Online Safety Progression Overview 2020

This Online Safety Progression Overview references the medium-term plans from the **Purple Mash Scheme of Work** that we use here at St Matthew's CE Primary School. The Remote Learning section highlights key learning that is particularly associated with it however these statements and outcomes are also discretely taught in school. Our Remote Learning simply allows extra opportunities for the children to apply their knowledge, understanding and their skills across our broad and balanced curriculum. Google Classrooms is relatively new to our school therefore this progression overview reflects the links that our Computing curriculum is making to it.

	Online Safety Reception				Remote Learning (New to 2020)
Statement	To begin to understand what login details are and how they are personal to you.	To begin to understand the importance of logging out.	To be introduced to Purple Mash and its user interface.	To report to a grown up in school anything that gives them the 'uh oh' feeling (makes them feel worried).	To report to a grown up at home anything that gives them the 'uh oh' feeling (makes them feel worried).
Outcome / Success Criteria	With help, children can log in to a learning platform (for example Purple Mash) using simple visual login icons. Children begin to understand that they must not share their login details with anyone.	Children always log out.	Children become familiar with at least 3 of the Purple Mash icons and can say briefly what type of resource it is e.g. 'The 2Paint lets you draw on screen'.	Children know how and when to tell a grown up if something online worries them	Children know how and when to tell a grown up if something online worries them.

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	Online Safety Year 1				Remote Learning (New to 2020)
Statement	To understand what login details are and how they are personal to you.	To understand the importance of not sharing their login details with anyone and to understand the importance of logging out.	To be introduced to Purple Mash and understand how it can be used as a search tool.	To report to a grown up anything that gives them the 'uh oh' feeling (makes them feel worried).	To understand that Google Classrooms is an online alternative classroom where their teacher can teach them from.
Outcome / Success Criteria	Children can log in safely, understanding that they must not share their login details with anyone.	Children understand the importance of logging out and always do so.	Children can find saved work in the Online Work area and find teacher comments. Children search Purple Mash to find resources. Children become familiar with the icons and types of resources in Purple Mash.	Children know how and when to tell a grown up if something online worries them	Children apply their online safety skills to remote learning, logging in and out of Google Classrooms, speaking and behaving as they would do in class. Children recognise that the classroom rules apply just as they do in school.

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		Online Safety Year 2					Remote Learning (New to 2020)
Statement	To identify the steps that can be taken to keep personal data and hardware secure for example changing your password regularly, hardware having a serial number.	To have some knowledge and understanding about sharing more globally on the Internet, understanding that information put online leaves a digital footprint or trail.	To know how to refine searches using the Search tool.	To understand how we should talk to others in an online situation.	To introduce Email as a communication tool.	To know they must never meet up with anyone they have met online, and must always tell an adult if someone asks them to.	To use digital technology to share work on Purple Mash and Google Classrooms to communicate and connect with others locally.
Outcome / Success Criteria	Children can log in safely, understanding that they must not share their login details with anyone.\n\nChildren can explain the importance of creating a memorable password that only they would know.	Children can explain what a digital footprint is.\n\nChildren can give examples of things that they wouldn't want to be in their digital footprint.	Children can find saved work in the Online Work area and find teacher comments.\n\nChildren search Purple Mash to find resources.\n\nChildren become familiar with an increasing number of Purple Mash icons and types of resource relating to their units of work.	Children communicate respectfully online and this reflects the language they use in the day to day classroom.	Using 2Respond simulations, children can open and send simple online communications in the form of email.	Children know not to meet up with people they have met online. Children tell a grown up if someone asks them to.	Children can share their work on Purple Mash and complete work on Google Classrooms, knowing that it will be saved to their 'Google Drive' automatically. They understand that work on Purple Mash must be saved in the usual 'file-save as' way..

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	Online Safety Year 3				Remote Learning (New to 2020)	
Statement	To know what makes a safe password and know methods for keeping passwords safe.	To understand how the Internet can be used in effective communication and understand how a blog can be used to communicate with a wider audience.	To consider the truth of the content of websites.	To learn about the meaning of age restrictions symbols on digital media and devices.	To use digital technology to connect with others locally and be able to save their work on Google Classrooms as a named file.	To be responsible for their own behaviour and etiquette during remote learning (in addition to online learning in school).
Outcome / Success Criteria	Children can recall ideas for keeping passwords safe e.g. have a prompt rather than writing down the exact password such as 'name of pet'. Children know that passwords are most effective when they relate to something only they would know.	Children can use the blogging tool and explain	Children can explain that just because something is on the Internet, it doesn't mean that it is true. They can explain that some people create spoof websites.	Children know that computer games, like films, are often not suitable for children. They can explain that PEGI ratings will show how old a person must be to play a game.	Children can save their work as a named file on Google Classrooms and they understand that this 'drive' is not inside the device they are using.	During remote learning, children are visibly in a room such as a living room / dining room / study in their household. Children are responsible for ensuring that they are appropriately dressed (not in pyjamas). Children behave respectfully and adhere to our school values to all persons at all times.

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	Online Safety Year 4				Remote Learning (New to 2020)
Statement	To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	To Identify the risks and benefits of installing software including apps.	To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.	To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.	To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
Outcome / Success Criteria	Children understand that a digital footprint is the information that exists about a person based upon sites that they have visited, searches that they have done, information that they have shared and other online behaviours.	Children can recall some examples of emails or online messages sent from a computer to many other users. They understand that this may be done for purposes such as advertising, phishing or malware. Children can explain and use these terms.	Children can explain the term 'Plagiarism' as 'using someone else's work and claiming it to be your own'. They can explain briefly the consequences of such actions.	Children debate the positive and negative consequences of technology on our mental and physical health, and also on the environment e.g. windfarms, hydroelectricity and solar panels. Children take charge of their own screen time, recognising when the balance is uneven. Children know when to take a break and get some fresh air / physical exercise.	To provide feedback to others through the Goggle Classrooms 'collaborative tool'. They do so in a respectful and kind way, offering constructive criticism to others.

	Online Safety Year 5	Remote Learning (New to 2020)

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Statement	To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.	To know how to maintain secure passwords.	To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.	To learn about how to reference sources in their work.	To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information..	Ensuring reliability through using different methods of communication	To gain a greater understanding of the impact that sharing digital content can have.	To review sources of support when using technology and children's responsibility to one another in their online behaviour.
Outcome / Success Criteria	Children think critically about what they share online, even when asked by a usually reliable person to share something.	Children know that passwords protect your information and stop other people accessing it. Children have clear ideas about good passwords; they can suggest the inclusion of a symbol, inclusion of a mixture of lowercase and uppercase letters, suggest changes to the length of the password, etc.	Children know that digital content including images may have been altered for a desired effect including for purposes of persuasion or even to upset them. Children can see how they can use images and digital technology to create effects not possible without technology.	Children can reference accurately the book or article where they have retrieved information from. They know that if they don't do this then it is known as plagiarism.	Children select keywords and search techniques to find relevant information and increase reliability	Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.	Children think critically about the information that they share online both about themselves and others.	Children know who to tell if they are upset by something that happens online. They can can use the SMART rules as a source of guidance when online both at home and at school.

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	Online Safety Year 6					Remote Learning (New to 2020)	
Statement	To identify benefits and risks of mobile devices broadcasting the location of the user/device.	To identify secure sites by looking for privacy seals of approval.	To identify the benefits and risks of giving personal information.	To understand the importance of balancing game and screen time with other parts of their lives.	To identify the positive and negative influences of technology on health and the environment.	To review the meaning of a digital footprint.	To have a clear idea of appropriate online behaviour.
Outcome / Success Criteria	Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing and other email scams.	Children look for privacy seals of approval, e.g. https, padlock icon.	Children steps they can take to protect themselves including protecting their digital footprint, they know where to go for help, they use the smart rules and know about security software.	Children can give reasons for limiting screen time. They know that screens at night can damage your sleep patterns. Children make healthy choices and turn their screen off regularly to enjoy the world outside. There is no evidence of late-night work submissions or activity on Purple Mash or Google Classrooms.	Children can talk about the positives and negative aspects of technology and balance these opposing views	Children have a very clear understanding of digital footprints. Children have experienced (through Google Classroom's collaborative tool) that their every comment can be traced despite their actions to delete it. Children are aware of the potential for inappropriate content online and know how to put a stop to such behaviour when they experience it or witness it as a bystander.	Children behave respectfully and responsibly at all times. When working remotely on Google Classrooms and in school, there is no evidence against their digital footprint to show them being disrespectful or behaving inappropriately online. There are no complaints against their name.

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