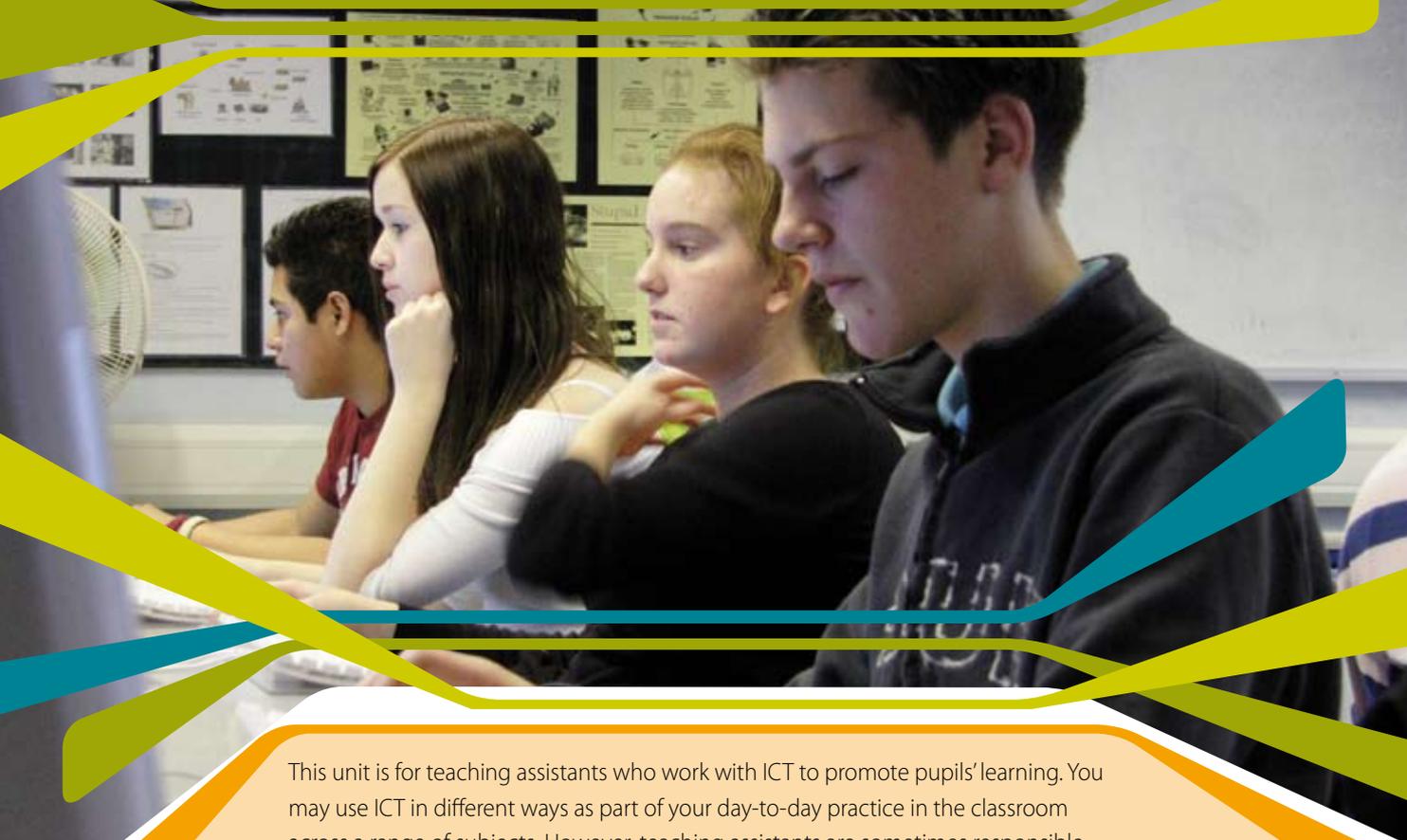


8 Use Information and Communication Technology to Support Pupils' Learning



This unit is for teaching assistants who work with ICT to promote pupils' learning. You may use ICT in different ways as part of your day-to-day practice in the classroom across a range of subjects. However, teaching assistants are sometimes responsible for technical or subject specialist support in ICT. You must show how you plan to utilise ICT in a way that is stimulating for pupils while ensuring that it is the most appropriate method for their needs and abilities. Children are surrounded by different technologies in the world outside school and are often very competent in the use of different ICT equipment. It is important that in school ICT is used to encourage pupils to use their enthusiasm for technologies in order to support their learning.

If you work with pupils who have special educational (Additional Support for Learning (ASL)) needs, you may use specialist ICT equipment to enable them to have full access to the curriculum and you may need particular training in order to do this.

You also need to have an awareness of health and safety and the relevant legislation and copyright procedures that are applicable in the case of information technology.

It is important to remember that ICT does not just mean computers – it covers a broad range of learning technologies found in schools, from digital cameras and programmable roamers to interactive whiteboards.

What you need to know and understand

For this unit, you will need to know and understand:

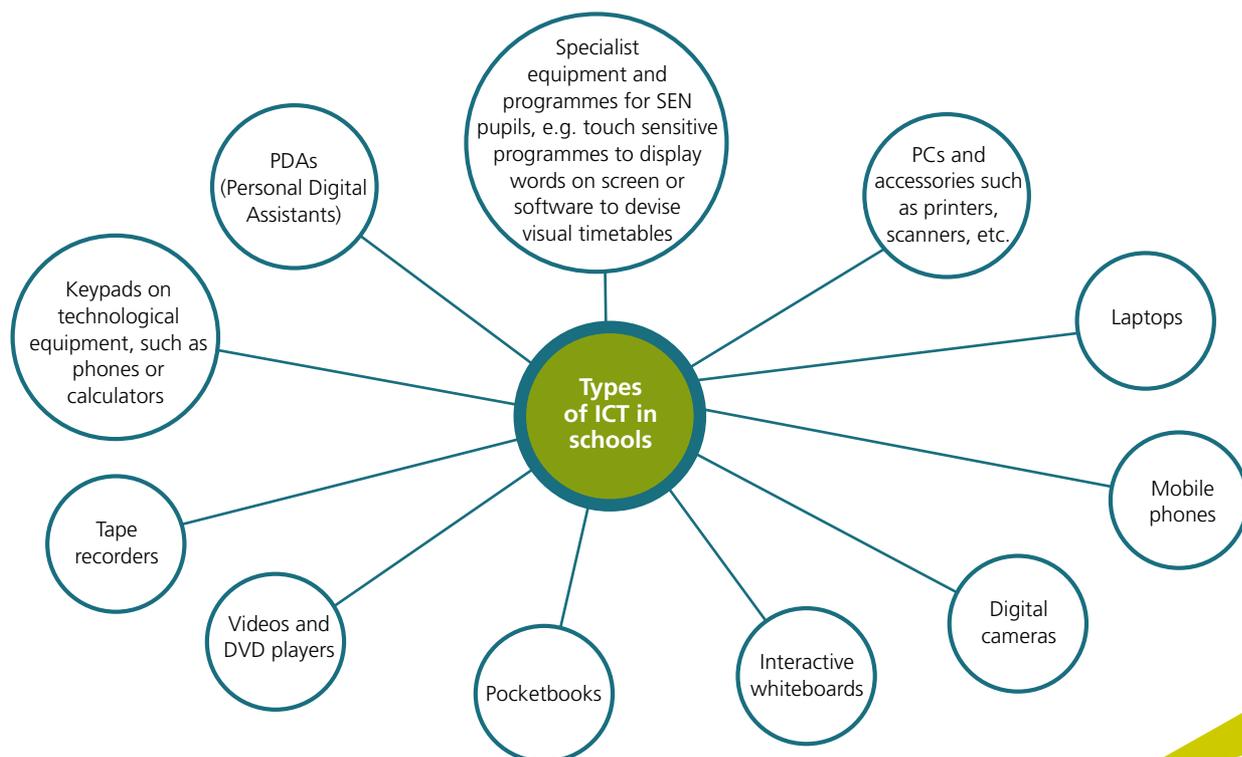
- The school's ICT policy
- The potential learning benefits of using ICT in different ways to support learning
- How good quality ICT provision promotes pupils' physical, creative, social and emotional and communication development alongside their thinking and learning
- *The relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you work (See Unit 18, page 33)*
- The contribution that ICT can make to meeting the planned teaching and learning objectives
- Ways of selecting good-quality ICT resources that encourage positive learning for pupils by applying selection criteria, e.g. allows the pupil to be in control, has more than one solution, is not violent or stereotyped, stimulates pupils' interests
- The range of ICT materials from different sources
- How to identify the benefits of ICT materials and sources of information and advice
- The school's policy and procedures for obtaining, adapting and using ICT programmes and materials
- The school's ethical code and/or equality of opportunities policies to ensure the suitability of ICT programmes and materials obtained
- How to adapt use of ICT for pupils of different ages, gender, needs and abilities
- Tools and techniques for adapting ICT programmes and materials
- The need to comply with copyright and licensing agreements for different ICT materials
- How to use ICT to advance pupils' learning, including those with special educational needs or additional support needs, bilingual pupils and gifted and talented pupils
- *The importance of having high expectations of all pupils and how this is demonstrated through your practice (See Unit 18, page 32)*
- Strategies for gathering information on pupil learning and progress through ICT, and how to plan for and use these in teaching and learning activities
- The importance of health, safety, security and access
- The specific requirements to ensure the learning environment is accessible and safe for pupils using ICT resources
- How to use screening devices to prevent access to unsuitable material via the Internet
- Safeguarding issues for pupils who access the Internet

- How pupils use ICT as a tool to support learning in many curriculum areas and in doing this what they learn about ICT as a subject in its own right
- How to select and use appropriate teaching and learning methods to develop pupils' ICT skills and enhance subject teaching and learning
- The types of support pupils may need to use ICT effectively and how to provide this support
- The importance of pupils having time to explore and become familiar with ICT activities and equipment
- How ICT can be used to assist implementation of equality of opportunity, inclusion and widening participation policy and practice
- How to monitor and promote pupil participation and progress in learning through ICT
- The sorts of problems that might occur when supporting pupils' learning using ICT and how to deal with these
- How to evaluate the effectiveness and suitability of ICT resources and materials for promoting pupils' learning
- Useful online and offline resources that support appropriate use of ICT
- As ICT is a rapidly developing and changing area, how you will need to keep up to date in order to ensure you provide the best support and opportunities for pupils' learning through the use of ICT

The school's ICT policy

The school should have an ICT policy, which will give you guidelines for using and working with ICT in the classroom. There may be set routines and guidance for the

▼ **Figure 8.1** How many types of ICT are there in your school?



use of equipment that all individuals should follow, such as pupils or adults signing a checklist to say when they have borrowed equipment such as digital cameras. The school policy should give the aims and objectives of the school with regard to pupils' experiences and opportunities in ICT.

There will also be school requirements for safety, and for the storage and security of ICT equipment. There may be a borough (local authority) or school policy on use of the Internet and the availability of websites that are suitable for schools. (For more on health and safety, see page 10.)

This unit is also intended to include and encompass new technologies as they become available and are used in schools.

K1 Portfolio activity

Identifying school policy on supporting pupil learning through ICT

What does your school policy say about how you should support pupil learning? You could write a reflective account, fill in a blank policy document form (there is one in the related *Interactive Tutor Resource File* for this course) or highlight the policy itself.

Potential learning benefits of using ICT in different ways to support learning alongside pupil development

ICT can be used in many ways to benefit pupil learning as it is cross-curricular, as well as being an individual subject area. By its very nature, it is ideal for problem-solving and finding things out, and can support sustained thinking and group work. Research by the Department for Education into the use of ICT has shown that it '... has been found to be positively associated with improvement in subject-based learning in several areas'. If planned effectively, ICT can support whole class, group and individual activities.

Most pupils enjoy learning through ICT and, as it is an area which is constantly changing, they will benefit from new and innovative technologies as they come into school. Below are some examples of how ICT can be used in a number of different ways to support learning and pupil development.

Whole class sessions

The use of interactive whiteboards (IWB) in recent years has transformed whole class teaching. Pupils and adults are able to use this technology and many of the programmes available encourage participation. The use of IWB technology also enables teachers to display files downloaded from the Internet, as well as CD-ROMs, and builds interactivity to encourage active learning.

Group work

ICT is effective during group work as it can be used to enhance teaching and encourage pupils to develop their technological skills. For example, a Key Stage 3 Citizenship project could ask pupils to collectively plan, email outside agencies, use the Internet for research and then create a basic PowerPoint activity to present their case.

Individual work

Individual pupils can be given opportunities to experiment with different technologies, for example using digital cameras during project work, or specific resources can be used with pupils who have special educational (ASL) needs.

Portfolio activity K2 K3

Promoting pupils' development through ICT

Giving examples of ICT work you have carried out with pupils, show how you have promoted their physical, creative, social and emotional development alongside thinking and learning activities.

Contribution that ICT can make to meeting the planned teaching and learning objectives

ICT is a cross-curricular subject, which means that it can be used in most other curriculum areas. For example, you may be working with a pupil in Literacy asked to write up their work on a computer or you may be supporting a group of pupils using digital cameras to record geography in the local area. When planning, both you and the teacher should be thinking about ways in which ICT can enhance pupil learning and help pupils to meet the planned learning intentions. If there are pupils in the class with special educational (ASL) needs, there may be specific ways in which ICT can enable them to access the curriculum more fully. As new equipment becomes available, you may be able to think of increasingly imaginative ways in which ICT may be used to support learning.

Case study K5

Identifying the contribution of ICT to teaching and learning objectives

Martha is working in a secondary school which has mixed ability Year 7 (S1) classes. She and the Year 7 (S1) English teacher have planned an English session in which the learning objective is for pupils to distinguish between the views of the writers and the views expressed by others in the texts. One of the groups in the class is asked to investigate four different webpage sources on the Internet and feed back to the others about different views on a current affairs topic.

- How might the use of the Internet enhance the teaching and learning in this lesson?
- Give an example of a lesson you have supported in which ICT has contributed to pupils meeting the planned teaching and learning objectives.

Ways of selecting good-quality ICT resources that encourage positive learning for pupils by applying selection criteria

In recent years, schools have been allocated money through local authorities specifically to spend on multimedia resources to support teaching and learning. This has led to a wide range of new resources becoming available. As with all areas of learning, you should always be on the lookout for good-quality new materials. If you are specifically asked to look for new ideas, you may need to consult with others, particularly if you have limited experience of the kinds of resources that are available (see also K8 below). You may also find that your school staffroom has a range of magazines and educational publications that advertise new resources and equipment as they come onto the market.

ICT resources are often expensive and you will need to bear in mind how much any new equipment will actually contribute to positive learning. For example, programmes and resources should meet criteria such as the following:

- allow pupils to be in control and encourages independent thought rather than 'leading' them to a specific conclusion
- encourage pupils' interests, for example in Maths or Music
- allow pupils to be creative and use their own ideas
- are not violent or aggressive
- avoid stereotyping.

Key term

ICT resources – a range of different activities, equipment and technological devices

K6 Portfolio activity

Investigating ICT resource purchasing criteria

Find out what criteria your school uses when purchasing ICT resources and how you would go about getting approval for a purchase. You will need to speak to your ICT co-ordinator.

The range of ICT materials from different sources

The range of ICT materials that is available is increasing all the time. You may find that even in the time you are completing your NVQ, different equipment and materials become accessible.

You could use existing suppliers known to the school if you need to find specific software or equipment for use. There are also a number of websites which give advice for tried and tested resources that are educationally worthwhile and encourage pupils to use their own ideas (see end of this unit).



► **Figure 8.2** The range of ICT resources

How to identify the benefits of ICT materials and sources of information and advice

If you are not sure about the benefits of using particular software or equipment because it is not apparent from the learning objectives or from speaking to the teacher, you may need to consult your school's ICT co-ordinator or local authority ICT consultant. You can also check recommended products through your local authority website. BECTA and TEEM offer useful information on procurement and evaluation of software (see the end of the unit for contact details).

The following points (from Lewisham LEA) are useful when considering software and resources.

Design

- Do pupils find it easy to work out how to use it?
- Is it fairly self-explanatory?
- Is it easy to navigate? Can pupils use it independently?
- Is it straightforward to enter data or instructions?
- Does it give feedback and if so what kind?
- Can you customise it to suit the needs of the pupils you are working with?

Content

- Are there useful support materials with the package?
- Is the language and information suitable for the age range and special educational (ASL) needs of the pupils you are working with?
- Is the content non-sexist? Are both girls and boys in active, positive roles? Is the subject interesting and motivating to both sexes?
- Does it encourage cultural diversity?
- Is it relevant to your scheme of work?
- What links are offered to other websites?

Teaching and learning

- How long will it retain pupils' attention, interest and motivation?
- Does it support a range of teaching and learning styles and models of classroom management?
- Does it encourage open or closed responses from pupils?
- Will it support the learning of less able pupils?
- Can it extend the learning of highly able pupils?
- Will it support and enhance teaching? In what way?
- Does it support the teaching of Literacy and Numeracy?

School's policy and procedures for obtaining, adapting and using ICT programmes and materials and how to ensure the suitability of those obtained

If you are involved in obtaining ICT programmes and materials, you need to read your school's ICT policy and find out what materials are available to you for use in school. You should not bring in your own software to be used on site or install any programmes without the knowledge of the ICT co-ordinator. This is because your school needs to have the appropriate licence or permission to use programmes, which

also need to be checked for suitability. You may also unwittingly import viruses onto school systems. Resources and materials used in school should be accessible to all pupils and be appropriate for educational use. In addition, any electronic equipment that you bring into school to use should be safety checked.

How to adapt use of ICT for pupils of different ages, gender, needs and abilities, and tools and techniques for doing this

You may need to adapt how ICT is used in the class in which you are working so that it is more accessible to different groups of pupils. Ensure that you plan such adaptations into the session as much as possible so that you are prepared for different eventualities.

Age

If you have a mixed age range, you may need to group pupils so that older ones support younger ones.

Gender

You may be using programmes or equipment that is more appealing to boys or girls, or pupils of one gender may be more likely to dominate. You need to monitor this or have a rota system so that all pupils have access to programmes or equipment.

Needs

You may need to work in smaller groups with pupils depending on their needs so that they have adequate support. Adapting materials may mean preparing templates for pupils to work through, for example. Pupils may sometimes need to work alone so that they can develop a specific skill or consolidate what they have done.

Abilities

The most challenging part of supporting ICT is that pupils have a wide range of abilities. For example, for your first session with a group, make sure that your plans are not over ambitious as this will make the task much harder to manage.

K11
K12

Case study

Adapting the use of ICT

You are a higher level teaching assistant, specialising in ICT. You also work with a Year 7 (S1) English class, which has been allocated a timetabled slot in the ICT suite each week. The class teacher has asked you to take half the class each time so that you each have smaller groups to work with. This is the first session and you have planned to use an activity with pupils so that you can assess their confidence at using computers. However, during the session you have to spend a lot of time working with two pupils who have very poor mouse skills and find it difficult to manage the task.

- How might you have adapted the task in this instance?
- How could you work with the teacher to support each other?

Need to comply with copyright and licensing agreements for different ICT materials

It is important that you are aware of the copyright and licensing agreements held by the school in relation to different ICT programmes and materials. Licensing agreements vary, which can cause confusion, so the safest option is to check on individual programmes.

Copyright

If the school has CD-ROMs and other software, these must only be used by the school and not by other parties, and multiple copies of programmes should not be made.

Software licensing

You need to be aware of the licences held by the school with regard to software. There are different kinds of licence depending on the intended use of the software; for example, single use or across a network. (For more information go to the Becta or British Educational Suppliers' Association websites at the end of the unit and search for licensing.)

How to use ICT to advance pupils' learning, including those with special educational needs or additional support needs, bilingual pupils and gifted and talented pupils

If you are working with pupils who have specific or individual support needs (additional support needs), you need to find out about ICT resources appropriate for their use. You should have access to specialist support teachers in the areas concerned and also need to be aware of the kinds of websites you should check on a regular basis to ensure that you have up-to-date information. (See also the individual units on special educational (ASL) needs and supporting bilingual and gifted and talented pupils.)

Strategies for gathering information on pupil learning and progress through ICT, and how to plan for and use these in teaching and learning activities

Your school may keep pupil records on computer systems, which are accessible to staff and may also give you additional information on pupil progress. You may be required to update pupil records on computer systems as you work with pupils. Although you may prefer to use paper-based systems and transfer the records to computer later, this will take more time. You may need to plan time into sessions so that you can assess pupil learning as you go, although this can be challenging if you are supporting groups on your own. You will need to have clear assessment criteria so that you can observe pupil progress. This can be more difficult if pupils are working in pairs or groups. To aid assessment it may help to ask pupils to self-assess if they have experience of doing this. It is important to remember that only the planned focus should be assessed, whether that is ICT or another curriculum area. You need to be clear on the assessment criteria and should discuss these with the teacher who has asked you to carry out the assessment.

K16 Case study

Gathering information on pupil progress through ICT

You have been working with Year 8 (S2) on using the Internet to gather information. You have to assess their skills at presenting the information they have gathered and saving it to a document so that they can add to it later. They are working in pairs.

- Explain two different ways that you might go about assessing the pupils' skills.

Importance of health, safety, security and access

When developing ICT skills in pupils, you should be aware of the risks associated with using equipment and how these can be minimised. Equipment should be safe as long as it is used properly and checked regularly. However pupils will need to be regularly reminded of the correct procedures. Pupils should always be taught to switch on, log on to and shut down computers correctly; computers can be damaged and work lost if they are turned off incorrectly. Work that pupils save on school networks or intranet will usually be password protected and in a named folder for their own class.

Specific requirements to ensure the learning environment is accessible and safe for pupils using ICT resources

Your school policy should give guidelines outlining the specific requirements you should follow when supporting ICT. It is important that you are aware of what kinds of risks pupils may face and what to do if you discover any hazards or faults. Many schools have a book in which faults are recorded and these are then checked and corrected by technicians when they come in.

Wireless technology has enabled increasing use of portable equipment such as laptops in schools and so security is even more important. Many schools will now have special storage devices or digitally locked cupboards to ensure that equipment is stored securely.

Keys to good practice

Maintaining health and safety when using ICT

- ✓ Check the equipment regularly and report any faults immediately.
- ✓ Ensure you know how to operate equipment before the lesson.
- ✓ Use only the correct accessories with each item of equipment.
- ✓ Ensure that pupils are sitting correctly on height-adjustable chairs if applicable.
- ✓ Ensure that computer screens are at the correct height (eye level).
- ✓ Limit the amount of time pupils spend seated at computers.
- ✓ Never overload sockets.
- ✓ Ensure that the equipment is being used safely and intervene when it is not.
- ✓ Store equipment safely and securely when not in use.

There are also dangers involved in the misuse of the Internet, chatrooms, email and mobile phones. Pupils should be aware of what the dangers are and what they should do if they have any concerns. Cyber-bullying affects increasing numbers of children. For information and support on the safe use of the Internet, see the contact details at the end of the unit.

How to use screening devices to prevent access to unsuitable material via the Internet and safeguarding issues

Your school will have screening devices and filters to prevent pupils from accessing unsuitable material via the Internet. These are usually put in place automatically by all schools. You should also be on the look out when pupils are using the Internet in case they inadvertently come across inappropriate websites. In most schools, pupils are not permitted access to the Internet unless there is an adult present to monitor what they are doing. Pupils may also use their own personal devices, such as memory sticks, so the school also needs to have a policy on their use. If you have any cause for concern, you should report it immediately to your school's ICT co-ordinator so that it can be resolved.

Portfolio activity K20 K21

Investigating screening devices in use in school

Find out what screening devices your school has in place to prevent pupils finding unsuitable material when using the Internet. You may need to look in your school's ICT policy or speak to the co-ordinator or technician.

How pupils use ICT as a tool to support learning in many curriculum areas and in doing this what they learn about ICT as a subject in its own right

ICT is a valuable tool for supporting learning as it extends teaching and learning in many ways. It enables teachers and pupils to use visual and auditory media to extend learning and encourages pupils to become actively involved. It encourages access to a wide range of information and communication opportunities and enables pupils to store and retrieve, draft and redraft, test and analyse. Through using ICT in different curriculum areas, pupils can apply what they know in a range of situations. This means that they can see what different technologies and software can do alongside their other learning.

How to select and use appropriate teaching and learning methods to develop pupils' ICT skills and what support pupils may need

You need to consider a number of different teaching and learning methods when supporting ICT. ICT activities may be more appealing to a particular type of learner.



▲ **Figure 8.3** Be sure that the method you use is appropriate for the pupil

Some pupils will be particularly able when using particular kinds of equipment and you will want to encourage them, while also supporting those who are less confident. Depending on the task you are working on and the abilities of the pupils, you may need to give them different levels of support.

K22
K23

Case study

Adapting support for ICT activities

You have been asked to work with a group of Year 10 (S4) pupils who are drafting a piece of coursework they are completing on computer. However one pupil, who has dyspraxia (Developmental Co-ordination Disorder (DCD)), is having difficulty typing and using the mouse due to poor fine motor control.

- How might you adapt your method of teaching or resources to support this pupil?
- Can you think of another way in which you could support this pupil without damaging their self-esteem?

Importance of pupils having time to explore and become familiar with ICT activities and equipment

In ICT, as in other subject areas, it is important that pupils have a chance to become familiar with activities and equipment when they are first asked to use them. They will

need some time for this so that they can concentrate on what they have been asked to do rather than *how* they are going to do it. By giving them time to explore and become familiar with ICT activities and equipment, you will be saving time in the long run as pupils will be less likely to be distracted by using something new.

Case study K25

Recognising the importance of familiarisation

You have been asked to work with a group of Year 8 (S2) pupils using light sensors. The pupils have not used them before, but you do not have time to allow them to explore their use before starting on the teaching and learning activity. As a result the pupils are too excited about using the new equipment and unable to give their full attention to the activity.

- Why should you build exploration time in when planning pupil activities?
- Can you relate this example to your own experience with ICT equipment?

How ICT can be used to assist implementation of equality of opportunity, inclusion and widening participation policy and practice

The use of ICT will enable you to support all pupils and give more pupils fuller access to the curriculum. You may find that the use of ICT enhances the learning experience of pupils with limited access to the curriculum. The work they carry out will also enhance the work of other pupils. They can work alongside others in pairs or groups to support one another or teach one another how to use particular software or equipment.

Case study K26

Implementing equality of opportunity through ICT

Think about the following pupils:

- Jed, who has very poor fine motor skills and difficulty with handwriting
- Anya, who has difficulty staying on task in the classroom
- Phillip, who has dyslexia
- Somera, who speaks English as an additional language.

How could you use ICT to support them, while also encouraging pupils to work alongside others?

The QCA website also has some guidance on inclusion in ICT (see the end of the unit).

How to monitor and promote pupil participation and progress in learning through ICT

If you are supporting groups of pupils or whole classes during ICT sessions, it is likely that they will be enthusiastic and keen to participate. Most pupils are interested in using different technologies and will be keen to join in. However, this can also mean that younger pupils become over excited, particularly if you are working in a different part of the school from their normal classroom.

You may be supporting pupils who are less familiar with different programmes or ICT equipment. In this situation, it will be difficult to get around a large group or the whole class even if you are working alongside the class teacher. It may be useful to pair up a more confident or able pupil with a less confident or able pupil, so that they need your assistance less often. In order to monitor pupil learning, ensure that you move around the group, as individuals may appear to be fully absorbed in the task but reliant on the input of others. It may be useful to have a list of pupils' names so that you can make a note of who has met the learning objectives and add your own comments.

If your school has resources such as PDAs (Personal Digital Assistants), you may be able to work with the teacher to track pupil learning during the lesson. With this technology you will be able to look at how pupils are progressing as they work.

The sorts of problems that might occur when supporting pupils' learning through ICT and how to deal with these

Unfortunately, when working with ICT, problems often arise and you need to have a list of strategies available to deal with these. Problems are most commonly to do with:

- technical issues – you may have problems loading or using programmes or equipment may be faulty
- discrepancies between pupils' abilities within a group or class, which will become too demanding
- not having enough equipment for the number of pupils
- not having had sufficient training or experience yourself to use the equipment.

K27

Case study

Dealing with problems when using ICT

James has been asked to take half of a Year 8 (S2) French class to the IT suite for 20 minutes to use some French programmes with them. He has paired pupils up but two of the computers are not working. He also nearly forgets to give out headphones, which will avoid pupils making too much noise. He eventually starts pupils off on the task, but finds he has little time left and at the end of the session feels dissatisfied with what they have achieved.

- How could James have improved his session with the pupils?
- What could he have done to enable him to monitor pupil progress further?

In order to minimise problems, always be clear before the lesson what you will be doing during it and ensure that the equipment you need is available and not booked by others. Make sure you have worked on any new programmes and checked the ICT suite or equipment beforehand to make sure that you will be able to operate it when pupils are present.

Portfolio activity **K27**

Reflecting on the problems of using ICT

Write a reflective account of some of the problems you have had to deal with when supporting pupils for ICT and how you have dealt with these.

How to evaluate the effectiveness and suitability of ICT resources and materials for promoting pupils' learning

As with other subjects, it is useful to take time following an ICT lesson to evaluate how it went and think about the resources or materials you have used, especially if these have not been trialed before. (See also the checklist of criteria for ICT resources, from Lewisham LEA on page 7)

Portfolio activity **K28**

Evaluating the effectiveness of ICT resources

Use the questions below to help you evaluate the effectiveness of ICT resources you have used to promote pupil learning.

- Did the ICT resources help pupils to achieve the learning objectives?
- In what ways was the task successful/unsuccessful?
- How was ICT used to support learning in other areas of the curriculum?
- Were you confident about using the resources or do you need additional training in how to use them?
- Were/was there sufficient resources/software available for all pupils to use?
- What might you do differently if you were to use the resources again?
- Would you recommend use of the resources to others?
- You might also ask pupils to evaluate the resources and activities to help with this.

Useful online and offline resources that support appropriate use of ICT

You should work with your school's ICT co-ordinator and with the class teacher to develop lists of online and offline resources that you can promote for use in school, although some are listed at the end of this unit. You may also be able to liaise with your local authority ICT consultant if you need more information or help.

How to keep up to date with developments in ICT

If you regularly support pupils in ICT, you will need to make sure that you are up to date and trained in any new equipment or software that you are asked to use. It may also be useful to speak to your ICT co-ordinator on a regular basis so that you can discuss any new use of technology in teaching.

K30 Portfolio activity

Keeping up to date with ICT developments

Write a reflective account to show how you keep up to date with ICT now to ensure that you offer the best support to pupils and how you will continue to do so in the future.

For your portfolio...

This unit has a long list of knowledge points to cover. To avoid using too many case studies and reflective accounts, you could ask your assessor to come into school to observe you working with pupils using ICT equipment. In this way you can cover as much as possible through direct observation. Make sure you show how you have planned to meet the needs of all pupils and are aware of health and safety issues.

References

QCA, *A Scheme of Work for Key Stages 1 and 2 in ICT* (ISBN 1-85838-333-1)

Websites

www.bbc.co.uk/schools/teachers/ – this site has a number of ideas and links for teaching curriculum subjects across all four key stages

www.becta.org.uk – British Educational Communications and Technology Agency

www.besonet.org.uk – British Educational Suppliers' Association (BESA)

www.bullying.co.uk – online help and advice service for combating all forms of bullying

www.bullyonline.org/schoolbully/mobile.htm – provides information on bullying by mobile phone, specifically aimed at children

www.curriculumonline.gov.uk – this website offers a large number of resources and teaching materials listed by subject and key stage

www.inclusive.co.uk – this site gives a guide to some of the ICT equipment available for pupils who have special educational needs

www.kidscape.org.uk – general bullying resource with specific information on cyber-bullying

www.stoptextbully.com – NCH website on text bullying

www.teem.org.uk/ – educational software evaluation