Attendance:		
Orchard	Southwold	Hoxton Garden
Mr. Hoary : Grace, Jesper, Jenai, Alan and Noe	Mr Modinos: Samuel, Yvonne, Aymen, Vuk, Lily, Bobby	Miss Jordan: Quiarra, Raquel, Sean, Victoria, Jahmaya, Aisha

Item	Discussion/Tasks			Action
Action from previous meeting:	What were the successes of Internet Safety Day at your school? - Children across both key stages enjoyed ISD and demonstrated a good understand of who trusted adults are, both in school and at home - DLs played excellent role in sharing examples of their own trusted adults - Children enjoyed the AI online lesson Have you been delivering key messages at the beginning of a lesson? - DL's have been sharing key E-Safety messages at the start of lessons			- DLs to continue to deliver key safety messages consistently at the start of Computing lessons, but also when children are accessing the internet during other lessons.
Safer Internet Day	HG - DLs enjoyed helping to deliver assemblies. - KS1 and KS2 had their own assemblies - We spoke about what to do if children felt safe online.	SW - DL's enjoyed helping deliver assemblies - Children from both key stages were able to articulate dangers online and what to do if they noticed a change to their character/ password.	Orchard - DL's enjoyed helping deliver assemblies - Children spoke about what they should do if they notice something is wrong - Children spoke about how they could report a danger or block someone.	- Children are keen to have workshops related to AI. Computing leads to research with a view to booking for next year.
Online Safety	What are the key areas of online safety? What are you learning about in classrooms this half term?			

	How is e-safety linked with your PSHE unit? Have there been problems in the 'praise and problem' box? Are there are items which need to be added to the newsletter this term?			
	HG - Year 5 have been using Espresso to learn how to build websites - Link to PSHCE thinking about different relationships – difference between trusted adults and known adults.	SW - Year 4 have been learning about email, including how to add attachments. - Problem and praise box is being used to generate discussion around topics affecting certain pupils. Issues with accounts being hacked and coins being spent (TTRS) Classes discussed what to do if changes are noticed to profiles. Reminder about the importance of logging off.	Orch - Year 6 have been also using Espresso to build websites. - Problem and praise used to discuss trusted adults – who to turn to if we experience changes online.	- Continue to promote the use of the Problem and Praise box as a way of embedding/exploring e-safety issues
Landing page	Have you lessons included the ICT key themes page and vocabulary slide? If so, do they help with your understanding of the area of computing you are learning about?			
	HG - Key themes and vocabulary slides are being used at the start of lessons. - They help to link prior learning.	SW - Key themes and vocabulary slides are being used at the start of lessons. - They help to link prior learning. - Vocabulary supports pupils to	Orch - Key themes and vocabulary slides are being used at the start of lessons. - They help to link prior learning.	- Landing pages to be consistently included on flips - Add key e-safety message on slide 1 - Leads to remind teaching staff

		articulate their learning/new skills.		
Next steps for Digital Leaders	- Deliver key messages at the beginning of a lesson - Continue to use landing page to promote knowledge of focus area of computing - Ensure hardware is securely stored in the correct trolley to avoid missing equipment			