St Cyres School Digital Toolkit

Ensuring our learners use technology safely, whilst developing the vital digital skills that are required for students' learning, is key at Bryn Celynnog. This concise toolkit aims to advise parents, staff and students how to access online tools safely whilst developing the skills required for learners to develop into digitally competent citizens.

Digital Competence Framework

Digital competence is the portfolio of knowledge, skills and attitudes that enable the confident, creative and vital use of technologies required for a 21st Century global society.

Digital competence framework is part of the three cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to all subjects.

The DCF comprises of four high-level strands:

- Citizenship.
- Interacting and collaborating.
- Producing.
- Data and computational thinking.

DCF Strands and Elements

Citizenship

› Identity, image and reputation
› Health and well-being
› Digital rights, licensing and ownership
› Online behaviour and cyberbullying

Interacting and Collaborating

› Communication
› Collaboration
› Storing and sharing

Producing

› Planning, sourcing and searching
› Creating
› Evaluating and improving

Data and Computational Thinking

› Problem solving and modelling
› Data and information literacy

If you require any further information please email jrowlands@stcyres.org.uk

Social Media

The internet is a powerful tool that can help us to gather information and connect with people from all around the world. While this can be used to our advantage, it is vital to consider the dangers of online communications. Social media such as Facebook, Snapchat and Instagram, as fun as they are, can open young people to many dangers if it is not used carefully.Below are St Cyres Top Tips for encouraging the safe use of social media platforms:

1. Keep your **PRIVACY SETTINGS** as high as possible.
2. **KNOW YOUR FRIENDS**. Never befriend people you don't know.
3. Never reveal **PERSONAL INFORMATION** or your **LOCATION** on social media platforms.
4. **RESPECT** other people's views, even if you don't agree with them.
5. Know how to **BLOCK** or **REPORT** content on each social media platform you use.
6. If you see something online that makes you feel **UNCOMFORTABLE**, **UNSAFE** or **WORRIED,** leave the website and tell a trusted adult immediately.
7. Think carefully before **POSTING PHOTOGRAPHS** and **VIDEOS** of yourself online, once online these will no longer be your property and may be used to cause you distress.
8. Never share your **PASSWORDS** with others.
9. **DON'T MEET UP WITH PEOPLE** you've met online. Speak to a trusted adult if someone has asked you to meet up with them. Remember that not everyone online is who they say they are.
10. **THINK CAREFULLY** about what you say before you **POST** something online.

Age Restrictions on Social Media

Twitter

Facebook

SnapChat

Instagram

Pinterest

Google+

Tumblr

Whatsapp

You Tube
Flickr
Kik

With regards to age restrictions, it's always better to wait until the required age to join any social media platform.
The rules around age relate to privacy, but are also relevant to your safety.
Young people also risk being exposed to content which is intended for older users when they use social media websites that are designed for an older audience.

Screen Addiction

Smartphone addiction is a recognised medical condition in the UK.
It is a condition that affects children as young as 13.
It can cause

- sleep deprivation
- lack of confidence
- mental health conditions

99% of children aged 12 - 15 go online for over 20 hours a week.
Limit your screen time for a balanced and healthy life.

Cyber Bullying

What is Cyber Bullying?

Cyber bullying is any form of bullying which takes place online, this can be via messaging apps, social media websites and gaming websites.

Types of cyber bullying

Harassment	Being abusive to someone by sending offensive, rude, and insulting messages. Posting humiliating comments or photographs.
Denigration	Sharing fake information about another person. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip.
Impersonation	Hacking someone's email or social networking account and using the person's online identity to send or post mean or embarrassing content. Making fake profiles on social network sites.
Cyber Stalking	Sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for their safety.
Exclusion	Intentionally leaving someone out of a group such as group messages, online apps, gaming sites and other online engagement to cause the person distress.

Inappropriate Images

- Always make sure that you have the person's permission to take a photograph and that they are happy for you to upload it to the internet.
- Be very careful of tagging and hashtags (this will share the photograph to a much wider audience then you may have intended.)
- Avoid harassment by uploading humiliating photographs or videos.
- Never digitally manipulate/edit photographs of others and upload them to the internet.
- Never allow someone to take photographs of you that might embarrass you.

How to report bullying or abuse on social media

Facebook

Use the report links which appear near the post, it is usually a drop down arrow which gives you menu option to report the image, post or comment.

Twitter

Unfollow that person.

Block the person by clicking on the head icon on their profile and select block user.

YouTube

Any inappropriate videos on You Tube can be flagged by clicking on the little flag bottom right of the video.

Snapchat

Block someone by selecting the *Menu icon*, followed by My Friends, locate their name in the list and swipe right across their name.

To delete someone select Delete. If you receive inappropriate or upsetting behaviour from someone report it by filling out their online form.

WhatsApp

You can block and delete the contact from your smart phone. You can find out more by emailing WhatsApp at support@whatsapp.com.

Digital Footprint

What is a digital footprint?

Every time you go online you leave a trail or record known as your 'digital footprint'. This includes your social media activity, your online browsing history, any photographs and videos you have uploaded or been tagged in.

Passive Digital Footprint
Data is collected about someone without them knowing.

Active Digital Footprint
Personal data is shared deliberately by someone.

Online communication is PUBLIC and PERMANENT

- Any communication online, including posting via social media, writing a blog or private messaging creates a digital footprint and can add to your reputation. Something you post when you are 13 may resurface when you are an adult.
- Everything we upload to the internet is permanent, even if you delete content and photographs from your social media it will still remain online.
- Posting something on your 'PRIVATE' social media platform can also become PUBLIC. Always consider the footprints you are leaving behind.

LOG ON..LOG OFF

Protect your identity and your digital footprint

Every computer that is connected to the internet has an unique string of numbers known as an **IP Address**. This will allow websites to be able to trace any online activity, e.g. if you experience any abusive or dangerous activity online the police can use IP addresses to try to find out where the messages are coming from.

Smart devices, such as a smart watch or smart phone can track where you go, they are able to use their built in microphones to hear what is being said. All of these things collect information about you and will add to your digital footprint.

Fake News

What is Fake news?

Fake news is any information, image or video that has been purposefully created to misinform or deceive people.
It is important that you learn how to distinguish between real news and fake news.

How to spot fake news

- Check the URL address. Does the domain name seem strange?

- Read any comments the webpage may have. Do the comments suggest that the content is not real?
- Who wrote the content or created the video? Was the information created by a reliable source?

Copyright

The internet contains a vast amount of information but can we use it?

The Copyright, Designs and Patents Act has two main purposes:
1. To ensure people are rewarded for their endeavours.
2. To give protection to the copyright holder if someone tries to copy or steal their work.

- Copying text from websites and claiming it as your own
- Downloading music or video
- Copying music or video
- Copying images or photographs from the internet
- Copying software applications

Data and Computational Thinking

There are four techniques or cornerstones to computational thinking:

- Decomposition
- Abstraction
- Pattern Recognition
- Algorithms

Decomposition

This technique involves breaking a problem down into smaller, more manageable parts that are easier to understand.

Abstraction

The process of filtering out the irrelevant information or factors and only concentrating on what is important.

Pattern Recognition

This technique involves finding similarities or patterns among the small, decomposed problems enabling you to solve more easily.

Algorithms

This techniques involves developing a step by step solution to the problem.

Each of the four techniques have equal importance when trying to solve a problem.

Computational Thinking

The ability to transform a complex problem into one that can be understood easily is a very useful skill to have.

Computational thinking is not thinking like a computer, remember computers do not think. It is the process of solving a complex problem.

Computational thinking is not only relevant to Computer Science where the four techniques can be used to program (tell the computer what to do)

Using the four cornerstones of Computational Thinking in different subjects:

DECOMPOSITION
Breaking down a word phonetically in Welsh.

DECOMPOSITION
Analysing the structure of a poem in English.

ALGORITHM
Creating a timeline of events in History.

PATTERN RECOGNITION
Finding similarities to solve a Linear Sequence in Maths

ABSTRACTION
Summarising your key findings in Science.

DECOMPOSITION
Analysing the components of a swimming technique in PE.

ALGORITHM
Explaining the process of photosynthesis in Science.

ABSTRACTION
Writing a synopsis of a performance in Performing Arts.

Algorithms

Flow Chart Symbols

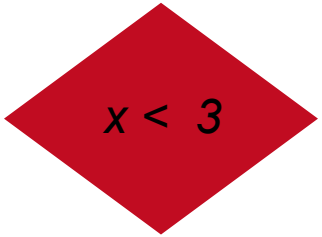
Start/End

The start and end of a flow diagram is represented using a rounded rectangle.

Process

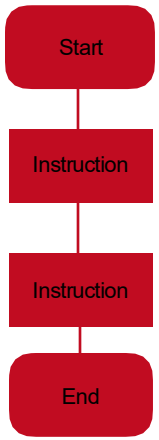
The processes are represented using a rectangle. The process is an instruction or task that must be carried out.

Decision



The decision process is represented using a rhombus. It will always have one input and is used when there is a possibility of two outputs.

Sequence Algorithm



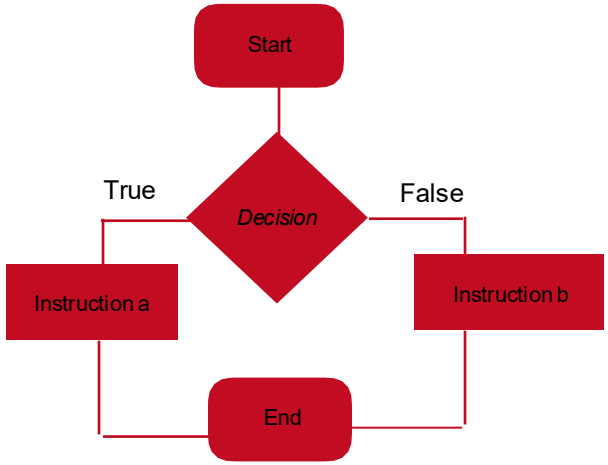
START SEQUENCE

COMPLETE FIRST INSTRUCTION

COMPLETE SECOND INSTRUCTION

END SEQUENCE

Selection Algorithm



START SEQUENCE

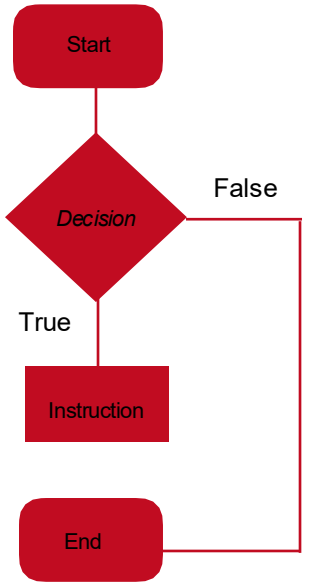
IF DECISION IS TRUE

THEN COMPLETE INSTRUCTION A

ELSE COMPLETE INSTRUCTION B

END SEQUENCE

While Algorithm



START SEQUENCE

WHILE DECISION IS TRUE

COMPLETE INSTRUCTION

END SEQUENCE

St Cyres School is an Apple distinguished school.

Apple Distinguished Schools are centres of leadership and educational excellence that demonstrate Apple's vision for learning with technology — and we believe they are some of the most innovative schools in the world.

All pupils at St Cyres have access to the latest Apple applications as well as other cloud-based services.

Pages

Canva

Distinguished School

Showbie

Podcasts

iBooks

Key apps that support pupil learning

Google

Google Drive is your online storage space. You can save all of your files in one place enabling you to access them at home and well as in school, edit and share them with your peers and teachers.

Google Classroom is used to set, submit, and organise classwork and homework, providing a central hub for communication and feedback between teachers and pupils.

Google docs enables collaborative writing and editing in real time, allowing pupils and teachers to create, share, and comment on documents easily.

Google sheets is used for analysing and tracking data, managing grades, and organising information collaboratively and efficiently.

Google slides supports the creation of engaging presentations, encouraging pupils to share learning and ideas visually and interactively.

Together, these Google apps create a connected and collaborative digital learning environment. Used collectively, they enhance organisation, independence, and digital competence—key skills that underpin effective learning across all subjects.

Skills Journal for Years 7,8 & 9

The Curriculum for Wales has statutory cross curricula skills in, Literacy, Numeracy and Digital (DCF). The journal enables students to collate their work demonstrating these skills across all of their subjects showing the progress they are making. Pupils are responsible for tracking the skills they use and uploading their evidence to their journals. All teachers will signpost when activities are taking place.

Literacy, Numeracy and Digital Skils

All pupils will be given opportunities to develop;
- listening, reading, speaking and writing skills.
- use of numbers and problem solving skills in real life contexts.
- use of a wide range of technologies to help them function and communicate effectively making sense of the digital World.

St Cyres School Artificial Intelligence (AI) policy.

This policy sets out the expectations for the responsible, ethical, and educational use of artificial intelligence technologies across all departments at St Cyres School. It supports both safeguarding and academic integrity, while promoting digital literacy, critical thinking, and responsible innovation among staff and students.

It covers the use of AI such as**; ChatGPT**, **Google Gemini**, **Microsoft Copilot**, **DALL-E, My AI**, and other emerging platforms.

St Cyres School

Click on the image to take you to the policy!

A Guide for Teachers on the Use of AI

Key Principles

- AI is a support tool, not a replacement for thinking.
- AI can be creative and helpful when used ethically.
- Teachers must model responsible AI use.
- Misuse should be addressed promptly and fairly.

Uses of Artificial Intelligence

Acceptable Uses of AI

AI may be used with explicit teacher approval for:

- Brainstorming ideas or planning
- Summarising complex information
- Understanding text or vocabulary
- Supporting creativity
- Enhancing accessibility

Unacceptable Uses of AI

AI must not be used for:

- Coursework or assessments
- Plagiarism or copying
- Completing tasks meant to develop skills
- Accessing or generating harmful content

Safeguarding and Data Privacy

AI tools may collect user data. Students must:

- Avoid sharing personal data
- Use tools only under supervision
- Report inappropriate use or content

Staff should reinforce online safety at all times.