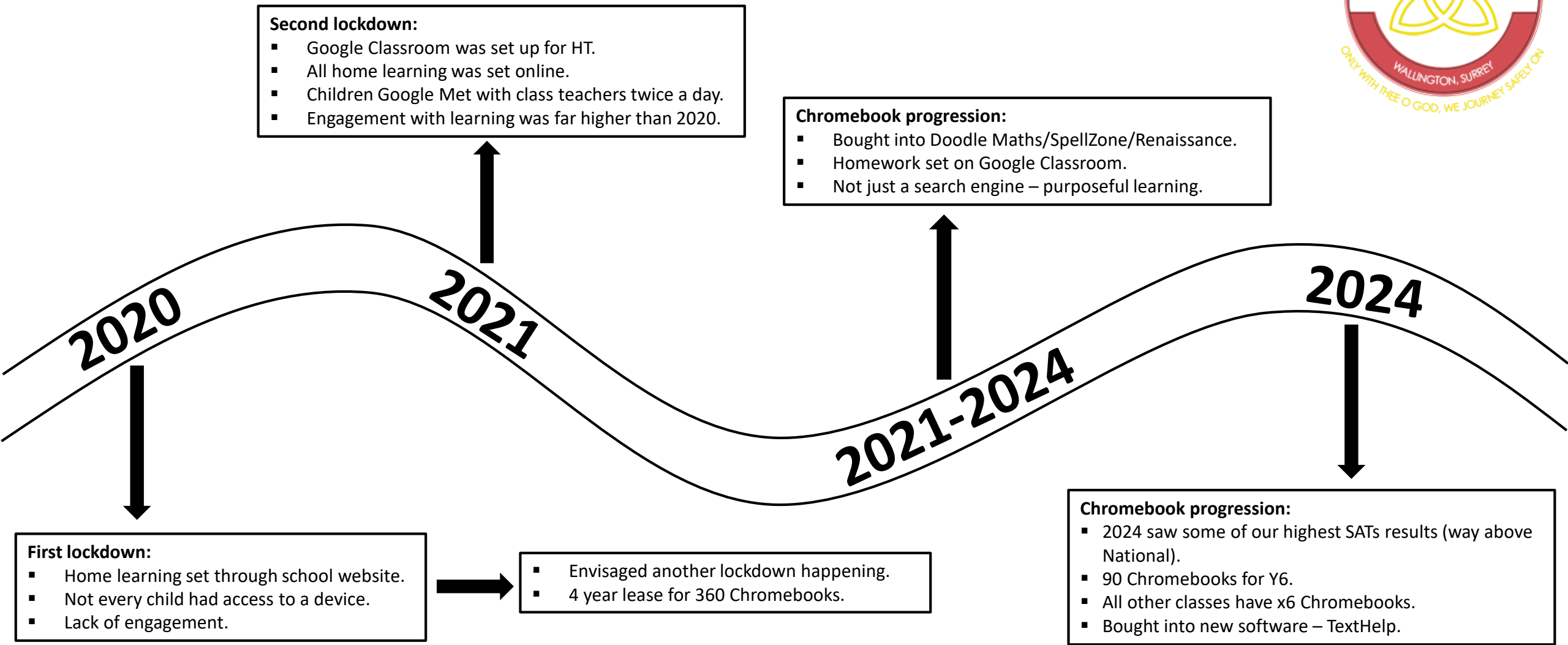**Our Digital Strategy vision**

Engagement

Accessibility

For all

Our journey so far

Second lockdown:
- Google Classroom was set up for HT.
- All home learning was set online.
- Children Google Met with class teachers twice a day.
- Engagement with learning was far higher than 2020.

Chromebook progression:
- Bought into Doodle Maths/SpellZone/Renaissance.
- Homework set on Google Classroom.
- Not just a search engine – purposeful learning.

2020

2021

2021-2024

2024

First lockdown:
- Home learning set through school website.
- Not every child had access to a device.
- Lack of engagement.

- Envisaged another lockdown happening.
- 4 year lease for 360 Chromebooks.

Chromebook progression:
- 2024 saw some of our highest SATs results (way above National).
- 90 Chromebooks for Y6.
- All other classes have x6 Chromebooks.
- Bought into new software – TextHelp.

Efficiency . Engagement . Accessibility

Our Digital Strategy vision

Efficiency

At Holy Trinity, we strive to be efficient with learning through Chromebooks because they empower our students to make the most of their time and resources in the classroom.

Chromebooks enable seamless access to digital tools like: TextHelp, Google Classroom, Doodle Maths, Renaissance Reading.

Chromebooks help students produce high-quality work more effectively and efficiently and in less time.

Our Digital Strategy vision

Efficiency

In everyday life, the term 'screentime' is often associated with (a) passivity rather than proactivity, and (b) so called 'interest' rather than meaningful action or interaction.

Empirical data shows that this association tends to permeate surface level thinking and discussion, although becomes very quickly dispelled once meaningful dialogue about the matter takes place.

Our Digital Strategy vision

Efficiency

We understand that the amount of screen time children have, can be a worry.

Inactive = "Stare & Move" (e.g. low stimulus processing)

Where tasks involve passive watching, scroll-viewing, low cognition digital activities or games, novelty apps, background entertainment.

- watching TikToks
- watching Netflix
- watching YouTube

Our Digital Strategy vision

Efficiency

Transactionary = "Sense & React" (e.g. knowledge recall or procedural based task processing)

Where tasks involve submission of answers, completion of processes, or familiar interactions.

- logging into Chromebooks
- accessing resources on Google Classroom
- retrieving information from Knowledge Organisers/links
- completing comprehension tasks
- answering Maths questions whilst also showing workings out
- typing learning on a Google Doc
- gaming

Our Digital Strategy vision

Efficiency

Dispositionally = "Think & Enact" (e.g. synthesis level thinking, metacognition)

Where tasks involve sustained periods of critical thinking, problem solving and reflective practice

- coding/programming
- creating Google Slides or presentations that involve animating
- editing learning on Google Docs by using Predict or Check It
- collaborative learning with other students

Our Digital Strategy vision

Engagement

Chromebooks are used when needed throughout the day. Children are not given access to the Chromebooks as a 'treat' or a reward, nor for unstructured or unsupervised time at the ends of lessons. This ensures that the Chromebooks are seen as learning tools, not as play equipment. It also ensures that offline work is not rushed, nor compromised.

Doodle Maths - The app encourages regular practice with small, manageable goals, helping children develop consistent study habits and reinforcing learning over time. Students receive instant feedback on their answers. Rewards, badges, and streaks keep students motivated, helping them stay engaged

Google Classroom - Students can collaborate on shared documents and presentations. They can draft their writing using the grammar and punctuation tools. Materials are posted by teachers and children have the option to choose what they want to use.

Efficiency . Engagement . Accessibility

Our Digital Strategy vision

Engagement

Renaissance Reading - Assesses each child's reading ability and ensures that students read texts that challenge them without causing frustration. After reading, students complete quizzes that assess comprehension. These results provide immediate insights into areas of strength and improvement. Students and teachers can set reading goals, helping students stay focused and motivated to improve their skills.

Chromebooks - Chromebooks start quickly and require minimal upkeep, allowing students to spend more time on learning tasks. All work is saved in the cloud, ensuring students can access their assignments and notes are easily accessible reducing lost time due to misplaced materials.

Efficiency . Engagement . Accessibility

Our Digital Strategy vision

Accessibility

Chromebooks have significantly broadened access to learning for all students, including those with Special Educational Needs.

Our Texthelp software offers a suite of tools that directly support SEN learners.

Talk&Type converts spoken words into written text, which is useful for students with writing challenges.

Text to Speech reads aloud digital text, helping students with dyslexia or reading difficulties.

Translation Tool translates text into different languages, supporting our EAL learners.

Prediction provides suggestions to help students with language processing or spelling difficulties, making writing tasks more efficient.

Simplified Tools, like Screen Masking, reduce cognitive overload, helping the students stay focused.

Efficiency . Engagement . Accessibility

Social media/our website

holytrinityjuniorschool   ...

61
posts

255
followers

12
following

Holy Trinity CofE Junior School - Wallington
This is the account of Holy Trinity CofE Junior School, Wallington.

Efficiency . Engagement . Accessibility

Social media/our website

1) How can we use our social media account (Instagram) to help engage with parents and showcase the children's learning?

2) Do you keep up to date with our Instagram account?

3) What would make you view it more?
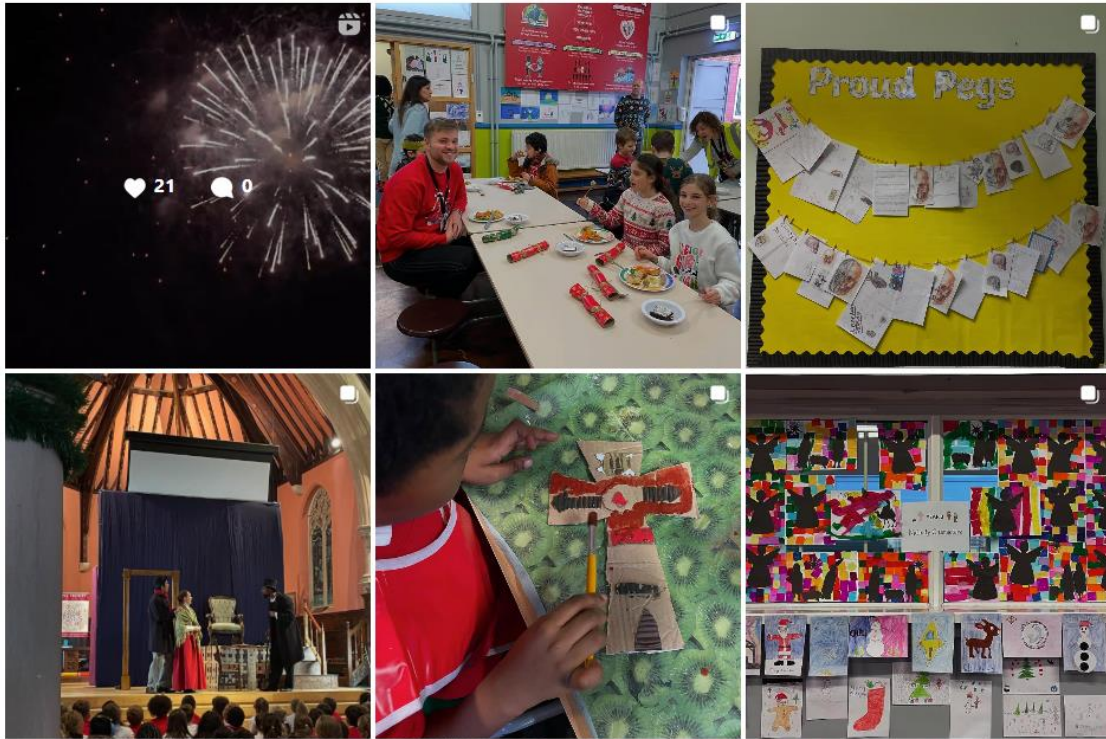

holytrinityjuniorschool   ···

61 posts   255 followers   12 following

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This is the account of Holy Trinity CofE Junior School, Wallington.

@HOLYTRINITYJUNIORSCHOOL

HOME   OUR SCHOOL   CURRICULUM   PUPILS   PARENTS   NEWS   COMMUNITY   CONTACT US

EXEMPLARY ENGAGEMENT

Learners at Holy Trinity have the most appropriate resources and challenges which suit their needs, therefore, the learners are: attentive, curious, excellent listeners, ask intelligent questions, independently stay on task, they help others and can enthusiastically explain their learning.

OUR AIMS

Efficiency . Engagement . Accessibility