

The background features a green gradient with faint concentric circles. Overlaid on this are stylized circuit lines in light blue and white, with small circles at the junctions, resembling a network or data flow diagram.

PARENT WORKSHOP COMPUTING & ONLINE SAFETY




TUESDAY 22ND JANUARY 2019

WWW.OAKRIDGESCHOOLSFEDERATION.CO.UK

TWITTER - @OAKRIDGEFED



COMPUTING PARENT FORUM





- How is Computing/I.C.T taught at Oakridge?
 - Online safety
 - Useful information – school website and Twitter
- 
- 
- 

ICT MARK ACCREDITATION – MARCH 2017



FOUNDATION STAGE

Understanding the world: Technology

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<p><i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</i></p> <p><i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i></p>	<p><i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i></p>	<p><i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i></p>
 8-20 months			
 16-26 months	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<ul style="list-style-type: none"> • Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. • Talk about the effect of children's actions, as they investigate what things can do. 	<ul style="list-style-type: none"> • Have available robust resources with knobs, flaps, keys or shutters. • Incorporate technology resources that children recognise into their play, such as a camera.
 22-36 months	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> • Support children in exploring the control technology of toys, e.g. toy electronic keyboard. • Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. 	<ul style="list-style-type: none"> • Provide safe equipment to play with, such as torches, transistor radios or karaoke machines. • Let children use machines like the photocopier to copy their own pictures.

FOUNDATION STAGE

- Computing/I.C.T is taught through continuous provision within the classroom
- Children are encouraged to use a variety of equipment including: Desktop computers, laptops, iPads, programmable robots and toys, remote controlled cars, recording technology and many more!

How you can help at home?

- Showing children have to turn on/off different computers particularly desktop and laptops.
- Discussions about using computers in the wider world.



FOUNDATION STAGE

Tapestry

<https://tapestryjournal.com/>






KEY STAGE 1 NATIONAL CURRICULUM OBJECTIVES:

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

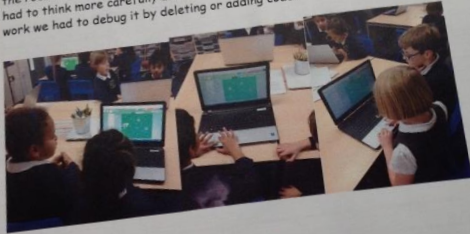


KEY STAGE 1

- Using technology in the classroom
 - Using technology at home
 - How can you help at home?
- 
- 
- 

WALT: Create an algorithm and debug any errors

In today's lesson we looked at writing a code in advance mode. This meant that the rocket didn't move until we pressed play. To make our code successful we had to think more carefully and check that it would work. If our code did not work we had to debug it by deleting or adding code.



Now tell me what debug means.

Well done you were able to debug.

Now tell me what debug means.

Make a code correctly.

Fix my code to help the wolf blow down the straw house. Rewrite it below.

Forward
Forward
Forward



Forward -
Forward -
Forward -
Right -
Forward -
Forward -
~~Left~~ +
Forward -
~~Forward~~ +



Well done you were able to debug the code



KEY STAGE 2 NATIONAL CURRICULUM OBJECTIVES:


- **design, write and debug programs** that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- **use sequence, selection, and repetition in programs;** work with variables and various forms of input and output
- use **logical reasoning** to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- **understand computer networks including the internet;** how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

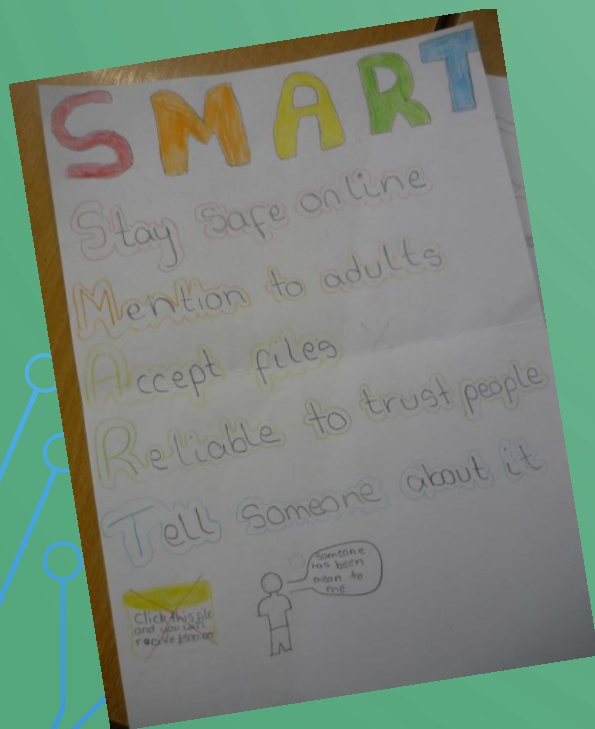
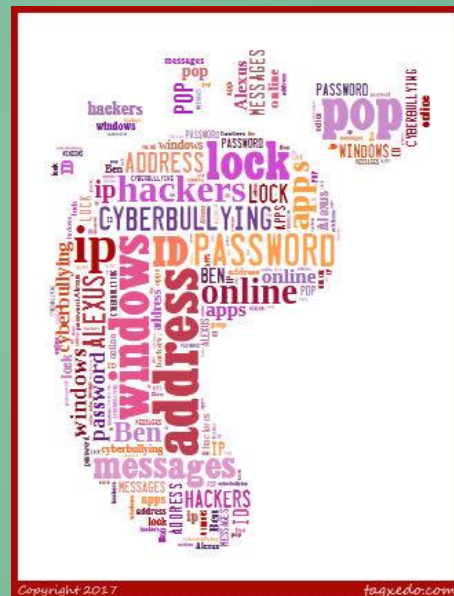
KEY STAGE 2 NATIONAL CURRICULUM CONTINUED:

- use **search technologies** effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- **select, use and combine a variety of software** (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- **use technology safely, respectfully and responsibly**; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



KEY STAGE 2

- Using technology in the classroom
 - Using technology at home
 - How can you help at home?
- 



USING AN IPAD IN THE CLASSROOM





ONLINE SAFETY

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>





iTunes U
Education



iMovie
Photo & Video



Pages
Productivity



GarageBand
Music



Numbers
Productivity



Keynote
Productivity



Apple Store
Shopping



TestFlight
Utilities



Apple Support
Utilities



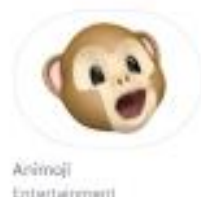
WWDC
Reference



iTunes Movie Trailers
Entertainment



Apple News
News



Animoji
Entertainment



Smileys
Stickers



Classic Mac
Stickers



iTunes Remote
Entertainment



Apple Books
Books



Find My iPhone
Utilities



AirPort Utility
Utilities



Find My Friends
Social Networking



Apple Podcasts
Entertainment



Logic Remote
Music



Maps
Navigation



iTunes Store
Entertainment



Shortcuts
Productivity



Music Memos
Music



Tips
Utilities



Voice Memos
Utilities



Contacts
Utilities



Stocks
Finance



Minimum age restriction of 13
years.



Minimum age restriction of 13
years.



Minimum age restriction of 13 years.



Minimum age restriction of 16 years.



• ONLINE SAFETY

“70% of parents feel that their children know more about the internet than they do”

(Ofcom Media Literacy 2011)



ONLINE SAFETY

- 71% of young generations say they are concerned about cyberbullying
- There is online bullying among youth between the ages of 8-17 worldwide.
- Over one million children were harassed, threatend or subjected to other forms of cyberbullying through Social Media during the past year.

ONLINE SAFETY – THE SCHOOL APPROACH

Safe: keeping personal information safe

Meeting: online friends are strangers

Accepting: be aware of viruses

Reliable: information may be untrue

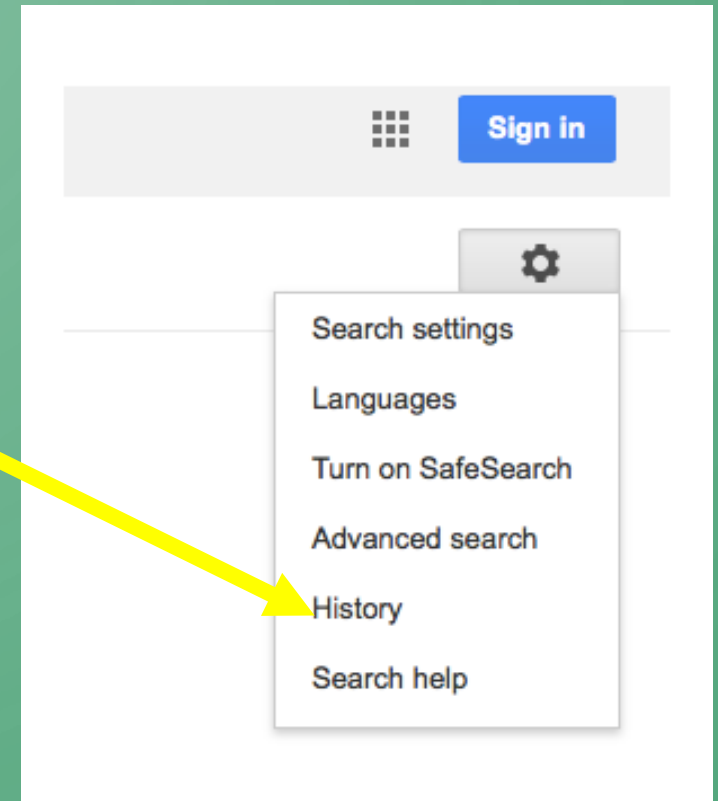
Tell: inform an adult



WHAT TO DO AT HOME?

Check history of websites children have viewed

Turn on Safe Search in Google



GAMING

PEGI (The Pan-European Game Information age rating system) was established in 2003 to help European parents make informed choices

3+

7+

12+

16+

18+



Violence - Game contains depictions of violence



Discrimination - Game contains depictions of, or material which may encourage, discrimination



Sex - Game depicts nudity and/or sexual behaviour or sexual references



Drugs - Game refers to or depicts the use of drugs



Fear - Game may be frightening or scary for young children



Bad Language - Game contains bad language

YOUTUBE

You can register for a YouTube account from the age of 13 in the UK. Because YouTube is owned by Google, the site uses a Google accounts sign-in system to give you access to all their products such as YouTube, Gmail and Google+.

When registering, if a date of birth is entered that indicates you are below the age of 13, account registration will be disabled. Some videos on YouTube have an adult age restriction if YouTube deems them to contain potentially inappropriate content. These are only available to registered users who claim to be 18 years old or older.

However, you do not have to register with YouTube to view most videos. If your child is using YouTube and is not registered, a warning sign will appear for any video flagged as age-restricted, and will ask the user to register to confirm their age. As with most other social media platforms, YouTube does not verify the age entered.

YOUTUBE

Several features of YouTube could present as potential risks to children and young people:

- Viewing content
- Sharing of information and images
- Connecting to other users they do not know
- Cyber bullying

YouTube hosts content you may deem inappropriate for your children, including videos that containing violence, scenes of a sexual nature or bad language. YouTube has 'community guidelines' about what content should and shouldn't be uploaded and states that any video content that breaks these guidelines will be removed or become age-restricted.


These can be found at: <https://www.youtube.com/yt/policyandsafety/en-GB/communityguidelines.html>




Encourage use of child friendly search engines e.g. Yahooligans

Use safe search apps on an iPhone and iPad e.g. K9 browser.

Think about when your child needs a mobile phone. Contact the provider to put restrictions on usage.



For older children, encourage discussions around the appropriateness of some apps and what steps they can take in order to be SMART users of technology.





Make sure you use a firewall and have anti-virus software



Set up a family email for websites children access

Encourage children to not use a nickname on sites and not share personal information





GUIDELINES FOR SETTING UP AN ACCOUNT:

- Build a profile with your child. Discuss what personal information to share.
 - Set a strong password.
 - Discuss which photos are appropriate to post and how they can be misused.
 - Explain that friends should be people they know.
 - Set strong privacy settings to friends only.
- 
- 

SAFER INTERNET DAY 2019

- <https://www.saferinternet.org.uk/safer-internet-day/2019>

FOR MORE INFORMATION ...

- <https://www.ceop.police.uk/safety-centre/>
- <http://www.parentscentre.gov.uk/>
- www.thinkuknow.com
- <http://www.getnetwise.org/>
- <http://www.childnet-int.org/>
- <http://www.bbc.co.uk/webwise/>
- <http://www.iwf.org.uk/>
- <http://www.internetmatters.org/age-guides/videos.html>
- <http://facebook.com/safety>

USEFUL SAFE WEBSITES FOR LINKS ACROSS THE CURRICULUM, INCLUDING GAMES AND GENERAL RESOURCES:

- <http://www.bbc.co.uk/schools/parents/>
- <http://www.topmarks.co.uk/>
- <http://www.woodlands-junior.kent.sch.uk/Games/>
- <http://www.bgfl.org/bgfl/15.cfm?s=15&p=251,index>
- <http://www.bbc.co.uk/schools/>

The background is a solid teal color. In each of the four corners, there are decorative white line art elements that resemble electronic circuit boards or neural network connections. These elements consist of thin lines that branch out and terminate in small circles.

THANK YOU

Any questions?

www.oakridgeschoolsfederation.co.uk