Note
This course has been designed to support teaching assistants in developing an understanding of information and communication technology (ICT) in schools. It is intended to raise participants’ understanding of the importance of ICT in the modern world and the implications that this has for both educators and learners. It does not give hands-on instruction or aim to develop skills, but serves as an awareness-raising introduction from which participants may wish to undertake further professional development. Links to needs analysis questionnaires and a professional development plan are provided for participants to reflect upon their further personal CPD needs.

The course can be delivered in any training venue but it will be most effective if the trainer has access to an interactive whiteboard, or a computer with internet access linked to a data projector that can project onto a big screen. Such facilities will allow the trainer to access video clips and links directly from the internet. If your venue offers access to a computer network and/or a range of hardware or software, you may wish to incorporate these into the training in order to raise awareness of available resources and also to model the benefits of, for example, using an electronic whiteboard as a teaching tool.

In order to deliver the course effectively the trainer will need to understand how ICT can enhance both learning and teaching, drawing on examples and personal experience. The trainer will also need to be familiar with the video material and with the websites they will be demonstrating, before delivering the module. There is a lot in the course and time will have to be managed carefully.
Key to symbols

The following symbols are used in the margins of this text:

- Indicates approximate time needed to deliver a section

- Indicates the point at which a presentation slide should be shown

- Indicates a group activity

- Indicates reference to a course document

- Indicates the showing of a video sequence
Session 1

How ICT can support teaching and learning

Aims of the session

- To enhance understanding of how ICT can support teaching and learning in early years settings and primary schools
- To look at the role of the teaching assistant in supporting pupils using ICT across the curriculum

Resources

Presentation slides 1.1–1.14
Course documents 1.1–1.4
Video clips 1.1–1.3
Disclosure activity from the DVD
Interactive whiteboard or computer linked to data projector, whiteboard or big screen

Additional resources that may be helpful

Flipchart
Range of ICT hardware and/or software for participants to view or try out
Copies of the documents referred to in this session:

*Curriculum guidance for the foundation stage* (QCA/00/587)
QCA scheme of work for ICT
New2computers (Becta)
Outline of the session

ICT as part of the curriculum  15 minutes
What is ICT? The rise of ICT in society. Why are schools being encouraged to use ICT?

ICT in the foundation stage  15 minutes

ICT in primary schools  15 minutes
ICT as a subject; ICT in subjects; ICT as a teaching and learning tool

ICT as a tool to support teaching and learning  35 minutes
Interactive teaching; supporting pupils using ICT; supporting ICT in teaching and learning
ICT as part of the curriculum

What is ICT?

Tell participants that ICT is information and communication technology. Explain that it encompasses a wide range of products that are used to manipulate, store, retrieve, transmit or receive information and that most of the ICT applications that we are familiar with today are put to use in electronic products such as telephones, DVD, CD and cassette players/recorders, computers and television receivers.

The rise of ICT in society

Point out that ICT is increasingly becoming part of our daily lives, in the same way that radio and television did 50 years ago. This is amply illustrated by the use of mobile communications, games consoles, digital cameras and other technologies in the home, school, workplace and community. The 2002 Household Survey revealed that almost 90 per cent of young adults now use the internet from time to time. It also found that over 50 per cent of households now own a personal computer (PC) and that over a quarter of households have direct access to the internet. It is likely that, at the time this module is delivered, these numbers will have increased substantially.

The government is strongly supporting developments in ICT in schools through the provision of resources and guidance.

Show presentation slide 1.1.

Presentation slide 1.1

The government's vision

“My vision is one where schools are confidently, successfully and routinely exploiting ICT … By doing so they will be delivering an education that equips learners for life in the Information Age of the 21st century.

“ICT can make a significant contribution to teaching and learning at all stages and across all areas of the curriculum. ICT should be embedded in all our education institutions and in the teaching that takes place there.”

Rt Hon. Charles Clarke MP, former secretary of state for education and skills, June 2003
Why are schools being encouraged to use ICT?

ICT provides a wealth of opportunities to extend and support teaching and learning.

Show presentation slide 1.2.

Presentation slide 1.2

Why are we using ICT?

- Extending the learning experience
- Extending learning
- Enriching the curriculum
- Expanding learning horizons
- Helping with assessment

Go through the points on the slide.

- **Extending the learning experience**
  ICT contributes to raising standards across the curriculum by improving the effectiveness of teaching. Teaching materials that use ICT allow pupils to engage with the content of the lesson in a variety of ways – visually, with sound and movement, and with the ability to revisit and repeat learning as required. Pupils can be actively involved in their learning, exploiting the interactivity and the potential for communication that ICT offers.

- **Extending learning**
  ICT provides opportunities to extend learning by removing some of the more burdensome tasks, such as drafting and redrafting work, and enabling pupils to focus on higher-order thinking skills, such as analysis and interpretation of cause and effect. Pupils are able to ask questions such as “What if...?” and test their hypotheses.

  ICT-based activities offer wide opportunities for differentiation and personalised learning, so pupils can learn at their own pace and often in their preferred learning style.

  Learning with ICT can also be extended beyond the boundaries of the school so it need not be limited to the school day or the school premises. Pupils can continue learning by accessing resources remotely. This, in turn, can increase parents’/carers’ involvement in and support for their children’s learning.

  ICT can also facilitate opportunities for family and adult learning in the community.
● **Enriching the curriculum**
ICT enriches the curriculum by enabling access to information, images, animation and video and encouraging collaborative working and communication with a range of audiences, for example through videoconferencing. The world is effectively brought into the classroom and pupils become more engaged in their learning.

Teachers using technology such as data projectors and interactive whiteboards can provide clear models for pupils to transfer to their own work. Difficult concepts or potentially dangerous scenarios can now be experienced virtually as pupils can see animated sequential images, virtual reality tours or movies at the click of a mouse. They can interview experts and record and refine their work more easily, again releasing time for them to question, interpret and explain what they have experienced. Tell participants that they will be looking in more detail at the advantages of using interactive whiteboards later in this module.

● **Expanding learning horizons**
The ‘C’ in ICT is very important in supporting teachers and learners in the 21st century. Access to fast internet connections allows materials to be viewed, downloaded and manipulated easily by the user. Many museums make their assets available online and so teachers and pupils can get access to first-hand sources not otherwise available to them. In addition, through the use of e-mail or videoconferencing, teachers and pupils are able to undertake collaborative projects, perhaps comparing localities or sharing weather data.

● **Helping with assessment**
ICT helps some areas of the curriculum to be assessed more easily, for example through the use of automated marking or pupil voting systems which can provide teachers with a quick and accurate assessment of pupils’ learning. Assessment data can be recorded and analysed more efficiently, allowing teachers to see where particular pupils or areas of learning need more support or attention.

Explain that ICT is also becoming essential to the overall operation of many schools, from ordering goods to registering pupils and from staff professional development to communications with parents/carers. Increasingly, too, teachers and teaching assistants (TAs) are using ICT to help them with planning and preparation of lessons, to develop and store teaching and learning resources and for personal record keeping. Explain that, depending on their role, it is likely that participants will use ICT to support learning, teaching and processes such as the entry of assessment data.
ICT in the foundation stage

Technology plays an increasingly important part in the lives of even very young children. They are surrounded by ICT and it can provide great opportunities for supporting their learning. It can encourage them to explore the world at large and make exciting discoveries for themselves as part of a broad range of experiences. Pupils in the foundation stage can use ICT independently or with support from the teacher or teaching assistant. It can have a positive impact on teaching and learning and can encourage pupils to engage confidently in imaginative learning.

Show presentation slide 1.3 and explain the stepping stones and the early learning goal for the foundation stage.

Presentation slide 1.3

ICT in the foundation stage

Stepping stones

- Yellow – show an interest in ICT
- Blue – know how to operate simple equipment
- Green – complete a simple program on the computer and/or perform simple functions on ICT apparatus

Early learning goal

Find out about and identify the uses of everyday technology, and use ICT and programmable toys to support their learning

Explain that many activities in the early years revolve around pupils developing an understanding of their environment. In early years settings we should encourage pupils to explore, observe, solve problems, predict, discuss and consider. ICT resources can provide tools for promoting these skills, as well as being subjects for examination in their own right.

Explain that we are not just talking about computers when we talk of using ICT in the foundation stage. There is a whole range of ICT that TAs might encounter in early years settings.
When added to role-play, ICT equipment reflects the real world, builds on pupils’ experiences and allows them opportunities to understand how, why, when and where different forms of technology are used in everyday life. ICT can be added to environments such as a shop, café or office and can be set up in role-play areas to reflect its use in day-to-day living. Pupils can use computers to work creatively with painting or music software, or learn more about literacy and numeracy. Software can produce different environments for pupils to explore that they could not otherwise experience.

Explain with one or two examples how pupils learn through the use of ICT:

- through the use of a digital camera – reflecting on past experiences, observing details, sharing personal likes or dislikes, sequencing events, recording and sharing a significant event
- through a programmable toy – pressing buttons causes an action that they can control: left, right, forwards, backwards, number of presses equalling number of moves, etc.
- through an overhead projector – introduces shadow and pattern.

Other examples you might give could include:

- scanners and photocopiers, which allow a pupil to take an exact copy of their work home with them while leaving one in the classroom
- walkie-talkies, which can encourage pupils’ use of language
- metal detectors, which can help pupils identify differences in materials
- musical mats or keyboards, which can encourage moving to a rhythm and creating patterns with sound
- cassette recorders, CD players or MP3 players that can encourage pupils to listen to and retell stories
- a karaoke machine, which can encourage pupils in their singing.

*Show video clip 1.1: Introduction to the PNS – foundation stage.*

Tell TAs that there are many ideas for learning experiences using ICT for pupils in the early years on the PNS website: http://samples.lgfl.org.uk/primary. Suggest that, especially if they are working in early years settings, they look at some with their mentor back in school, after the session. Tell TAs that they will analyse one of the clips in more detail in session 2 of this module.

---

**ICT in primary schools**

Explain that, following an Ofsted report in 2002 which reported that only 25 per cent of primary schools in England used ICT effectively in teaching and learning across the curriculum, the primary national strategy established a series of pilots concentrating on interactive whiteboards, laptops and computer suites.

The use of ICT across the primary curriculum is intended to improve pupils’ attainment not just in mathematics and literacy, but in all subjects. The strategy is targeted across the whole primary phase from the foundation stage to year 6, and across all schools, from those where ICT equipment is widespread to those where such technologies may be limited to a cluster of PCs or a dedicated ICT suite.
Show presentation slide 1.5.

Presentation slide 1.5

Teaching and learning with ICT at key stages 1 and 2

- ICT as a subject
- ICT in subjects
- ICT as a teaching and learning tool

Explain that within primary schools ICT plays a variety of roles:

- **As a subject**
  It is defined as a curriculum subject that is an entitlement for pupils from key stage 1 onwards. Its purpose is to help pupils develop the necessary skills, knowledge and understanding of ICT to enable them to participate in a rapidly changing world.

- **In subjects**
  The national curriculum for all other subjects requires the use of ICT ‘where it is appropriate’: for example, in history this might be the use of a database to search Victorian census data for information, or in art the use of the internet to research the work of a particular artist.

- **As a teaching and learning tool**
  ICT has become increasingly a central tool to support teaching and learning: for example, the use of laptop, stand-alone and networked computers, interactive whiteboards, digital images and video, temperature sensors and computer microscopes.

Recent inspection findings show that ICT is the most improved subject. However, the use of ICT within the curriculum is not as well developed.

Tell TAs that for the rest of this session, you will expand on the points on this slide.
ICT as a subject

Show presentation slide 1.6.

Presentation slide 1.6

The national curriculum for ICT

Participants will probably not be able to read the small type on the slide. Explain that this does not matter as it is being shown merely to illustrate what the web page looks like.

Explain that, through the national curriculum for ICT, pupils in key stages 1 and 2 learn how to use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to gain rapid access to ideas and experiences from a wide range of communities and cultures. As they move through primary school, pupils are encouraged to become increasingly independent in their use of ICT, making informed judgements about when and where to use it to best effect. They also consider the implications of ICT for home and work, both now and in the future.
Use presentation slide 1.8 to explain the first of the four strands, pointing out the progression as pupils move through key stages 1 and 2.
Tell TAs that they can see the progression in the other three strands of the ICT national curriculum in course document 1.1.

Course document 1.1

Progression

Finding things out

At key stage 1 pupils will learn how to:

- gather information from a variety of ICT sources, e.g. databases, CD-ROMs, DVD, videos
- enter and store information in a variety of forms, e.g. saving work, storing information in databases
- retrieve information that has been stored, e.g. loading saved work, using a CD-ROM.
At key stage 2 pupils will learn how to:

- talk about what information they need and how they can find and use it, eg. searching the internet or using a CD-ROM or DVD
- prepare information that will be developed using ICT – selecting suitable sources, finding information, classifying it and checking it for accuracy
- interpret information to check that it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

Developing ideas and making things happen

At key stage 1 pupils will learn how to:

- use text, tables, images and sound to develop their ideas
- select from and add to information they have retrieved for particular purposes
- plan and give instructions to make things happen, eg. programming a ‘floor turtle’
- try things out and explore what happens in real and imaginary situations, eg. trying out different colours on an image, using an adventure game or simulation.

At key stage 2 pupils will learn how to:

- develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate, eg. in desktop publishing or multimedia presentations
- create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them, eg. monitoring changes in temperature, detecting light levels and turning on a light
- use simulations and explore models in order to answer ‘What if...?’ questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships, eg. simulation software, spreadsheet models.

Exchanging and sharing information

At key stage 1 pupils will learn how to:

- share their ideas by presenting information in a variety of forms, eg. text, images, tables, sounds
- present their completed work effectively, eg. for public display.
**At key stage 2** pupils will learn how to:

- share and exchange information in a variety of forms, including e-mail
- be sensitive to the needs of the audience and to think carefully about the content and quality when communicating information, eg. work for presentation to other pupils, publishing on the internet.

**Retrieving, modifying and evaluating work as it progresses**

**At key stage 1** pupils will learn how to:

- review what they have done to help them develop their ideas
- describe the effects of their actions
- talk about what they might change in future work.

**At key stage 2** pupils will learn how to:

- review what they and others have done to help them develop their ideas
- describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering its effect on others, eg. the impact made by a desk-top published newsletter or poster
- talk about how they could improve future work.

Tell TAs that although the ICT national curriculum specifies what pupils will learn at different stages in their education, most ICT lessons are drawn from the QCA schemes of work and so it would be well worth familiarising themselves with the schemes of work relevant to the pupils they work with when they are back in school.
Show presentation slides 1.9a and 1.9b and briefly explain the main features of the QCA schemes of work.

### Presentation slide 1.9a

**The QCA scheme of work**

- Is optional
- Includes the breadth of the national curriculum for ICT
- Includes teaching strategies
- Illustrates the programmes of study for ICT in KS1 and KS2 translated into a practical plan

### Presentation slide 1.9b

**The QCA scheme of work**

- Includes appropriate progression from year 1 to year 6
- Divides the teaching of ICT into appropriate units
- Integrates the knowledge, skills and understanding into subject contexts

www.standards.dfes.gov.uk/schemes2/it
Suggest that TAs have a look at the scheme of work after this session. Stress that schools have the flexibility to adapt and develop these materials for their own context.

**ICT in subjects**

Tell TAs they may see pupils using ICT right across the foundation stage and/or primary curriculum. Explain that the national curriculum for all other subjects requires the use of ICT ‘where it is appropriate’. For example, in history this might be the use of a database to search Victorian census data or the use of the internet to research various artists in art. Similarly, in the scheme of work, although ICT is the main focus of each unit, opportunities for links with other areas of the curriculum are made explicit, whenever possible. For example, many of the graphics units make explicit links with work in art, and the unit on branching databases provides opportunities for work on keys in science. Many schools plan ways for these links to be exploited. Tell TAs that they can see examples of this in the Becta entitlement documents at http://schools.becta.org.uk (click on ‘Learning and teaching’, then on ‘Primary’) – choose a subject and then scroll down to the downloadable entitlement document.

**ICT as a teaching and learning tool**

Point out how ICT has become increasingly a central tool to support teaching and learning: for example, the use of laptop, stand-alone and networked computers, interactive whiteboards, digital images and video, temperature sensors and computer microscopes.

Tell TAs that in the next section, they will look at a major development in using ICT to support teaching and learning – the interactive whiteboard.
Show presentation slides 1.10 and 1.11, which show the range of hardware and software in common use in primary schools.

Presentation slide 1.10

**Hardware**

- Colour printers
- Scanners or digital stills or video cameras with associated software
- Multimedia computers – including desktop computers, portables and personal digital assistants (PDAs)
- ‘Floor turtle’ or robot
- Control interface with associated switches, sensors, buzzers, lights and motors
- Digital microscopes (every school received these as part of Science Year)
Tell participants to note any hardware or software they are unfamiliar with. Tell participants that, through their mentor, they should arrange opportunities to see such ICT being used in practice and, if appropriate, to receive training in supporting pupils in using it. Tell TAs that tutorials for many common schools software packages can be found on Becta’s New2computers website at http://schools.becta.org.uk/new2computers

**ICT as a tool to support teaching and learning**

*Note to trainer:* If you have access to an interactive whiteboard when delivering this session, you should take the opportunity to demonstrate some of the features described in this unit.

**Interactive teaching**

Explain that although pupils may be learning when they read a text, study a map or watch a video, it is difficult for the teacher or TA to determine how well pupils understand and are internalising the ideas being presented. One of the main advantages of ICT is its potential to support interactive teaching and learning.
Interactive teaching involves the use of strategies that stimulate feedback from pupils. Pupils learn much more effectively when they are active agents in their own learning, when they make their thinking explicit by words or actions and when they take ownership of ideas and information. While pupils are learning in this way, it is easier for a teacher or TA to monitor and assess what is being learnt by observing pupils and listening in to their discussions.

Explain that computers have always had the potential to stimulate interaction between pupils. Ask TAs to imagine a group of pupils seated in front of the computer working together on a task displayed on a large monitor screen. When a computer is used for interactive group work it can stimulate collaboration and a high level of on-task discussion. The screen enables all children to share a common experience, a single keyboard forces the team to reach consensus before any entry can be made, and the presence of an external focus can help with the development of social skills.

Tell TAs that an interactive whiteboard is a very powerful tool to stimulate interaction.

If you have access to an interactive whiteboard, briefly demonstrate some of its features, listed in presentation slide 1.12. If you do not have access to an interactive whiteboard, describe the features. TAs should have seen a lesson involving the use of an interactive whiteboard as part of their pre-module preparation, so they will be familiar with some of the features you describe.

**Presentation slide 1.12**

**Features of an interactive whiteboard**

- Everyone can write on it and changes can be saved – this gives shared ownership
- High visual impact, creating a theatrical effect in the classroom
- Facilitates better class management – the teacher can be at the front, facing the class
- Makes a wide range of resources instantly available
- Presentations and displays can be annotated by teacher and pupils
- Engages pupils, getting them moving and participating – this improves behaviour
- Facilitates concept mapping – items can be moved easily around the screen
- Supports discussion (on topic) and learning from other pupils
- Motivating, because both teachers and children enjoy using it

Explain that, in interactive teaching, teachers modify their approaches in response to the needs of learners and are keenly aware of the learners and their different learning styles.
In interactive lessons, pupils may be interacting with the teacher and/or TA, their peers, resources or all of these.

Ask TAs to work in pairs to look at course document 1.2 in the TA file. *Show presentation slide 1.13 and ask the TAs to identify the kinds of interactions taking place in the activity.*

Presentation slide 1.13

**Types of interaction**

- Teacher/TA–pupil
- Pupil–pupil
- Pupil–resource

Course document 1.2

**Types of interaction – case study**

In a mathematics lesson, the teacher aims to develop pupils’ ability to estimate angles. She draws a circle on the electronic whiteboard and divides this with two straight lines. She invites a pupil to the board to label 90° (recapping prior learning) and asks the class to calculate how many degrees there are in the whole circle. The teacher then removes the 90° label and adds another radius to the circle in a different colour. She asks the pupils to estimate the size of the new angle and invites them to explain to the class why their estimate is sensible. When all the pupils have a basic understanding the teacher loads software which tests the ability to estimate angles, giving feedback clues such as ‘too large’/‘too small’. The class uses this as a team game with teams vying to get the most correct answers. While they work the TA sits with one of the teams, supporting pupils who might find the activity more difficult and those who may not feel confident to participate.

Briefly take feedback.

**Supporting pupils using ICT**

*Run the text disclosure exercise (Link 1.1) on the DVD. At the Discloze website, select “Y5 – Petfood”. This exercise is taken from the NAACE primary website and can be found at: www.mape.org.uk. Demonstrate some of the TA interventions that will be discussed later.*
Allow 10 minutes for this activity.

Ask TAs to work in groups to try to say what they can deduce about the text and to try to reconstruct the rest of the text. Tell them that all the punctuation is present and a star is used in place of each letter. Bold stars represent capital letters.

After five minutes take brief feedback. What did they deduce about the text? How did they tackle the task? What strategies did they use to reconstruct the text? How well did they work interactively?

Now ask them to return to their groups for five minutes to discuss how, if they were supporting a group of pupils doing this exercise, they could maximise interaction and help pupils to complete the text as independently as possible. In particular, ask them to think about the kinds of questions they would ask to prompt pupils to analyse the text and make deductions about it.

Take feedback.

In the feedback make sure the following points are covered:

- The TA might help to ensure that all pupils are included in the activity, making sure that everyone takes part and that the activity is not dominated by one or two individuals.
- It is useful to ask ‘open’ rather than ‘closed’ questions, prompting explanation rather than single word answers.
- It is useful to ask pupils to reflect on their thinking process, not just on the result. So, for example, TAs might ask:
  - What can you say about this text? Why do you say that?
  - How do you know that it is a poem?
  - Where can you see possible rhymes? What clues are helping you identify them?
  - What could the bold stars in line 3 signify? Why do you think that?
  - Can you make any guesses at any of the words? What clues are you using?
- It might also be helpful to get pupils to ask their own questions, e.g.
  - What letters can come after apostrophes?
  - What could be the significance of apostrophes at the beginning of words (second verse, line 3)?
  - What could the final three words be?
Supporting ICT in teaching and learning

Show presentation slide 1.14.

Presentation slide 1.14

The 4 Ps

- Policy
- Planning
- Practice
- Proof

Go through the 4 Ps.

- **Policy**
  Tell TAs that if they are not already familiar with their school’s ICT policy, they should ask to see a copy when they go back to their school. Explain that the policy should give them an understanding of the school’s aims and objectives for teaching and learning with ICT, some idea of the roles and responsibilities of staff members, and how the school expects progression in ICT use to be assessed, monitored and recorded. The policy might also outline schemes of work for teaching ICT and list the various resources available to teachers and pupils.

- **Planning**
  Tell TAs that planning is crucial to the success of a lesson and whenever possible they should be involved in planning for the lessons in which they will support pupils. If this is not possible, they should, at least, have access to the teacher’s planning. After planning the lesson, they should have a clear idea of where each lesson fits in with longer-term planning and how it builds on pupils’ previous ICT experiences. The teacher should indicate which pupils he or she wants the TA to support, what he or she wants the TA to do and to record, and what they should feed back after the lesson. Tell TAs they may be asked to gather or set up the resources of the lesson. If they are unfamiliar with the ICT concerned, it would be useful if they tried it before the lesson, so that their support can be as effective as possible.
● **Practice**
Tell TAs that, as you mentioned earlier, they may be using ICT to support their work with pupils, perhaps using an interactive whiteboard; or they may be supporting pupils who are learning ICT capability as part of the ICT national curriculum; or they may be providing opportunities for pupils to use their ICT skills, knowledge and understanding to support their learning of subjects or of the elements in the foundation stage curriculum.

● **Proof**
Tell TAs that the lesson doesn’t stop at the delivery stage. They may be asked to contribute to the assessment of the pupils’ ICT capability by keeping records of their observations of the pupils they work with. Remind TAs that their observations will be more useful if they agree a focus for them with the teacher, in advance.

Before showing video clip 1.2 give a brief background. This activity was designed to help develop pupils’ mathematical skills and their knowledge and understanding of the world. Tell TAs that more information about the lesson can be found in the TA file – course document 1.3. Ask TAs to read through this quickly.
Floor robot and pirate map

Learning intentions

- To say and use number names in order
- To count reliably
- To use mathematical and everyday language to describe position and direction
- To use developing mathematical ideas and methods to solve practical problems
- To instruct a programmable toy
- To use a programmable toy to support their learning.

Individual targets this activity could meet

- To work in a group and wait for a turn
- To listen to instructions and respond appropriately
- To count using one-to-one correspondence
- To enter a sequence of two instructions
- To predict with increasing accuracy.

Prior learning/ICT skills

- To know the robot buttons and their actions
- To press buttons in a particular sequence.

Resources

- Floor robot (in this example, Pixie)
- Home-made pirate map.
Show video clip 1.2: Floor robot and pirate map.

This video is taken from the PNS Learning and teaching using ICT website: http://samples.lgfl.org.uk/primary.

When the video is finished ask TAs to work in small groups to discuss:

- the type of support given by the adult working with the pupils
- what kinds of observations a TA might have made to feed back to the teacher
- what questions the adult asked, or might have asked, to assess whether pupils had met the teaching objectives
- what a TA might feed back to the teacher.

Take brief feedback. Ask questions which bring out the following points if they do not emerge from the discussion.

- **The type of support the adult working with the pupils gave**
  - She encouraged pupils to decide where they wanted the robot to go and to enter instructions into the robot to get there
  - She supported pupils in taking turns to move the robot to their chosen destination
  - She helped pupils remember the order of instructions, eg. clear memory first
  - She modelled and helped pupils to use the correct vocabulary – forwards, backwards, how many times, buttons, clear memory, first, turn, direction, left, right

- **Observations a TA might have made to feed back to the teacher**
  - Are they able to use the robot buttons and instruct it to go where they want?
  - Are they able to count accurately?
  - Do they understand how to instruct the robot?
  - Do they know what all the buttons do?
  - How many sequences can they perform in one go? (eg. a sequence of four might be Clear Memory, Forward 3, Turn 1, Forward 2)
  - Can they correct their instructions when the robot doesn’t go where they expect?
● Questions the adult asked, or might have asked, to assess whether pupils had met the teaching objectives

– How do you make the robot move?
– What could that button mean?
– What happens if you use this button?
– How many times will you need to press the forwards button?
– Can you count out how many squares it takes to reach the treasure?

● What a TA might feed back to the teacher

– The children featured in the video were able to say and use number names in order and count reliably up to 6
– They used developing mathematical ideas and methods to solve practical problems. In needing to input a sequence of instructions, one child in particular looked carefully at the route ahead and entered each button press in correspondence with a square on the grid. By using this step-by-step approach he was able to enter an impressive sequence of instructions and take the robot as far as he wanted to go. He realised that he might not have quite reached his square, showing his ability to predict, but he was prepared to take risks
– The children were able to use language to describe where they needed to go and what they needed to enter to get there
– The robot supported their developing mathematical thinking. The grid outline helped them use the number system to achieve their goals
– To encourage the children to self-correct, there could be buried treasure from the pirate ship – they could turn over a card to see if they had reached their treasure, but only once they reach the card.

Tell TAs that they are going to do a similar activity after watching a short video clip of pupils using ICT in key stage 2.

Before showing video clip 1.3 give a brief background. This activity was designed to help pupils investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs, and to relate relationships, attitudes and beliefs found in books to their own experiences. Tell TAs that more information about the lesson can be found in the TA file – course document 1.4. Ask TAs to read through this quickly.
Course document 1.4

Objectives

- To investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs (term 3, text 1)
- To relate relationships, attitudes and beliefs found in books to own experience

Prior learning

Before this lesson, pupils had:

- accessed the willow pattern story through the module on the website (www.tuned-in.org). They were aware that the story has changed over the centuries, especially since the pattern was adopted in Britain. Pupils had also had read to them *The owl service*, by Alan Garner, to provide another story linked to this theme and range
- explored websites to locate, access, compare and collate information.

Before the sequence in the video

The teacher reminded pupils of the story from the ‘tuned-in’ module, displaying it with the accompanying music for whole-class viewing and listening. The class discussed how each of the main characters acted, what their feelings were and whether their actions were avoidable. Pupils were then asked to work in groups or pairs investigating different versions of the story and poems about the willow pattern that they could find on any of the websites given to them by the teacher. The teacher asked them to find out whether there were differing events in the different versions and whether any of the characters were treated more or less favourably. She asked pupils to make notes of the differences they found in the different versions, and to be ready to explain and give evidence of these to the rest of the class in the plenary.

Show video clip 1.3: Reading websites.

This video clip is taken from the PNS Learning and teaching using ICT website: http://samples.lgfl.org.uk/primary.

When the video is finished ask TAs to work in small groups to discuss:

- why they think the teacher used ICT in this lesson
- what ICT skills those supporting pupils would need
- how a TA might support pupils while they were working in the part of the lesson shown in the video clip. What questions could they ask?
Take brief feedback. Ask questions which bring out the following points if they do not emerge from the discussion.

- **Why they think the teacher used ICT in this lesson**
  - The internet gives access to a much wider range of information and resource material than is offered by the traditional print resources in a school
  - Use of interactive texts increases pupils’ range and flexibility in using reading strategies to find information
  - Such texts reflect ‘real-life’ contexts and purposes for reading
  - They encourage thinking strategies for organising, comparing, synthesising and analysing information
  - They speed up the searching process for pupils who read slowly
  - The use of the internet helps teachers to extend their own knowledge and understanding about particular issues before teaching the children
  - ICT allows teachers to project enlarged visual images for whole-class demonstration and discussion

- **What ICT skills those supporting pupils would need**
  - How to access internet websites
  - How to move between websites and the word-processing format where pupils are recording their work
  - How to copy and paste between applications

- **How a TA might support pupils while they were working in the part of the lesson shown in the video clip. What questions could they ask?**
  - Helping pupils to compare versions – What was the same about them? What were the differences? Were they significant? What does the text say that leads you to draw those conclusions?
  - Modelling and encouraging pupils to use the key vocabulary for the lesson – culture, attitudes, beliefs, versions, variations, similarities, differences, influences.

Conclude this session by suggesting that TAs explore the other case studies on the website for the area/age group they support. This should help extend their awareness and understanding of the range of ICT used in primary school, the kind of support they might provide and the kind of support and/or further professional development they might need for this to be effective.
Session 2

Safety and security with ICT

Aims of the session

- To introduce the school’s role in creating a safe and secure ICT environment
- To help TAs identify risks and keep pupils safe

Resources

Presentation slides 2.1–2.5
Course documents 2.1–2.6
Cybercafé activity from the DVD
Interactive whiteboard or computer linked to data projector, whiteboard or big screen

Additional resources that may be helpful

Flipchart

Copies of the documents referred to in this session:

*Data protection and security: a summary for LEAs and schools* (BEC1-15110)

Outline of the session

The role of the school in creating a safe ICT environment  20 minutes
Creating a safe and secure ICT learning environment

Identifying risks and keeping pupils safe  40 minutes
Risks to pupils; risks to the school; health and safety

Plenary and post-module task  10 minutes
The role of the school in creating a safe ICT environment

Tell TAs that, as we have seen, ICT and the internet are powerful educational resources that have the potential to transform teaching and learning in early years settings and primary schools.

But not all information available via the internet is accurate or even legal, and all adults working in schools, including TAs, have a duty to understand the implications of using ICT in school and the need to provide suitable safeguards for pupils. Teachers and TAs also have a responsibility to teach pupils about safe, responsible behaviour using technology.

Tell TAs that the most effective schools have a clear strategy for ICT that considers safety and security issues. However, for all schools, the safe and secure use of ICT has an impact on a number of areas of statutory responsibility for schools, including health and safety policy, child protection (safeguarding) policy and the legal requirements for data protection and freedom of information. Ask TAs to turn to course document 2.1 in their TA files, which summarises aspects of the Data Protection Act 1998 and Freedom of Information Act 2000 that are relevant to schools. Weblinks to further information on these topics are given for those who would like to find out more. Although TAs will usually be recording data on pupils using procedures set down by their schools, they should be aware of the way that such legislation might affect their role, for example when recording assessment data, or downloading or replicating resources. More information about data protection and its implications for schools can be found in the Becta publication *Data protection and security: a summary for LEAs and schools*. Details of how to obtain this can be found in course document 2.6 in the TA file.

Course document 2.1

**Data Protection Act 1998**

Information held by schools on children and adults can only be used for specific purposes.

The Act requires schools to notify the office of the information commissioner of:

- the purposes for which the school holds personal data
- what data it holds
- the source of the data
- to whom the data is disclosed
- to which countries the data might be transferred.
Individuals have the right under the Act to access information about themselves held on computer files and some paper files.

**Freedom of Information Act 2000**

This Act provides the public with the right to gain access to ‘recorded’ information held by public bodies such as schools. All schools are expected to produce a ‘publication scheme’ that outlines their publicly available information (it should be noted that there are a number of exemptions).

**Copyright and software licensing**

Copyright is part of a set of legal rights and regulations defined in the Copyright, Designs and Patents Act 1988. These rights are called intellectual property rights (IPR).

Schools should be aware that all electronic materials, including digital images, computer programs and text, are covered by IPR. IPR also applies to electronic materials accessed through such formats as CD-ROMs and web pages.

When using electronic material in another context, such as printing copies of an image or worksheet for classroom use, the copyright situation should be ascertained. Absence of copyright information or the fact that a particular type of use is not mentioned does not constitute permission.

**Creating a safe and secure ICT learning environment**

All schools want to create a safe and secure ICT learning environment. That can be achieved by ensuring:

- an infrastructure of whole-school awareness, responsibilities, policies and procedures
- a secure ICT system
- a comprehensive internet safety education programme for the whole school community.

Briefly expand on these points.

- **Whole-school awareness**
  ICT safety affects every member of the school community. Tell TAs that their school should have a policy about the reasonable use of ICT, so there is an understanding of the issues and safeguards across the school community. If they have not seen their school policy, ask TAs to make a note to locate it and read it when they get back to school. They may wish to discuss with their mentor how the policy affects the TA’s role.

- **A secure ICT system**
  TAs, like all staff and pupils, need to observe simple, everyday security measures such as not sharing password information; logging out of management information systems and not leaving their computers unattended; and regularly backing up vital assessment data.
When reading their school ICT policy or during their work in this area, TAs may come across a range of tools that schools use to make their ICT system secure.

*Show presentation slide 2.1.*

**Presentation slide 2.1**

---

**ICT tools that improve security**

- Firewall and virus protection
- Software filters
- Accredited ISPs
- Awareness of wireless technology issues
- Policy on using personal devices
- Internet safety

---

Run through the slide, asking TAs what they understand about each issue and bringing out the following points.

- **Firewall and virus protection** – to prevent unauthorised access to the school’s network. A firewall can prevent information about pupils and the school being seen by unauthorised users and protect computer systems and files from viruses that can corrupt or destroy important information.

- **Software filters** – different types of filters are available to restrict access to inappropriate websites; some schools go further by subscribing only to collections of websites that have been vetted and approved for access by children. Schools will often monitor the use of ICT on a regular basis by keeping track of information accessed and/or downloaded from the internet to check its suitability.

- **Accredited ISPs** – schools are advised to access the internet only through an accredited internet service provider (ISP).

- **Awareness of wireless technology issues** – an open access wireless system allows ‘eavesdroppers’ to select and copy transmitted data. Schools can use simple encryption systems which maintain security against the majority of hackers.

- **Policy on using personal devices** – as increasing numbers of pupils and staff use laptops, memory sticks and other portable storage devices on stand-alone computers or the school network, there needs to be a clear policy on their use, to protect the school’s computers from viruses and inappropriate access to sensitive data.
Internet safety education programme
By being informed of the issues and potential risks, TAs can take measures to protect themselves and recognise when the benefits of the internet become endangered. In their work with pupils, they can also help them learn how to use ICT responsibly and safely. This will be addressed later in the module.

Identifying risks and keeping pupils safe

Tell TAs that in most cases, the misuse of ICT is not serious and can be dealt with at classroom level. In rare cases, however, abuse of ICT can place individual pupils in serious danger and threaten the integrity of the whole school community.

Risks to pupils

Show presentation slide 2.2.

Presentation slide 2.2

Risks to pupils

- Exposure to threat of physical danger and abuse
- A new arena for intimidation and bullying
- Misuse of resources
- Access to inappropriate material

Run through these quickly with TAs.

- Exposure to threat of physical danger and abuse
  This is the most worrying risk associated with the use of the internet. A criminal minority makes use of the internet and related services such as chat rooms to make contact with young people. These techniques are known as ‘online enticement’, ‘grooming’ or ‘child procurement’. The Sexual Offences Act 2003, which came into force in May 2004, includes a grooming offence specifically introduced to combat this misuse of the internet. There is a risk that, while online, a young person may provide information that can identify them, or arrange to meet someone they have communicated with online. Like all members of the school community, TAs have a responsibility to ensure that every effort is made to educate pupils about these issues.
Show presentation slide 2.3.

Presentation slide 2.3

Run the cybercafe activity (Link 2.1) on the DVD. This activity is taken from the Gridclub website. Take the TAs through a couple of activities in the cybercafe that consider issues such as giving personal information or opening text messages from people whose names you don’t recognise.

- **A new arena for intimidation and bullying**
  New methods of communication open up opportunities for intimidation and bullying by text message or instant messaging services, by e-mail or within chat rooms. Regrettably, there are also abusive or discriminatory websites that target vulnerable children. The government has produced guidance on how schools can address these forms of bullying. This advice is reproduced as course document 2.3 in the TA file.

- **Misuse of resources**
  Electronic access to a wealth of information and imagery brings with it the danger of assignments and projects being copied from a CD-ROM or the internet. At best, this may mean that pupils have no real grasp of the material they are appropriating; at worst, it may mean they are guilty of plagiarism and cheating.

Ask TAs to work in pairs to consider the case study in course document 2.2.
Course document 2.2

Case study

While working in a homework club on computers, you see a pupil from year 6 putting together a project on a celebrity for the school magazine. He is searching the internet, cutting and pasting sections of text. You ask him to show you what he has done so far. He has done a lot of work, illustrating the text he has found with images, video clips and music that he has found on the internet.

What are the issues that you would need to raise with the pupil or his teacher?

Would the issues be different if the magazine was to be published on the school website?

Take brief feedback. You might cover the following.

- The TA could discuss the pupil’s work with him. Is the text his own? Has he just copied someone else’s work? How could he edit it to make it more his own work?

- If the work is to be published, whether in print or electronically through a website, then permissions would need to be sought from the copyright owner to reproduce the sounds/images, etc. Most schools do not consider this and they can be left open to prosecution. Copyright notices on other people’s websites need to be carefully checked before material is copied and pasted. Many will allow use of their materials for educational purposes, but teachers/TAs cannot automatically assume they can use them.

- Access to unsuitable and inappropriate materials
  There is a risk that, when using the internet, e-mail or chat services, pupils may be exposed to inappropriate material which encourages activities that are considered unhealthy, dangerous or even illegal.

Risks to the school

- Viruses
  Viruses can cause disruption and damage to computer networks, and often incur expense. It is essential that schools put in place comprehensive security systems to protect against unauthorised access and accidental damage.

- Unauthorised access
  Schools generate information and store data, only some of which may be intended for a wider audience. The school should check that suitable storage and back-up systems are in place. The Data Protection Act 1998 and Freedom of Information Act 2000 control the use of information produced by schools. Schools also publish information in prospectuses, reports and on websites that showcase the school. Such websites must protect the identity of pupils; for example, if photographs of pupils are to appear,
permission from parents/carers must be obtained and care taken not to provide information that could be misused.

Course document 2.3

Superhighway safety – safe use of the internet

A National Children's Home survey, conducted in 2002, found that one in four children in the UK is bullied or threatened via their mobile phone or online. In 2004 ChildLine reported a significant rise in the number of children being counselled about bullying, with many saying that new technologies, such as text messaging and e-mail, were a factor. This 21st century technique, known as online bullying, e-bullying or cyberbullying, is defined as:

“... the use of information and communication technologies such as email, [mobile] phone and ... text messages, instant messages, defamatory personal websites and defamatory personal polling websites, to support deliberate, repeated, and hostile behaviour by an individual or a group, that is intended to harm others.”
Bill Belsey – www.cyberbullying.ca

What is online bullying?

Children and young people are keen adopters of new technologies, but this can also leave them open to the threat of online bullying. An awareness of the issues and knowledge of methods for dealing with online bullying can help reduce the risks.

Bullying by text message

Bullying by text message has become an unfortunate and unpleasant by-product of the convenience that SMS (short message service) offers. Texting is more casual than a phone call and messages can be sent and received at times when other communication is not convenient. It is also perceived as being more anonymous, particularly if the message is sent via a website.

Text messages are sometimes sent to embarrass, threaten or bully. This can be particularly upsetting as the message can arrive when the receiver least expects it. Additionally, if the person’s number is not listed in the receiver’s address book then the receiver will not necessarily know who has sent the message. Children should be advised to be careful about giving out their mobile phone number, and ask that those who have their number never pass it on – if only known and trusted friends know the number, it is less likely to be abused in this way.
If being bullied by text message, children should immediately seek help from a teacher, parent or carer. They should not respond to the messages, but should keep a detailed diary recording information such as the content of the message, the date, time and caller ID or whether the number was withheld or not available. If space permits, the messages should also be stored on the phone in case they are needed later as evidence. Abuse in the form of bullying should be reported to the mobile phone company who can take certain steps to try to resolve the situation, and in some instances it may also be necessary to involve the police.

In some cases it may be necessary, or easier, to change the mobile phone number or to purchase a new phone.

**Bullying by e-mail**
Like bullying by text message, e-mail provides a reasonably 'anonymous' method of communication which bullies have seized upon to harass their victims.

If being bullied by e-mail, children should not respond to the messages but should seek help from a teacher, parent or carer. Likewise if they receive an e-mail message from an unknown sender, they should exercise caution over opening it or ask an adult for assistance. Don’t delete the message but keep it as evidence of bullying.

If the e-mail is sent from a personal e-mail account, the abuse should be reported to the sender’s e-mail service provider. Many e-mail programs also provide facilities to block e-mail from certain senders.

If the bullying e-mails continue, and the e-mail address of the sender is not obvious, then it may be possible to track the address using special software. Your e-mail service provider may be able to offer assistance in doing this.

In certain cases, it may be easier to change your e-mail address, and exercise caution over who this new address is given to.

**Bullying within chat rooms or by instant messaging**
Aside from the general risks of using chat rooms and instant messaging (IM) services, these services are also used by people who bully.

Chat is a way of communicating with numerous people at the same time by typing messages which immediately appear onscreen in a virtual meeting place, known as a chat room. Chat rooms have an element of anonymity so children may often have the confidence to say things online which they would not say face to face. While this can be a positive thing for some children, it can also lead to bullying. Groups are often formed in chat rooms, just as they would be in school, and can be used as a way ofexcluding or harassing others.

Children should be encouraged to always use moderated chat rooms, and to never give out personal information while chatting. If bullying does occur, they should not respond to messages but should leave the chat room and seek advice from a teacher, parent or carer. If using a moderated chat room, the system moderators should also be informed, giving as much detail as possible, so that they can take appropriate action.
IM is a form of online chat but is private between two or more people. The system works on the basis of ‘buddy lists’, where chat can only take place with those on your list. Children should only add people to their buddy list that they know, and reject requests from others to join their list. Although this effectively reduces the risk of being bullied by IM, abuse is still possible.

If a child is bullied or harassed by IM, the service provider should be informed and given the nickname or ID, date, time and details of the problem. The service provider will then take appropriate action which could involve a warning or disconnection from the IM service. If a child has experienced bullying in this way, it might also be worth re-registering for instant messaging with a new user ID.

**Bullying by websites**

Although less common, bullying via websites is now becoming an issue. Such bullying generally takes the form of websites that mock, torment, harass or are otherwise offensive, often aimed at an individual or group of people.

If a child discovers a bullying website referring to them, they should immediately seek help from a teacher, parent or carer. Pages should be copied and printed from the website for evidence, and the internet service provider (ISP) responsible for hosting the site should be contacted immediately. The ISP can take steps to find out who posted the site and request that it is removed. Many ISPs outline their procedures for dealing with reported abuse in an acceptable use policy (AUP) which can be found on their website.

Additionally, many websites and forums services now provide facilities for visitors to create online votes and polls, which have been used by those who bully to humiliate and embarrass their fellow pupils. Again, any misuse of such services should be reported to a teacher, parent or carer who should then take steps to contact the hosting website and request the removal of the poll.

Ask TAs to turn to the case study in course document 2.4.

---

**Course document 2.4**

**Case study**

A child tells you that she is getting unpleasant text messages on her mobile phone. She does not know who is sending them but they are making her very upset.

What should you do?
Ask TAs to work in small groups to discuss the action they would take.

Take brief feedback. The points covered could include:

- praising the pupil for confiding in you
- asking her to keep a record of her texts and to save them
- encouraging the pupil to talk to her parents/carers about the bullying or, if it seems appropriate (perhaps because the pupil has asked you for support, or because of the age or maturity of the pupil), talking to a senior colleague about the school discussing the matter with the pupil and her parents/carers. Her parents/carers might be advised to:
  - change the pupil’s mobile phone number or get a new phone
  - send a text message back warning the perpetrator that it is an offence to use the mobile phone in this way
  - trace the number and report the offender to the phone company
  - if the text message is particularly disturbing or breaks the law, contact the police.

Ask TAs to check their school’s anti-bullying policy and whether it addresses bullying using computers and mobile phones. If not, ask them to discuss with their mentors the best way of getting the school to look at this issue.

Tell TAs that you are going to look quickly at some of the strategies for preventing on-line bullying that they could discuss with pupils. Those are covered in course document 2.3 in the TA file.

**Strategies for preventing online bullying**

Awareness of general internet safety practices can help to reduce the risk of online bullying and generally ensure that children remain safe when online or using any technology. The following hints and tips are adapted from those provided by www.cyberbullying.ca, and could be used as a basis for discussion with pupils.

- **Keep personal information private**
  Personal information should be kept private at all times. This includes details such as name, address, e-mail address, home and mobile phone numbers, school name, membership of clubs, and information on family and friends. If others don’t have access to this information, they are less likely to be able to abuse it

- **Don’t believe everything you read**
  Just because someone online tells you that they are 15 doesn’t mean they are telling the truth. Even adults can’t tell when a male online pretends to be a female or a 50-year-old pretends to be a 15-year-old

- **Use netiquette**
  Be polite to others online as you would offline. If someone treats you rudely or is mean, you should not respond. Chances are that they will see that they are having no effect, and stop the abusive messages. If not, and the abusive messages continue, seek help from a teacher, parent or carer
Never send messages when angry
Wait until you have calmed down and had time to think. Do your best to make sure that your messages are calmly and factually written. You will usually later regret sending an angry message, otherwise known as a ‘flame’, to someone. Once you’ve sent a message, it’s extremely difficult to undo the damage that such flames can cause.

Never open a message from someone you don’t know
Delete strange e-mails or text messages from people you don’t know. If in doubt, seek advice from a teacher, parent or carer.

If it doesn’t look or feel right, it probably isn’t
Trust your instincts. If you ever see anything on the internet, or receive an e-mail or text message, that makes you feel uncomfortable, switch off the computer or phone and seek advice from a teacher, parent or carer.

You don’t have to be ‘always on’ – turn off, disconnect, unplug
Give yourself a break. Don’t stay online for too long. Spend time with your family and friends offline.

Don’t reply to messages from cyberbullies
Even though you may really want to reply, this is exactly what cyberbullies want. They want to know that they’ve got you worried and upset. Don’t give them that pleasure.

Protect yourself
Never arrange to meet someone you have met online.

Don’t keep bullying to yourself
You are not alone! Tell an adult you know and trust. They can help you combat the cyberbully.

Developing school policies
Schools should develop policies and good practice for dealing with cases of online bullying in the same way that they would deal with any other cases of bullying.

Anti-bullying statements should also be incorporated in an acceptable use policy (AUP). Effective education and awareness of the issues, for pupils and staff alike, can also help to reduce the risks and provide an open culture where bullying of this nature can be freely reported and discussed.
Sources of further information and advice

Anti-Bullying Network
Established by the Scottish Executive, the Anti-Bullying Network exists so that teachers, parents and young people can share ideas about how bullying can be tackled. Although the Network primarily deals with enquiries from within Scotland, the resources within the site are freely available to all.
www.antibullying.net

Be safe online
Internet safety website which also provides information on bullying by e-mail, over the internet and by text messaging.
www.besafeonline.org

Bullying online
An online help and advice service for combating all forms of bullying. It contains sections for teachers, parents and pupils, and has specific information on staying safe in cyberspace, mobile phone bullying, and abusive e-mails and websites.
www.bullying.co.uk

ChildLine
The ChildLine website provides general information on bullying, including information sheets for teachers and professionals working with young people.
www.childline.org.uk

Childnet International
Childnet International is a children’s charity committed to helping to make the internet a safe place for children. Their website provides some useful information and resources.
www.childnet-int.org

www.cyberbullying.ca – Always On? Always Aware!
This website is wholly concerned with the issues of cyberbullying. Although Canadian in origin, it provides useful examples, guidance and advice on combating online bullying wherever it occurs.
www.cyberbullying.ca

Don’t suffer in silence
This website supports the DfES anti-bullying campaign. It provides access to an anti-bullying pack for schools that gives guidance on dealing with bullying by text messages.
www.dfes.gov.uk/bullying

Internet super heroes
Marvel super heroes such as Spiderman and The Incredible Hulk have joined forces with WiredSafety.org to teach children and young people about safe, private and responsible surfing. The site includes a large section on cyberbullying, flaming and cyberstalking, with additional information for parents and teachers.
www.internetsuperheroes.org/cyberbullying
Kidscape
The Kidscape website is a general bullying resource, with specific information on cyberbullying aimed at children and young people.
www.kidscape.org.uk

NCH the children’s charity
NCH’s Net Smart rules equip children and young people to stay “streetwise in cyberspace”. The website also has an internet safety FAQ for parents and carers.
www.nch.org.uk/information

School bully online
The website of the UK National Bullying Advice Line, which provides information on bullying by mobile phone, with content specifically aimed at children.
www.bullyonline.org/schoolbully/mobile.htm

Stoptextbully.com
The NCH’s website on text bullying aims to help young people, parents/carers and teachers in dealing with this problem.
www.stoptextbully.com

Health and safety
In practice, it is often teachers and other adults in the classroom, such as TAs, who hold the day-to-day responsibility of ensuring that ICT equipment is used correctly and safely, such as repositioning or securing trailing leads. Where pupils are allowed to connect or unplug electrical equipment, this should only be after proper instruction and always under the supervision of a responsible adult.
Tell TAs that in order to improve the effectiveness of the support they provide to pupils and teachers, or to help them to carry out other aspects of their role effectively, they may wish to improve their own personal competence in using ICT. A number of skills audits are available online that TAs may wish to use to help them identify their development needs. Details of these are included, along with other useful websites, in course document 2.6 in the TA file.

Refer to the personal action plan (course document 2.5) and discuss how they may take this forward by asking them:

- Are you clear about what you know already regarding supporting teachers and pupils using ICT?
- Are you clear about what you do not know?
- Are you clear about what you would like to do next?
- Who will you need to talk to about this back in school?
My ICT action plan

Name: 

School: 

Date: 

What I know I can do now/already

What I do not know how to do but would like to know

What I would like to learn next

When I would like to do this by
What I will need to help me do this


How I will know that I have been successful


Show presentation slide 2.5 and outline the post-module task.

Presentation slide 2.5

**Post-module task**

When back in school, observe a lesson in which a more experienced TA is supporting a pupil/pupils using ICT. Think about the support that is provided. Consider how well the support given helps the pupil/pupils learn. Discuss this with your mentor and suggest ways in which you feel the learning and support could be improved or developed further.
Useful websites

- Curriculum guidance for the foundation stage can be found at: www.qca.org.uk/223.html
- The ICT national curriculum programmes of study for key stages 1 and 2 can be found at: www.nc.uk.net
- The QCA scheme of work for ICT can be found at: www.standards.dfes.gov.uk/schemes2/it
- Advice on how to embed ICT across the curriculum can be found at: http://schools.becta.org.uk (click on 'Learning and teaching', 'Primary')
- Becta’s New2computers can be found at: http://schools.becta.org.uk/new2computers
- The interactive disclosure exercise used in the module, and other similar exercises that can be used with pupils in different year groups across the primary school, can be found at: www.mape.org.uk (click on 'Classroom activities', then 'Discoze' in the Discloze menu)
- The video examples used in the module and other video examples across the curriculum from the foundation stage to year 6 can be found at: http://samples.embc.org.uk/primary
- The Becta publication Data protection and security: a summary for LEAs and schools can be found at: www.becta.org.uk (click on 'About Becta', then 'Publications')
- Gridclub and Cybercafé can be found at: www.gridclub.com
- Information to help you audit your ICT skills can be found at: http://smarteducation.canterbury.ac.uk (click on 'ICT skills & support', then 'ICT audit tools') or http://ecs.lewisham.gov.uk/talent/pricor/resources/ict_skillsaudit.doc
The TDA is committed to providing accessible information. To request this item in another language or format, contact TDA corporate communications at the address below or e-mail: corporatecomms@tda.gov.uk
Please tell us what you require and we will consider with you how to meet your needs.

Training and Development Agency for Schools
151 Buckingham Palace Road, London, SW1W 9SZ
TDA switchboard: 0870 4960 123
Publications: 0845 6060 323 e publications@tda.gov.uk
www.tda.gov.uk
© TDA 2007

75% recycled
when you have finished with this product please recycle it.