Furthermore, the UPN must be a 'blind number' not an automatic adjunct to a pupil's name. It must be held

Ensure respect for the UPN statutory guidance

cumulative national transparency.

For Local Authorities

or while at home. This needs urgent regulatory intervention and changes in legislation to prevent today's

full transparency over their own sector practices, including business models, extent of existing market reach,

inconsistency of how Subject Access rights are fulfilled by the wide variety of school information

Guardian model.

Education, and issues in the broad use of edTech. A National Guardian for education and digital rights, would

An Education and Digital Rights Act, with due regard for devolved issues, would build a rights' respecting

beyond the school gate, if the UK government is to promote all three. It is against this background that we

the money goes are to different places.

Many of the same questions around edTech apply across all of the UK, we do not attempt to map the

transfer from state education to Higher Education at age 18. We cover both national data collections and

In Part 4, we address in brief, the transition between school and Higher Education, from childhood to

studies picking out different types of edTech most common in schools today.

primary, secondary and further education to help readers' understand the volume of data flows between

This is Part 1 and consists of this introduction and summary report to highlight our ten areas of

discussion about child protection with regard to online stranger-danger, or restricting their access to

This report is not about how children access or use the Internet in their personal lives. There is already a lot

range of stakeholders including young people, parents, state school, private school and public authority staff

This report is about how systems create, use and exploit information collected about children as well as

We must not model our future aspirations for the economy and education on flawed, historic data.

Learners' rights are rarely prioritised and the direction of travel is towards ever more centralised surveillance

There is rarely a route for families' involvement in decisions that affect their child from high level democratic

Imagine if the government invested a flat rate in COVID-19 teacher training support, and open funding to

emerging technologies we must raise standards and hold businesses and the state accountable for their

of investment in school infrastructure means parents are increasingly asked to pay upwards of £400 in lease-

schools was for administrative support, but tools supporting learning to date have in the main offered stand-

Microsoft.

remote learning at home. In addition, a lot of the critical infrastructure to deliver the administrative access to

environment in education. It is therefore our first in ten areas of recommended actions on the changes our

gap as a result of lost classroom hours, often ignores the damaging effects on some children of the digital

Exclusive Department for Education funding to support schools' adoption of tech giants

and no opt-out of the intervention. Products marketed for pupils are increasingly invasive.

Data protection law alone is inadequate to protect children's rights and freedoms across the state education

Children have lost control of their digital footprint by their fifth birthday simply by going to school.
The Star Chamber Scrutiny Board (Department for Education data expansions decision making board) should...

Data may reflect discrimination embedded in historic social, class and racial norms. Any historic data used in unlawful re-use. Fifteen million people in the data had already left school and have never been told that their

reasons for not taking the test were collected, and did not mention how data may be accessed by third parties. Introduce, improve and publish routine audit reports of third-party data distribution. The Department must...

If you want to help us change this, please write to your MP and tell friends and family. You can see more...

national pupil database record in England, over the course of their lifetime education age 5-19. The records

Teacher training in statistics and understanding bias and discrimination in data is required to inadvertently...

carousels, tables and graphs. Introduction of such tools was not clearly matched to what was required. 40% of answers are now in aggregated groups of data, or through statistical sampling.

Every expansion of the seven school censuses and standardised testing should require public consultation and affirmative procedure before legislation can expand national data collections.

For the Department for Education...
for AI teaching assistants to be used to unfairly or surreptitiously surveil the performance of teachers (using commissioned by the Australian Government, that: “Luckin and colleagues (2016) also identify the potential complement the interactions of students, parents and educators in the educational environment and help “Some of these e-learning platforms and the learning analytics they facilitate have enormous capacity to
Fig 2. An illustrated day in the life of a datafied child | common
than product promotion. There is currently no infrastructure to support schools or families with standards, The controller/processor relationship needs redrawn in practice in edTech adoptions and engagement with
Engagement between companies and in educational settings
export as a whole.
UK international reputational risk must be protected. If the UK government hopes for edTech exports are to
parents should be banned in education (edTech) products.
Discussion.
Evidence
standards developed in conjunction with children and families, their representatives, civil society, industry,
intentions, then a sea-change is needed in industry, research, Think Tank and policy making bodies current
We are not aware of any independent research into what parents want and the quality of information such
school Trust, companies or researchers. Pupil data has become business intelligence used to define school
A vision for education should include how technology is a supporting tool, not a decision-maker shaping the
development and upon moving into adulthood should be provided with a “clean slate” of data storage by
Alternative ways of meeting a child’s right to education should be met without detriment if a child or either
A statutory ban is needed on webcams taking a photograph of a computer user without their knowledge or
modified public tasks, that can have the clout at scale to modify contracts with companies but with reduced
to carry out due diligence research and reduce the investigative burden for school staff in procurement with
Investment is necessary in people and pedagogy, through Initial Teacher Training and Continuous
learning in state education. This is a priority in COVID-19 but of equal urgency for every child and homework
environment in education must serve children well. It must be safe, inclusive, and equitable, promoting social
the NPD” drawing on the identifiability spectrum framework developed by the Wellcome Trust’
The other ‘red-line’ for some participants was allowing “researchers for private companies to access data,
does not return the answers those who call for entirely new public engagement want to take into account.
through the school census or attainment tests, and is kept forever. Children and parents never see their
Personal data about children is ascribed to them in schools, then gets added to their longitudinal records
students and thus contributed to negative effects.”
Education Endowment Foundation (EEF) set up a randomised control trial to assess the effectiveness of an
A research project in 2013 through The University of Cambridge, the Greater London Authority and the
The Department for Education cannot continue to rely on research exemptions for indefinite retention of the
Administrative systems that began 20 years ago are coming of age and questions of retention and data
problem should be considered and assessed in any reviews of “missing children.”
There are issues in practice of what data is collected, how it is collected and how those people are informed
were a criminal record it would be suppressed under the Rehabilitation of Offenders Act 1974; but as non-
individual request, to let them see it, including to correct any inaccuracy and to inform them where data has
right to education and with their best interests at heart without exploitation or unduly manipulating
hard, but it should be. Our children do not go to school in order to be research trial participants or perform
Evidence
Linking of passively collected administrative data, in particular geo-location data”
include individual student social media accounts even where used in non-targeted ways because it means
must not communicate to the institution until suspicions are proven fact and the student's well being is
The Student Loans Company should increase their transparency and simplify their access to information that
The data industry that now operates in the Higher Education sector is vast and includes student surveillance
be available to parents for appeals.
2013, pupils at West Cheshire College wore tags that allowed them to be tracked in detail throughout the
school children's digital life.
quality products involved in the data processing of children's data in schools, and have properly and
families knowledge or ability to object to expansion.
Lack of democratic engagement and public consultation
kind of tool is needed every year for schools to be able to show how their grades, or own data inputs
was calculated using historical data, their own exam performance, and the standardisation process. That
there was no at-a-glance report available that schools could use to explain to a candidate how their result
offered in the parents' native language.
A child's learning journey is fragmented between multiple institutions supplemented by numerous companies
or mistakes and the government failure to make sure the Independent Review was carried out as it should
objects, or there are reasons against it in the best interests of the child. Local authorities should establish a
functionality to help the controller/processor
place so that unique lives are not misrepresented as simply outliers in a dataset that requires normalisation.
Developers may both intentionally and unintentionally shape how children are affected through their systems'
importance and rankings?
do in response to a question, but without the ability to cross reference that answer with others. How will
Children and families need to have meaningful routes to have their rights explained, or to exercise them and a
remedial mechanisms for children
Enable better protection for vulnerable children through suppression of behaviour and exclusion records for
and given special attention because children merit additional protection. The default position for a child
and/or data project introductions. Data minimisation, purpose limitation, and data retention should be given
information posted on the school website or whether these tools offer time savings to schools or displace the
tools were previously available. Most of the communication through these systems may be one way because
shutdowns in South Africa is that it will be political. Change will be appropriated for different ends and tell
for AI teaching assistants to be used to unfairly or surreptitiously surveil the performance of teachers (using
for AI teaching assistants to be used to unfairly or surreptitiously surveil the performance of teachers (using
Services.
level the playing field for participants that choose to avoid today's data surveillance and adTech-based
learning journeys 'may result in the perpetual recording of learner failure to the detriment of future progress.'
In addition, the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437) give parents of depending on the type of school the child attends. In all cases a parent can access information about their after the child, irrespective of what their relationship is with the child.

1.4.4 Parental access to a child’s educational could be a step-parent, guardian or other relative);

1.4.3 Can parents consent on behalf of a child under the age of 18? It is important to note that consent will always expire when the child reaches the age at which they can consent for themselves (13 even that it applies to all the apps and platforms that schools require children use. Organisations that ask this even though it may be discussed within the context of the consent process. The issue is that personal data collected by schools is often shared with third parties, which is illegal because it is not consented to. Consent can only be valid where a pupil or family has an informed and freely given choice, without bundled purposes, which we are currently facing with a lack of due diligence in the third party data analytics that schools are delegating to.

The companies that these organisations delegate to, and the companies in turn fail to meet their own accountability obligations. The data controllers and data protection knowledge needed for the role as DPO, but even then the knowledge of edTech can be stretched beyond its common meaning and understands that ‘scientific research’ in this context means a high standard of ethics should be applied, as in health.

While some third-party companies may offer an opt-out process for research reuse of school administrative information was used for which third party purposes. Schools are therefore unable to meet this obligation for researchers’ access to the data with the third-party processing. The only lawful basis for processing for a child than an adult, and address this appropriately in enforcement.

1.4.1 Who do we mean by a child? A single national view should be publicly available of the volume of research, third-party access to schools, and trials can mean for a single child across their educational life is not clear. Organisations carrying out the Alternative Provision Census where no LA had made those efforts in 2018. Our research has shown that the complexity of roles and responsibilities means that very often no one creates open datasets should require an opt-in consent, not rely on an opt-out or legitimate interests.

For researchers’ access to the data with the third-party processing. The only lawful basis for processing the processing by the product seeks to understand but will exclude as a side effect of the way it is collected.

The visible Classroom’ further into a refined product for products. As Nesta explained about one example project in 2015, "scientific research" in this context means a research project set up in accordance with relevant sector related methodological and ethical standards, in order to understand the full extent of what their code does when it comes to re-using third party data analytics and that companies delegate, and the companies in turn fail to meet their own accountability obligations.

The companies that these organisations delegate to, and the companies in turn fail to meet their own accountability obligations. The data controllers and data protection knowledge needed for the role as DPO, but even then the knowledge of edTech can be stretched beyond its common meaning and understands that ‘scientific research’ in this context means a high standard of ethics should be applied, as in health.
2.1.5 The Unique Pupil Number (UPN) scope creep

The UPN is routinely included on children's personal FFT target benchmarking profile sheets despite current collection of names should be warnings of what lies ahead if the UK permits pupil records or any other documents. A pupil's admission number, rather than the UPN, must be used as the general pupil reference number on the admission register or paper files. "The UPN is a unique identifier for each pupil, which is generated when the pupil enters the state school system in England and only transferred to those with a genuine right and requirement for its receipt. A UPN must be archived as part of their school record. A UPN must never be re-issued to another pupil. There are only 999 possible combinations for any one child. Allocated on first entry to a state funded place in nursery school, the UPN is generated using the nationally

2.1.6 The UPN, should be used as the general pupil reference number on the admission register or paper files."

Researchers are already linking Cafcass data with the Hospital Episode Statistics and the Clinical Records of England, it has been reported. What does this mean for schools and children? In December 2019, Cafcass agreed to share data with the Department for Education (DfE) in order to allow the Department to "learn from the experience ofLook, feel, sound, motion... - a child's life," as the charities stated. Cafcass data is used for administrative purposes, while the Clinical Records of England are for clinical purposes.

2.1.7 The Unique Pupil Number (UPN) is not confidential.

The UPN is not confidential and can be used to track children's attendance, academic progress, and other information. This means that it can be used to identify children and their families. The UPN is a unique identifier for each pupil, which is generated when the pupil enters the state school system in England and only transferred to those with a genuine right and requirement for its receipt. A UPN must be archived as part of their school record. A UPN must never be re-issued to another pupil. There are only 999 possible combinations for any one child.

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The Foundation Stage Profile comprises seven Areas of Learning containing a total of seventeen Early Years Outcomes. These outcomes are used to assess the development of young children and to provide a basis for further education. The Statutory Framework for the Early Years Foundation Stage explains how progress starts to be identified, and development is monitored through observation and teacher judgment. These opinions are collated and used to generate profiles benchmarking against national standards.

Each of these categories are therefore important for a school to mark on a child's record when the school is preparing for the child's transition to primary school. This funding is intended to help with pastoral support.

Schools should receive £2,345 annually for every pupil who has left local authority care through adoption, a private provider called Edudo, which was investigated by the ESFA in 2017. The agency subsequently referred the case to the competition authority. This agency subsequently referred the case to the competition authority. It is likely that children who have been in care for a long time are being targeted for adoption.

The default setting in FFT is VA (value added). This means that progress is measured in the same way as it is in the KS1-2 progress measure, summarised into three down, such as the 24 prior attainment groups used in the KS1-2 progress measure.

When looking at school performance data in tables, in the Analyse School Performance (ASP) system, the performance against other schools, first need to understand the language, abbreviations, codes and data features.

### 2.2.1 Introduction to standardised testing | primary school

The standardised assessments and testing and census collections start as soon as a child enters the state education system. This information is recorded in the Child Transfer Form (CTF) and shared with schools on a mobile device. The CTF includes the pupil's academic details and is used to join up the young person's education history throughout their school career.

Families are told not to prep children for SATS. They are told SATs are not a measure of individual attainment and that they are only in primary school. This information is given to parents, but there is limited understanding outside of the teaching profession that standardised testing begins in the Foundation Stage.

Without teacher training in statistics and understanding bias and data discrimination, teaching staff are likely to overstate or understated by the users of the data. Without proper training and understanding, the data can be misinterpreted and used to make decisions that can impact students' lives.

The importance of loving reading as an outcome of primary school, to have that summed up with a test of reading comprehension is overstated by the users of the data. The test is not a measure of a child's ability to love reading, but rather a measure of their ability to take in information from a text.

Firstly, the effects that high stakes testing has in and of itself on a child, and the indirect effects of the test on their interest and enjoyment of reading and learning. The test is not a measure of individual attainment but rather a measure of institutional performance.

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The test is not a measure of a child's ability to love reading, but rather a measure of their ability to take in information from a text. The test is not a measure of individual attainment but rather a measure of institutional performance.
pupils' individual results are given to third party companies. The companies use the data for a range of purposes, including to reflect students' academic ability, but that historical data and school data were used.

The International Baccalaureate (IB) Diploma Programme (DP) is accepted by universities and is described as a tough but rewarding course. The IB curriculum is designed to challenge students academically and foster intellectual and personal development. It prepares students for life-long learning, broadening their perspectives and understanding of the world.

Because students have the option to take papers produced by different exam boards, and additionally, they can choose between them on a subject-by-subject basis. Currently, there are seven exam boards available to secondary schools in England, Wales and Northern Ireland, with schools and colleges able to freely choose their preferred exam board for each subject. This flexibility allows students to select the exam boards that best suit their needs and aspirations.

One forum user presented a case study: when asked for more information about their data processing practices, WJEC were found to be providing data to third parties without the consent of the data subject. This is a serious breach of GDPR (General Data Protection Regulation) and a violation of the rights of the data subject.

When a child transfers from one school to another whether at a standard age of transfer to another stage of education, the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what pupils can do and are used in the assessment of progress, including the calculation of EBACC (English Baccalaureate Certificate) scores and the GCSE subject grades.

The KS2 Sats English test was issued in a new format for the first time in 2016. This new format of testing is designed to assess students' reading and writing skills, based on the revised primary school curriculum issued in 2014. Children sit two papers. There is an expectation that they should have mastered the phonics decoding skills by the end of Year 2, and that the test should be used to assess this progress. However, there are concerns about the validity and reliability of the test, and whether it accurately reflects children's reading and writing abilities.

The baseline assessment was introduced in England in 2017, as part of the government's efforts to improve early years education. However, there are concerns about the validity and reliability of the assessment, and whether it is an effective tool for measuring children's progress. The assessment was designed to collect data on children's development and learning in areas such as personal, social and emotional development, physical development (such as their ability to use a toilet or undress themselves) and emotional development. The data were then used to create a profile for each child in the form of a single number, so that when they came to be assessed at age 11, their progress could be measured against this baseline.

The Year 1 phonics screening check is supposed to see if children have learnt phonic decoding to the stage where they can read simple words by the end of Year 1. However, there are concerns about the accuracy of the test and whether it is a reliable measure of children's phonics decoding skills.

The KS2 SATs tests are administered at the end of Year 6, with children aged 10-11 years taking the tests. The tests assess children's skills in reading, writing, and mathematics. These results are used as a basis for secondary school admission and are also used to measure the performance of schools.

The EYFS (Early Years Foundation Stage) Profile is a developmental assessment tool that is used to assess children's progress in the early years. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents; and formal assessments. The Profile is used to indicate whether children are meeting expected levels of development, or if they are exceeding expected levels.

Each pupil's KS1 result - their prior attainment or start point, is crucial to the value-add process. Each pupil's start point is used to calculate their progress, and to determine whether they are on track to meet the expected level of attainment at age 11.

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Children and teachers are in an advantageous position to interpret data, including on the role and entitlement to see data. Organisations can only see pupil level about the pupils relevant to that organisation. The system is a replacement for RAISEonline, which provided similar functionality from 2005 to 2019. The Department for Education has responsibility for the design, implementation, and operation of the Pupil Data Record (PDR) and the associated collection system, and the associated analytical databases. The Department says that access rights to the PDR and analytical databases are subject to continuous audit and restriction. The individual child level data collection from PVI settings is a statutory requirement on providers and local authorities. Further schools not maintained by the local authority, including: non-maintained special schools (schools for children with special educational needs that the Secretary of State has determined are not maintained by a local authority) and non-maintained special schools (schools for children with special educational needs that the Secretary of State has determined are not maintained by a local authority), are subject to the data protection and privacy laws but may otherwise not be subject to all of the requirements of the Education (Information for Pedestrians) Regulations 2015. While Local Authorities validate and process the return through the electronic COLLECT system, many early years settings choose to complete the data collection via a paper-based system. The business and technical specification outlines the system requirements for Local Authorities and early years settings. The information provided to schools in the Data Protection Notice is aligned to the information provided to parents and pupils through the Data Protection Notice. The data protection and privacy requirements are both statutory requirements and part of the Information Commissioner’s Handbook. Access to the PDR and analytical databases is subject to audit and continuous review. The information provided to schools in the Data Protection Notice is aligned to the information provided to parents and pupils through the Data Protection Notice. The data protection and privacy requirements are both statutory requirements and part of the Information Commissioner’s Handbook. Access to the PDR and analytical databases is subject to audit and continuous review. 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...
2.5.1 National Pupil Database

The various census datasets are merged together with Key Stage tests, at the Department for Education and various bodies at an early stage of the academic year. This data is updated quarterly, from March to July. In May 2019, the National Pupil Database contained over 21 million individual pupil records on a named basis, with updates made weekly. For the 2020/21 academic year, the data is available on a page-by-page basis, with access to individual pupil records, school information management systems and school-specific data analytics that resell their analysis back into the education sector and read, are ineffective by design.

2.5.2 Data Analytics

Data analytics that resell their analysis back into the education sector and read, are ineffective by design.

2.5.3 Third Parties

Third parties that request data must have a legal basis for disclosure. These conditions are a high bar, for example, in the interests of justice. The raw data is sent to the requestor's own location. DfE does not charge for data (and has not since the 1990s). The ICO initially found that this was a breach of data protection into standard basic training.

2.5.4 Data Protection

The Data Protection Act 1998, in particular, Principle 1, and subsequently the UK Data Protection Act 2028, has been well founded.

2.5.5 Oversight

The oversight of the release of data is under the auspices of the DMAP (Data Management Advisory Panel) and the Departmental Data Committee. Data Access is granted through an applications process to the Department for Education Education Division and terms and conditions imposed under contractual licence arrangements. The DMAP has been in place since 1993 and provides an independent expert panel to oversee the release of data. The terms and conditions set out the conditions under which data can be released, including the purpose for which it is to be used, the duration of time for which it will be used, and the type of data that can be accessed.

2.5.6 Transparency

The transparency of the release of data is also an important aspect of the release of data. The Department for Education has published a number of reports and guidance documents on the release of data, including the 'Data Management Advisory Panel' report, which sets out the principles and procedures for the release of data.

2.5.7 Security

The security of the release of data is also taken seriously. The Department for Education has implemented a number of measures to protect the data, including the use of encryption technologies and access controls. The Department for Education has also implemented a number of security training programmes for staff, to ensure that they are aware of the importance of data security.

2.5.8 National Pupil Data releases for policing and Home Office

National Pupil Data releases for policing and Home Office are not available to the public, and are governed by the stringent conditions imposed under Schedule 3 of the Data Protection Act. The Department for Education has a legal duty to ensure that data is handled in a way that is transparent and secure, and the Department has implemented a number of measures to ensure that this is the case.

2.5.9 Future

The future of the release of data is uncertain. The Department for Education is currently reviewing its data management framework, and it is possible that there will be changes to the way in which data is released in the future. However, it is important to note that the release of data is a complex and challenging process, and it is likely that any changes to the way in which data is released will be made with the utmost care and consideration.
The Vaccination and Immunisation service is a key responsibility of Public Health England to ensure the safe delivery of vaccine programmes to the population. Vaccinations are essential to protecting health, and the UK continues to lead the world with high coverage of key childhood vaccinations. Some vaccinations are delivered by NHS community nurses and others via outsourced contractors, such as Torbay and South Devon.

2.7.4.5 A comparative table of key health data surveys made in schools

<table>
<thead>
<tr>
<th>Data Set</th>
<th>Description</th>
<th>Years Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYPHS</td>
<td>Child and Young Person Health Survey</td>
<td>2015-2022</td>
</tr>
<tr>
<td>SEEDS</td>
<td>School Environment and Education Data Study</td>
<td>2006, 2011, 2015</td>
</tr>
<tr>
<td>CSDS</td>
<td>Children's Smoking, Drinking and Smoking Survey</td>
<td>2013, 2017</td>
</tr>
<tr>
<td>NPD</td>
<td>National Pupil Database</td>
<td>1994-2022</td>
</tr>
</tbody>
</table>

Providers of publicly-funded community services are legally mandated to collect and submit community data, including the CYPHS data set which was mandated for central flow to NHS Digital from 15 October 2015 (for September 2016). The CYPHS data set includes demographic and health data at individual level.

The CYPHS data set was mandated for central flow to NHS Digital from 15 October 2015 (for September 2016). The CYPHS data set includes demographic and health data at individual level.

The 2013 survey provides statistical estimates on the dental health of 5, 8, 12 and 15 year old children in England. The 2013 survey was the fifth in a series of national children's surveys that have been conducted since 2001. It is based on a survey of schoolchildren and asks a range of questions about their dental health and the dental care they receive. The survey includes questions about oral health, dental check-ups, and whether the children have visited a dentist.

The Health and Social Care Information Centre (HSCIC) is responsible for publishing the results of the CYPHS survey. The survey is used by the NHS and other organisations to plan and deliver services. The survey is also used by researchers and policymakers to evaluate the effectiveness of dental health interventions.

2.7.4.4 Community Services Data Set

The 2013 survey provides statistical estimates on the dental health of 5, 8, 12 and 15 year old children in England. The 2013 survey was the fifth in a series of national children's surveys that have been conducted since 2001. It is based on a survey of schoolchildren and asks a range of questions about their dental health and the dental care they receive. The survey includes questions about oral health, dental check-ups, and whether the children have visited a dentist.

The survey is used by the NHS and other organisations to plan and deliver services. The survey is also used by researchers and policymakers to evaluate the effectiveness of dental health interventions.

According to GL Assessment, these are entirely automated decisions based on profiling. The researchers asked for a lot of data. "As it's not clear what the best predictors would be, we (necessarily) asked for a lot of data. They would then repeat the exercise with data from the 40 schools in the study. This will be a separate NPD period." They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school." The Home Office wanted to know about the School system MIS and how it was used to score the test. They also wanted to know about the breadth of the request. They said in their application, "We would also require as much information as possible about the processes used to score the test, including the marking criteria and the number of assessments produced by each school."
Since 2001 biometric systems in schools have been used to verify children's identity for food, library
and further education colleges for canteen use.

3.3.1 The normalisation of biometrics in UK schools: a timeline

The holding of a database of pupils' fingerprints necessitates the ability to make and lift fingerprints
involves the holding of a database of pupils' fingerprints. "Schools must be able to deal with this
require make this highly impractical."

In taking out library books from a school library. The company, MicroLibrarian Systems, approached the

Schemes may rely on the backbone of Google for Education suite of tools, and / or Apple apps. This again

But generally parents/carers are constrained in what may be downloaded by the filtering system that is

Some educational settings ask pupils to use Facebook, for getting access to a shared project for example,

login process.

Choose what information to sync.

Chromebooks have become popular in classrooms, especially for schools that can't afford a device for every

accountability in education: the high stakes undermine the very thing the system relies on to function.

Some that were problematic such as ethnicity 'ascribed by school' has been shut

or created by a system. Some that were problematic such as ethnicity 'ascribed by school' has been shut

in transfers between schools, and as soon as the data leaves the school it loses the context in which it was

or created by a system. Some that were problematic such as ethnicity 'ascribed by school' has been shut

the setting, Multi Academy Trust or Local Authority.

The answer is not to increase the use of standardised tests in primary schools or even to reduce the number

accountability in education: the high stakes undermine the very thing the system relies on to function.

accountability in education: the high stakes undermine the very thing the system relies on to function.

2.11 Ofsted and data gathering

The School Inspection Handbook, updated March 2018

from social media and other sources to predict and prevent decline in school performance."

created and ascribed during the course of a child's education.

2.10 Data gathering and analysis

The importance of progress, especially of pupils currently in the school:

2.9 The School Inspection Handbook

FIPR wrote in 2006 about the indirect re-use of data for commercial or other purposes, administered through Local Authorities,

"Information about your vaccinations will be added to your NHS records." 

In contrast with the permission asked to carry out the vaccination itself, there is no consent asked for data

any information or data."
researchers are processing on the basis of consent 6(1)(a) or on public task 6(1)(e).

The child’s game performance, and interacts with an adaptive algorithm that determines the content/game to Fonetti as part of Auris Tech Limited with significant investment from venture capital companies, and some people choose to purchase our add-on products.

Teachers, with paid options.

App will propose new learning exercises until mastered. This customized learning path is also inclusive by application dynamically defines the learning path to the individual user. If an exercise is not understood, the privacy policy in which there is no information at all about what data is used in the AI algorithms, nor how the A £4.6m partnership 3.8.1 EdTech development | national funding

and redress across their education and lifetime. If children are to have any chance of having their rights respected and having a place to go to, for support

may not be necessary to ask for consent when it comes to biometric data.

unknown data processors in public-private partnerships, for the national purposes of the accountability

each company may only have sight of its own practice. Each teacher may only have sight of the front end of

reserved. And the teaching staff’s time is unseen and unpaid labour that

needed for the company to create their product.

commercial lobbying (2001).

“…if the biometric data is stolen, it is forever compromised.

Research into the perception, peer pressure, and psychological effects of surveillance only occasionally

sibling/parent. The parents and students had grave concerns about privacy (San Diego Union Tribune)

For example in San Diego a form of facial recognition was trialled, scanning the student’s face every 60

38% of parents whose children were using biometrics in schools polled by

Information Act (Scotland) 2002 so 5 local authorities were sent FOIRs on the use of biometric technology in

Based on those responses 59 schools (57%) used a biometric system, 20 of those schools (37%) used

schools and further education colleges for canteen use.

Biometric reader equipment in the UK is commonly used to accompany and interface with cashless systems.

payments to refund PayPoint payments, for example when a school trip has been cancelled, or for a dinner

from which a child’s spending in school is deducted.

yet today, but the normalisation of such technology clearly underplays the vital importance of biometrics to

commercial lobbying (2001).

Where fingerprint readers are used, schools can offer alternatives such as a touch card, or simply giving their

verification at the printer; either by entering their individual PIN or via fingerprint recognition.

which pupils have borrowed which books from within an Identity Management platform. Biometric

systems to a point that they do not reflect on the potential social harms, or related legal issues. Schools did

intentions where these technology are employed are benign, we also support their finding that there was no

“…if the biometric data is stolen, it is forever compromised.”

“…if the biometric data is stolen, it is forever compromised.”

Research into the perception, peer pressure, and psychological effects of surveillance only occasionally

sibling/parent. The parents and students had grave concerns about privacy (San Diego Union Tribune)
The reality is that few schools appear to ask for consent and in any case it would be invalid due to the power without age restrictions by G Suite for Education users. It is based on four areas of work with the LORIC framework: (Leadership, organisation, resilience, initiative, one-off £500 fee plus an annual administration fee which is £100+VAT.

We would like to see all of the companies that operate in this field to have a duty of transparency, to publish error rates and how errors are defined, the keywords that would trigger action from a past year for example, rather than just relying on the satirical spin that the company employs. We employ behaviour analysts who can explain the context of the data and what it means, but rarely have the time or the specialist resources to conduct such analysis. “We employ behaviour analysts who can explain the context of the data and what it means, but rarely have the time or the specialist resources to conduct such analysis.

We invited the CEO of e-Safe Systems Limited to take this case study out of his public marketing materials and explain cultural discrimination or bias is employed by eSafe is wholly incorrect. We are able to address critically, as Sandra Leaton Gray and Andy Phippen set out in their book Invisibly Blighted (UCL Press 2015) and as Richard Edwards and Jill Broad set out in their book Children, Cybercrime and Cyberbullying (Routledge 2013) and in Anti-Social Behaviour, Mental Health, FGM, Radicalisation and Terrorism, substance abuse, and mental health.

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Case studies and anecdotal evidence from school staff and IT network staff that have approached us with concerns about the data that is being collected show that it is not just those in the school who are concerned, but parents and guardians as well. They would like to see all of the companies that operate in this field to have a duty of transparency, to publish error rates and how errors are defined, the keywords that would trigger action from a past year for example, rather than just relying on the satirical spin that the company employs.

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ONVU’s LessonVu

ONVU’s LessonVu is a software that allows educators to record and share lessons in real-time. The app is designed to help with formative assessment and improve the overall learning experience. It is particularly popular in the primary education sector.

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Seesaw

Seesaw is an educational platform that allows teachers to create and share interactive lessons, activities, and projects. It is widely used in primary schools and is designed to support a range of learning objectives.

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Invisibly Blighted is a book by Sandra Leaton Gray and Andy Phippen that explores the impact of digital technologies on children and young people. The book focuses on issues such as cyberbullying, online safety, and privacy.

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Local Authority

Local Authorities play a significant role in the provision of educational services. They are responsible for ensuring that schools meet the needs of all children, regardless of their background or circumstances.

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The central pupil record

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After Team Satchel was contacted in September 2020 for comment, they provided us with a link to a revised privacy notice for Europe updated on August 11, 2020. The privacy notice confirms that the company may share Personal Data for various purposes, including marketing and advertising. It also includes provisions for rights of data subjects, such as access, rectification, and erasure.

According to Satchel, their software is now used in over 1 in 3 secondary schools in the UK and in 23% of primary schools.

Renaissance, a data controller not a processor. And the company failed to inform each family that their child's data was being shared with the University. Parents and teachers were upset because the school had not consulted on its introduction.

The privacy notice also states that data collected by Times Tables Rockstars, owned by Maths Circle Ltd, is used for academic research and that the company does not make commercial gain from this.

The privacy notice also includes a statement that the company has not been paid by the CMC/Loughborough University for the data shared with the University. The data shared with the University was limited to only that which was necessary for the purpose of the study and was rendered impossible for our researchers to identify any of the individuals involved.

The privacy notice also states that the company uses child-specific advertising for under 13s. Parents and teachers were upset because the school had not consulted on its introduction.

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vague notion of non-violent debate – particularly in schools – risks pushing contentious, difficult, or even agreed that religious conservatism, in itself, correlates with support for violent jihadism."

Committee on Human Rights which concluded in its July 2016 report that: "it is by no means proven or were installed on school ICT equipment for the purposes of detecting signs of "radicalisation" , information and other professionals - who do not have experience of counter-terror policing - has led to over-referral in

In 2015/16, of 7,631 individuals referred, the majority (4,274; 56%) were aged 20 years or under. Individuals were referred, of which 21% were aged between 12 and 17 years. The remaining 28% existed of children aged 7-11, 17% from 18-19 year olds, and 19% for those aged 20 years or under. "Parents (including adults who were not parents) are the largest group of referrals, accounting for 31% of referrals.

"The school, as Data Controller, is obligated under the Data Protection Act 2018 and the GDPR to have

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Lack of transparency to parents and children of the consequences of the web content monitoring and other professionals - who do not have experience of counter-terror policing - has led to over-referral in

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initially in partnership with the University of Plymouth, and now managed by a consortium. It was initially
partnership with Mathematics in Education and Industry (MEI). Tribal Group was awarded the contract,
Council (ESRC), part of UK Research and Innovation. ADR UK is made up of three national partnerships – ADR
create a useful resource for research. Five years of attainment information for a cohort of children who were
attainment data from a bespoke extract of DfE data named the All Education Dataset for England (AEDE) to
The All Years Dataset: Linking children's health and education data for England. This 18-month programme of
ADR does not distribute data to the user location but requires that all research is undertaken in its safe
one year later, the appeal is pending a response from the Office of the Victorian Information Commissioner
They do not appear to have published any ethical concerns about whether trialling "what was a new
the lawful basis for their own activities or for the protection of the rights of the child.
We suggest that the number of growing uses in which identifying data is used to profile and identity sets of
 intervention such as Home Office use for immigration enforcement.
The GDPR also sets out the rules (at Article 6(4)) on factors a controller must take into account to assess
and that means between the data subjects (about whom the data are) and the company, not the school. For
products.'
At the time of writing the privacy policy is unavailable to access from either the Google Play Store
While the company is keen to recruit children in schools it might also be seen by some as inappropriate to
Some of the data that the software collects from the school information management system suggest
3.10.1 Artificial intelligence and product development | Case
study CENTURY T ech
3.10 Emerging technologies and emerging
technologies: The impact of emerging technologies on the
learning. Following the successful UK trial, Visible Classroom was launched commercially worldwide”. 
program was first piloted across mainstream schools in the United Kingdom in 10 schools covering
weigh the student's options, and then return to the school to let them know which is the best route
the students. Visible Classroom's product is a classroom management tool that allows teachers to
underlying all this, there is a concern that the education technology sector is beginning to use
students in the US could game the automated scoring system and get top marks, by simply including lots of
the expansion of computer-driven decision making and big data analytics that turn the human development
thinking which increases their mental health risks. Crucially, we can do this at a much earlier point in time
out. (Nkambou at al, 2018; Rose et al 2018).” “It is often assumed that AI systems enable new levels of

We asked Century for comment, and quote their reply in full.
how its AI training, past and present, was and is done lawfully.
In the 2020 COVID-19 the CEO said at the Cog-X event, she had "onboarded hundreds of thousands" more
artificially intelligent algorithms. All personal data is wholly and entirely owned by the data subject and
historical research purposes or for statistical purposes should be
pseudonymisation).
specified in Article 23 (general article on restrictions relating to the protection of national security, criminal
products.'
Our research shows that schools are not qualified to understand the due diligence needed in some of these
and made it compulsory to use by all pupils.
AS Tracking claims to work by
GDPR, trying to be more transparent about what happens to student data. However, these don’t address the
and stored.

security. This is important because, at the time of publication, there is a ‘dearth’ of evidence ‘in the literature
and implications for the datafication of young people, often without consent, in Higher Education. There are
combating academic fraud. The problem of essay mills that politicians are now fixated upon is the ideal
services to combat rather than solve the issues.

cheating services and getting others to write your work in ‘essay mills’ are not new, but the speed and scale
boundaries of collaboration versus intentional ‘cheating’ by sharing work, and limited writing experience or
support services

We mention Higher Education only insofar as applicants are often still children aged under 18, or on its cusp,
policymakers fail to see or seem to have accepted. The harm this can cause should be apparent from the

The image included the names, addresses, dates of birth and National Insurance numbers of 37 pupils and
their parents was prosecuted by the Information Commissioner’s Office in February 2018.

Another major government contract. Local government reporting of contract spending is not granular enough
Unbelievable.”

“Customer Success Team.” The same bug that they introduced over a year ago is still being shipped? Or
with the wrong individual, due to the mix up of different families’ records.

for schools to install to stop the problem happening again and to identify which files have been corrupted, it
setting for school census data, would indicate that a child had in the past been a Looked After Child. The
distributed since 2012.

children’s national pupil record. It was declined.

3.12.2 Errors and right to correction

As Ben Williamson, wrote in 2018, data about a child can have significant effects on their life. Schools are
own data or get corrections.

How many may have been ascribed incorrectly across England since 2000 is unknown.

system.

Schools should “record the appropriate value of the “source code” in addition to the new ethnic category.

based on that provided by Kent County Council. There is a category in SIMS where schools can identify if
where it was not provided by the parents.

consequences, where data is now used in predictive machine modelling.

to national pupil databases, now means labelled for life. Children can be labelled by data ascribed by an

(anonymous) were “adequate” or not.”

trial (RCT) to test evidence-based interventions relating to social cohesion and integration; and to evaluate
child).”

affirmative action i.e. opt-in) would be very likely to threaten BIT’s ability to carry out a proper evaluation of
special category data should generally be processed with consent except for reasons that make it impossible
suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

In my opinion this condition is not met, because this is not a remote research project but a live intervention,
involve thousands of children, be designed to attempt to modify their behaviour or beliefs and parents have
expected that faced with an explicit request for more information, that both research and psychological
evaluation is a crucial aspect of BIT’s work in order to be able to determine what works. The project was
the collection of survey data and data held by school information management systems). A rigorous

data sharing. That organisations can also therefore extract children’s personal confidential data including
purpose of this case study is therefore to illustrate why Data Protection law alone can be inadequate to
there had been no contravention of data protection law, and no further action was required.

suggests that it is possible that there may be a delayed effect on the pupils who were ‘word rich’ . A twenty-
There were a number of limitations to the study. Given the complexity of reading as a process, the report
class and one was a control class. Both were taught by more experienced reading teachers, and, if measured
texts is approximately £180–£200.”

pupils and in the control group 46 pupils).

3.11.4 Case study | Research trial negative or no effects and
initially in partnership with the University of Plymouth, and now managed by a consortium. It was initially
data)

management system (SIMS) which has been provided in the past for the purposes of the child’s

EBSCO, Insignia),

Assessment and plagiarism detection systems (e.g. Turnitin). Blackburn (2017) raises the question of
contributions made, and time spent on task can all be monitored. Blackboard promote their ‘Blackboard

behavioural economics and psychology) in public policy.

lessons. It is not generally possible for students to opt out of school lessons as far as we understand.
offered up to £1,000 for participation to cover administrative costs which most schools taking part did not
evaluation is a crucial aspect of BIT’s work in order to be able to determine what works. The project was
the collection of survey data and data held by school information management systems). A rigorous


Leeds Trinity University monitors its own social media accounts in order to check for general mentions/tags. Orlo, a social management platform, which monitors and reports on inbox sentiment (messages and posts). Greenwich uses a software tool – Cision. The Communications & Recruitment Directorate undertakes social listening in the Communications and Public Affairs purposes. This work in now done manually. No reporting to third parties has taken place. The University does engage directly with those engaging publicly with the University through mentions rather than direct tagging. At Aberdeen University, “over the past few years monitoring has occurred for mentions of the University on a campus, safe, lawful, trusted, and transparent. Collection and distribution like this should be unthinkable. We Students have been misled up and down the country by their universities for nearly a decade through poor risks to fundamental rights and freedoms. As regards data use it was the Small Business, Enterprise and Employment Act 2015 that included powers to earn (and bring in to the Treasury through tax) and what they cost (through what goes out from the Treasury).”

Dr Ben Williamson, a Lecturer in Education in the faculty of Social Science, at Stirling University, contributed: “However, the dominance within the learning analytics market by corporations and companies like Pearson themselves.” As with ISO 21001 prioritizing students’ requirements and satisfaction, the UK data infrastructure starts from an anonymised data and without leading to any operational system. The datasets held in the Jisc Data Learning regime, ensuring that such activities always protect students’ individual rights and freedoms.”

“Nonetheless, by failing to explain which automated decisions have “significant effect”, the draft guidelines undermine the ability of universities to explain why they are having an impact on students’ lives.”

Processes could and should include this during the admissions process. But they should first review whether with an indefinite number of staff.

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Processes could and should include this during the admissions process. But they should first review whether with an indefinite number of staff.
The test is one of several that overseas students can sit to prove their English language proficiency, a visa students after falsely accusing them of cheating in English language tests. And another example of automated data processing with significant harmful effects for exam related buckets in front of their laptops while taking their online bar exams remotely, when their exams operate on a lawful basis, and other on a consensual one. Surely students that do not want to use such conclusion is that the data processing by the UvA is based on the basis of Article 6 (1) (e) of the GDPR, and Dutch students accused universities of violating their privacy in Spring 2020 by using the monitoring automated software solution. As currently practiced, live proctoring relies entirely on personally identifiable evidence of misuse, but we do not monitor per se. No member of staff is permitted as a matter of routine to use Policy to the Counter-Terrorism & Security Act (2015), which enables us to investigate where there is attached to the University brand and online content. The contract for the software expires in June 2020. Using student / applicants' personal data on social media is not lawful for just any purpose, despite Christian social media surveillance fundamentally rides roughshod over Data Protection law, ignores reasonable lives.

The charity Stand Alone and were then quite excited by their product and claims that they were all about preserving privacy while and any new types of information sharing which would be needed by the OfS in future. Using student / applicants' personal data on social media is not lawful for just any purpose, despite Christian social media surveillance fundamentally rides roughshod over Data Protection law, ignores reasonable lives.

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| Table of NPD data distribution by the DfE outside the University of St Andrews |
| University of Edinburgh |
| South Ayrshire |
| Aberdeenshire Council |
| East Dunbartonshire Council |
| Dumfries and Galloway Council |
| Perth & Kinross Council |
| Edinburgh Council |
| Jordanhill School |

| Individualised Learner Record (ILR) data |
| Individualised Learner Record (ILR) |
| Learner Data on an Individualised Learner Record (ILR) |

| Student Income & Expenditure data |
| Student Loans |
| HM Revenue & Customs |
| Testing Agency and their sub-printing suppliers |
| Quality Assurance Authorities |
| Local Enterprise Service (UCAS) |
| Admissions and Colleges Education |
| Work & Pensions Other training |
| Loans (currently Personal Career) |

| Aims to use pupil census, leaver destinations and attainment data and leavers destination purposes only. |
| Census, AAE and Looked After Children data to stage including record of additional education and survival following twin delivery by gestational birth out of hours and: the later development of to investigate the association between being an examination centres per provide their examinations centre details to

| Funding audits in Adult for Combined Authorities to transfer learners from a failing provider to for print attendance registers for modified test materials. |
| The ILR datasets are an estimated examination centres per provide their examinations centre details to for Combined Authorities to transfer learners from a failing provider to for print attendance registers for modified test materials. |

| For Combined Authorities to transfer learners from a failing provider to for print attendance registers for modified test materials. |
| To return a complete set of data supplied by to administer the Care to the LA’s. This effective administration of process of acquiring a loan. |
| To support question level marking for national curriculum tests. |
| To confirm the status of learners are affected. It is a real difference to their apprenticeship employers and progression as a result about customer satisfaction to support Secretary of State geographical region and by process of addressing development and correct any anomalies within the teachers’ administration of services. This removes the efficiency. |

| To find out if non-formal Training (ITT) providers are affected. It is a real difference to their apprenticeship employers and progression as a result about customer satisfaction to support Secretary of State geographical region and by process of addressing development and correct any anomalies within the teachers’ administration of services. This removes the efficiency. |
| To support ongoing benchmarking and statistical and research purposes only. |
| Providing local authorities with their own benchmarking and statistical and research purposes only. |
| Providing local authorities with their own benchmarking and statistical and research purposes only. |
| Providing local authorities with their own benchmarking and statistical and research purposes only. |
| Providing local authorities with their own benchmarking and statistical and research purposes only. |
| Providing local authorities with their own benchmarking and statistical and research purposes only. |

| 1. Funding audits in Adult |
| 2. This list of pupils is then used to administer the Care to the LA’s. This effective administration of process of acquiring a loan. |
| 1) List of examination tables progress measures. |
| 2) List of examination tables progress measures. |
| 3) List of examination tables progress measures. |
| 4) List of examination tables progress measures. |
| 5) List of examination tables progress measures. |
| 1) List of examination tables progress measures. |
| 2) List of examination tables progress measures. |
| 3) List of examination tables progress measures. |
| 4) List of examination tables progress measures. |
| 5) List of examination tables progress measures. |
| 6) List of examination tables progress measures. |
| 7) List of examination tables progress measures. |
| 8) List of examination tables progress measures. |
| 9) List of examination tables progress measures. |
| 10) List of examination tables progress measures. |
| 11) List of examination tables progress measures. |

| Days of a series. |
| 1) List of examination tables progress measures. |
| 2) List of examination tables progress measures. |
| 3) List of examination tables progress measures. |
| 4) List of examination tables progress measures. |
| 5) List of examination tables progress measures. |
| 6) List of examination tables progress measures. |
| 7) List of examination tables progress measures. |
| 8) List of examination tables progress measures. |
| 9) List of examination tables progress measures. |
| 10) List of examination tables progress measures. |
| 11) List of examination tables progress measures. |
| 12) List of examination tables progress measures. |
| 13) List of examination tables progress measures. |
| 14) List of examination tables progress measures. |
| 15) List of examination tables progress measures. |
| 16) List of examination tables progress measures. |
| 17) List of examination tables progress measures. |
| 18) List of examination tables progress measures. |
| 19) List of examination tables progress measures. |
| 20) List of examination tables progress measures. |
| 21) List of examination tables progress measures. |
| 22) List of examination tables progress measures. |
| 23) List of examination tables progress measures. |
| 24) List of examination tables progress measures. |
| 25) List of examination tables progress measures. |
| 26) List of examination tables progress measures. |
| 27) List of examination tables progress measures. |
| 28) List of examination tables progress measures. |
| 29) List of examination tables progress measures. |
| 30) List of examination tables progress measures. |
| 31) List of examination tables progress measures. |
| 32) List of examination tables progress measures. |
| 33) List of examination tables progress measures. |
| 34) List of examination tables progress measures. |
| 35) List of examination tables progress measures. |
| 36) List of examination tables progress measures. |
| 37) List of examination tables progress measures. |
| 38) List of examination tables progress measures. |
| 39) List of examination tables progress measures. |
| 40) List of examination tables progress measures. |

| Purpose |
| Daily, weekly, monthly, and annual print attendance registers. |
| LEO data to support the National Knowledge Economy’ Laboratory. |
| The National Careers Service. |
| Qualifications and progression as a result about customer satisfaction to support Secretary of State geographical region and by process of addressing development and correct any anomalies within the teachers’ administration of services. This removes the efficiency. |
| The ILR datasets are an estimated examination centres per provide their examinations centre details to for Combined Authorities to transfer learners from a failing provider to for print attendance registers for modified test materials. |
| To transfer learners from a failing provider to for print attendance registers for modified test materials. |
| To return a complete set of data supplied by to administer the Care to the LA’s. This effective administration of process of acquiring a loan. |

| The National careers service. |
| Qualifications and progression as a result about customer satisfaction to support Secretary of State geographical region and by process of addressing development and correct any anomalies within the teachers’ administration of services. This removes the efficiency. |

| EDA0118 |
| EDA0122 |
| EDA0123 |
| EDA0138 |
| EDA0158 |
### Table of Analyse School Performance access by School / Establishment

<table>
<thead>
<tr>
<th>School / Establishment</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anon Education (Named)</td>
<td>Cannot view pupil names, download or upload data.</td>
</tr>
<tr>
<td></td>
<td>Named users can view pupil names, download and upload data for their own schools.</td>
</tr>
<tr>
<td></td>
<td>Anon users cannot view pupil names, download or upload data.</td>
</tr>
</tbody>
</table>

### Summary

- **Samples of FFT benchmarking data processing.**
- **Management for Inter-Education Data Division**
- **Reporting (CFR) & Service**
  - SQL servers
  - National Pupil Database
  - Digital Asset Caseload Information
  - Schools Performance Achievement and
  - The Store and MI Agency (EFA)

---

**Purpose of Dataset**
- Children Looked Testing Agency
- Pupil Census
- Code of Practice
- Premium eligibility service.

**Familiarisation/Training Events**
- The HO believes the reasonable justification for committing an immigration offence is to provide an opportunity to give them the chance to contribute to the individual and family life, and the protection of public order and health in the United Kingdom.
- The HO believes that the reasonable justification for any immigration offence is to provide an opportunity to give them the chance to contribute to the individual and family life, and the protection of public order and health in the United Kingdom.
Table of Analyse School Performance

KS1 Primary

Primary

Primary

KS2 Primary

Secondary

Secondary

Ofsted

Diocese

MATs

attainment by pupil group

Key stage 2 Maths progress and attainment by pupil group

Key stage 2 reading progress and attainment by pupil group

Percentage of pupils staying in above by pupil group

Percentage achieving grade 5 or above by pupil group

Pupil Attainment 8 scatterplot

Attainment 8 Pupil Group

landing

schools

schools

All schools

All schools

All schools

Search

Search

Search

Breakdown of:

Breakdown of:

Table 1: Percentage of pupils staying in and a y axis of:

National benchmark Writing School Writing achieved greater working towards %

National benchmark Writing School Writing achieving the expected standard %

National benchmark Reading School Reading achieved greater attainment achieving the expected standard %

National benchmark Reading School Reading achieving the higher standard %

KS2 maths score school

KS1 prior attainment maths expected standard %

KS1 prior attainment overall, or KS2 progress in maths attainment achieving greater depth %

National benchmark Maths School Maths achieving the higher standard %

National benchmark Reading School Reading achieving the higher standard %

National benchmark Achieving at standard %

Cohort number

Cohort number

School Overall % going on to school

School EBacc Humanities entries percentage

School EBacc Science entries number

School EBacc Maths entries of cohort

School EBacc English entries number

School Language entries percentage

School Maths entries percentage

School English entries number

School Math entries of cohort

Open element

English element

Overall A8 score

KS2 prior attainment overall English element

National benchmark National benchmark

No

Yes

Saving

their
schools

No

Yes

No

Yes

No

Yes

English first

EHC plan

Children

looked after

Children

Ever 6FSM

Female

Disadvantaged

Female

Disadvantaged

Male

No SEN

Male

No SEN

Other

Disadvantaged

Other

Male

No SEN

Other

Disadvantaged

Male

All pupils

Other

All pupils

Female

Disadvantaged

Female

Disadvantaged

First language

Language entries number

First language

Language entries percentage

Middle overall attainment

Low overall attainment

Middle overall attainment

Low overall attainment

English high attainment

English low attainment

English high attainment

English low attainment

Gender

Gender

On roll in years

On roll in years

On roll in years

On roll in years

On roll in years

On roll in years

On roll in years

On roll in years

On roll in years
5.6. FSM Eligibility checking service

5.5. Sample consent form to photography for school by the DfE

(i) conducting research or analysis, persons who, for the purpose of promoting the education or well-being of children in England are—

Paragraph 6 (b) was amended in 2012 from:

(d) persons conducting research into the educational achievements of pupils and who require individual pupil information for that purpose;

(c) work-based learning providers;

(b) Primary Care Trusts (15);

(u) the Qualifications and Curriculum Authority (14);

t) the Learning and Skills Council for England (13);

(p) Ufi Limited (11);

(n) the University and Colleges Admissions Service (9);

(i) the States of Jersey Education Department;

(h) the States of Guernsey Education Department;

(d) a relevant local authority;

(a) specified in Schedule 1 to the Education (Information about Individual Pupils) (England) Regulations 2010 (16); and

(3) The individual pupil information which an information collator may so provide, in accordance with section 70 of the Education and Skills Act 2008 (12); and

(b) any person falling within any of the categories referred to in paragraph (6) below;

(a) any person referred to in paragraph (5) below;

Secretary of State may provide individual pupil information—

Prescribed persons

5.2.10 Case studies of NPD data linked to policing data and

5.2.9 Table of behaviour data groups and subgroups in the

Shopping
Google Search
Google Public
Google Play
Google
Google My
Google
Search
Sync
Analytics
AdSense
DoubleClick
DoubleClick for
DART
Solutions
Publishers
Management
Blogger
Phonics
KS1
Primary
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Question</th>
<th>Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>What is missing for your school to be ready for GDPR in May 2018 and to meet the expected standard?</td>
<td>Don't know</td>
</tr>
<tr>
<td>25</td>
<td>Which of these providers have you in school. (Please select all those that are relevant. One is the</td>
<td>Nothing missing, we are confident that our policies are compliant</td>
</tr>
<tr>
<td>15</td>
<td>When a teacher signs up a child for a new app or technology used in the classroom or homework tools</td>
<td>Yes</td>
</tr>
<tr>
<td>16</td>
<td>When a teacher signs up a child for a new app or technology used in the classroom or homework tools</td>
<td>Always</td>
</tr>
<tr>
<td>14</td>
<td>Have you ever banned a child from accessing any technology as a punishment?</td>
<td>Never</td>
</tr>
<tr>
<td>13</td>
<td>Do you regularly update your school’s apps?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>12</td>
<td>Do you regularly update the software on the computers within your school?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>11</td>
<td>Do you regularly update the software on the school’s printers?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>10</td>
<td>Do you regularly update your school’s broadband?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>9</td>
<td>Do you regularly update your school’s internet router?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>8</td>
<td>Do you regularly update your school’s servers?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>7</td>
<td>Do you regularly update your school’s computer software?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>6</td>
<td>Do you regularly update your school’s printer software?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>5</td>
<td>Do you regularly update your school’s internet connection?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>4</td>
<td>Do you regularly update your school’s broadband connection?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>3</td>
<td>Do you regularly update your school’s servers?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>2</td>
<td>Do you regularly update your school’s computer software?</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>Do you regularly update your school’s printer software?</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>
5.13 Table of Freedom of Information Requests used in software/technology would be considered by the ICT Governance Group within the Education Service.

Q43. Do you believe children should be able to consent on their own in school to the use of their personal data by third parties and if yes, at what age?

Q31. If a child has special educational needs or a disability, do you think that parental consent should be on consent and informed permissions asked of parents where school using redundant IT equipment recycling.

Q23. You said your child's school offered a choice to use fingerprints, retinal scans, palm scans or facial image recognition. Did either you or your child allow the these being taken or did you or your child refuse?

Q21-22. Regarding the use of the following, has the school offered a choice of whether to use this system for inception in January 2020, Official Students plans to...
### Services.eu/onlinePilot/files/iRead_Privacy_Policy.pdf

**Department for Education**
- Guidance on Service personnel with children in state schools who must notify
- T Level industry placements delivery guidance (2020)
- 2020-to-2021-technical-information
- _DfE_dissemination_discovery.pdf copy archived August 2020
- Statutory guidance (2018) Keeping Children Safe in Education
- Statutory guidance (2015) Supporting pupils with medical conditions
- Press release (April 2020) Schools to benefit from education partnership with tech
- Data protection: toolkit for schools (2018)
- Data protection and privacy notices

**Council of Europe**
- The European Social Charter is an integrated set of international standards concerning
- Data Protection Bill Second Reading, 10 October 2017 Hansard

**Education**
- International education strategy global potential global growth
- https://www.gov.uk/government/publications/international-education-strategy-global-potential-
- Children in Need Census Guidance 2019-20 (CIN)
- Denham, E., The Information Commissioner (2017)
- Data Protection Bill Second Reading, 10 October 2017 Hansard
- https://www.gov.uk/government/publications/international-education-strategy-global-potential-

### References

- https://www.bbc.co.uk/news/blogs-news-from-

### Notes

- The charter
- Verge

### Thank You

- The company CEOs and staff who contributed information about their products or experiences; the
- Research volunteers, as well as Alice Bradbury and Ben Williamson for their direct contributions.
- At LUSH.

### 3,217 handwritten scripts to “quality assure the marking of examiners”.

### Secure and reliable awarding of qualifications during the Coronavirus pandemic.

- We expect to continue to
- Where the controller is a public authority and it is therefore unlikely that consent was freely given in all the
- Regulation 2-16/679 (GDPR) (2017)

### Action will follow if progress falls behind the schedule.

- Organisations committed to making the necessary changes to improve data protection practice.

### 5.15 The Information Commissioner’s Office Executive

- N, HO, police

### Body cameras in West Sussex (2018)

- River Beach Primary in Littlehampton was the seventh school in the

### 2016-17 National Audit Office: Education


### 2016-17 National Audit Office: Education


### 2016–17 National Audit Office: Education


### What steps have been

- What steps have been
- What steps have been