

Mobile phones should be banned in schools

Name _____ Date _____

Source: <https://www.bbc.co.uk/news/technology-56663010>

Mobile phones should be banned from schools because lockdown has affected children's "discipline and order," the education secretary has warned.

Gavin Williamson **told The Telegraph** phones should not be "used or seen during the school day", though he said schools should make their own policies.

Phones can act as a "breeding ground" for cyber-bullying, and social media can damage mental health, he added.

"It's now time to put the screens away, especially mobile phones," he wrote.



"Technology has been invaluable in keeping children learning during lockdowns and we support its use," he said.

"Outside the classroom, the use of mobile phones distracts from healthy exercise and good old-fashioned play. Worse, it acts as a breeding ground for cyber-bullying, and the inappropriate use of social media sites.

"While it is for every school to make its own policy, I firmly believe that mobile phones should not be used or seen during the school day. I will be backing head teachers who implement such policies."

The government will be consulting on how to help heads remove phones from schools, later this year, he added.

The vast majority of schools already have policies limiting the use of phones in lessons, according to data from Teacher Tapp, an app that conducts daily surveys of about 8,500 teachers. According to the app, about half of secondary schools and most primary schools do not allow phones to be used at break or lunchtime either.

"The real issue flagged by secondary teachers is that rules and sanctions are inconsistently applied, and it isn't always clear whose responsibility it is to remove a phone, or if they are allowed to do so," Laura McInerney, co-founder of Teacher Tapp, said.

"How the education secretary will change that problem isn't immediately clear."

School policy

Schools have the power to ban phones from being taken on to the premises but government policy is that it is the responsibility of headteachers to determine whether this is appropriate.

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A ban has previously been backed by **Nick Gibb** minister for school standards, **Matt Hancock** former culture secretary and current health secretary, and **Amanda Spielman** chief inspector of Ofsted, but no laws have been made to enforce it in the UK.

In France, the law prevents children from using their phones inside school grounds and, earlier this year, **China's Ministry of Education announced** that pupils would not be allowed to bring mobiles to school without written parental consent.

'Collaborative approach'

Mica-May Smith, from Bright Futures Education, an education training company, said a blanket ban was a bad idea "as children may still bring them into school and hide them".

Instead, there should be a "collaborative approach with rules in place" including designated times and areas for use, she said.

"It is about bringing trust and preparing them for the adult world," she added.

Phones should be incorporated into lessons as a "fundamental part of the curriculum", said Susan Wessels, deputy head of Framlingham College in Suffolk.

"Schools are designed to prepare students for the real world," she added. "We must encourage pupils to use their phones constructively."

'Phone addiction'

But half of parents support a ban on phones, **a survey by price comparison site uSwitch last year suggested.**

Shile Ismaila, a parenting blogger at African Mommy says banning phones would "avoid distractions and helps kids focus on work".

"Children spent more time than usual on their phones during the pandemic," she added. "This was the main way to stay connected to peers and has more or less turned into an addiction now."

Mr Williamson also wrote about the need for discipline and structure as children return to schools.

"Although remote learning was a tremendous success in terms of enabling children to carry on with their lessons from home, the lack of regular structure and discipline will inevitably have had an effect on their behaviour," he said.

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Reading questions

- 1) Paragraphs are an example of a feature used to organise the text.
Name three other organisational features and say why each has been used.

L1.14R, L2.16R. 6 marks

- 2) Give two examples of opinions given in the article.
Include quotes to support your answer.

L1.11R, L2.18R. 4 marks

- 3) Give two examples of facts given in the article.
Include quotes to support your answer.

L1.11R, L2.18R. 4 marks

- 4) What is the government policy on the use of mobile phones in schools?

L1.9R, L2.11R. 1 mark

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- 5) What is Mica-May May Smith's opinion on banning mobile phones in schools, and what approach does she think should be used?

L1.9R, L2.11R, L2.18. 2 marks

- 6) Circle the correct meaning of each word.
Think about the context in which each word is used in the text.

a. flagged tired to wave a flag bring to attention

b. fundamental most enjoyable primary principle of least importance

c. constructively to limit in a way that is useful to build upon

L1.13R. 3 marks

- 7) According to the uSwitch survey, how many parents support a phone ban in schools?

L1.13R, L2.15R. 1 mark

- 8) Give two examples of the negative effects the increased use of mobile phones during the pandemic. Include quotes to support your answer.

L1.11R, L2.13R, L2.18R. 1 mark

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Writing task

A group of local school children are protesting their school's recent ban on mobile phones. You have been asked to write a news article on the protest.

You may want to include the following:

- Why the children oppose the mobile phone ban.
- What actions have they taken?
- What is the headteacher's response to their protest?
- Do they think there is a solution to the problem?

Use this space to plan your article.

(Before you start your plan, read the advice on the next page).

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How to write an article.

Source adapted: 'Creating a News Report' Heart Lake Literacy.

https://www.youtube.com/watch?v=8_NmVtnEEA8 Accessed by Jodie Murrell 6th April 2021.

1. Your article will need a **headline**. It should give the reader a good idea of what the article is about.
2. A **subheading**. It should give more detail about the story.
3. Next comes the **lead paragraph**. In this paragraph, you should include:
 - Who is involved?
 - What happened?
 - Where did it happen?
 - When did it happen?
4. The **second paragraph** should include how the event happened and why.
5. The **third paragraph** should include a quote.
6. The **final paragraph** should include any further useful information.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Curriculum links

R = reading, W = writing.

Covers many aspects of Levels 1 and 2 Reading including:

Reading

- L1.9 Identify and understand the main points, ideas and details in texts
- L1.11 Identify meanings in texts and distinguish between fact and opinion
- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
- L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
- L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details
- L2.13 Identify implicit and inferred meaning in texts
- L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
- L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
- L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion

Writing

The writing task covers all the Level 1 and Level 2 writing content descriptors. For full details of curriculum content refer to DfE (Feb 2018), Subject content functional skills English (pages 12-16):

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

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