One-to-one iPads – embedding IT across all teaching and learning

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Published 15 January 2015

To discuss this case study, please contact us via email customersupport@camdenlearning.org.uk
**Key Points**

- Using iPads to engage and excite all learners; truly embedding IT across all teaching and learning
- Using iPads as teaching and learning tool NOT just as a presentational tool; preparing children for careers and IT in work

**Purpose**

**What were your reasons for doing this development work?**

- Preparing children for the future
- Developing writing
- Giving them real life skills
- Real IT for real uses
- IT embedded in teaching and learning, not just as an add on
- Improving home/school links through learning

**Who were the identified target learners?**

All pupils in KS2 Y3-Y6

**What specific curriculum area did you intend to have impact on?**

All, cross-curricular areas and parental engagement.

**How were you intending to improve pupil learning?**

- Parental engagement – parents could see photographs of learning that has happened that day;
- Parental engagement – parents could see how something was taught via video demos
- IT embedded across all learning in all areas
• Pupil engagement – learning with IT at its heart

**What were your success criteria?**

• Parents better informed about what and how children learn.

• Children use IT as presentational tool.

• Children use IT to develop learning skills.

• Teachers use IT to create interesting creative lessons.

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**Methodology**

**What did you do - what teaching approaches did you use?**

• KS2 children have a long term loan of a school iPad which they have with them all the time. The vast majority of children also take the iPad home each evening to share learning;

• Teacher content can be shared with the pupils via email or a content sharing app such as iTunesU or Showbie;

• Use of the iPads depends on what is being taught. Some days they might be used as a teaching/learning tool, other days as a way of recording information, some days they might not be used at all;

• We use iTunesU to share information among staff (new policies, staff meeting agendas, etc) – our next steps include creating courses on iTunesU for children to be able to access at school and home.

**What specific teaching resources did you use?**

1. iPads

2. All Apple apps (Pages, Keynote, iMovie, Numbers) as well as a suite of other apps. See the PDF booklet/interactive book for complete list.

**What CPD experiences, materials, research and expertise have you drawn on?**

**Group Training sessions:**
• How to use an iPad – the functionality

• How to use various apps to present information/link learning

1:1 Training:
Teachers spent an hour with an Apple Distinguished Educator working on a unit plan to really embed the use of iPad into learning not just as presentational tool. We have repeated the training on other units. We are likely to do this 3 times a year. Staff feedback in this area has been the best we have ever received.

Outcomes and Impact

What has been the impact on pupil learning?

• Higher IT skills;

• Higher presentational skills using IT;

• IT embedded in teaching and learning

Evidence of impact on pupil learning

Average Points Scores attainment 2013-14 data (see attachments below) shows current Y5 and Y6 attaining above national expectations for reading Writing and Mathematics.

Some quotes from parents:

• I am able to see what my child is learning and am able to support them – I’m surprised

• My child has had some wonderful assignments and experiences using her iPad this year that only served to enrich her learning in everything from art to communications to mythology to IT.

• I’m stunned when I see how my child uses the iPad and apps and understands how to create fantastic projects (films, charts, books, pictures etc.)

• The iPad has provoked a greater interest in accessing information, research etc. More independent learning.

• There has been an increase in my daughter’s confidence in writing and researching, with assistive software supporting tools such as auto spell check and real time internet access.

• Even more fun learning
• Apps for learning spellings to give one example, make the process more engaging and have led to 100% in all tests since September. Seeing work photographed in class the same day that it is produced leads to discussion about current topic work at home.

Ofsted 2014:

ICT is not only used to enhance the quality of teaching but is an integral learning tool in many lessons. Pupils are exceptionally confident and capable in using ICT to undertake research and to record and present their ideas to others, for example.

What has been the impact on teaching?

IT is much more embedded into the whole curriculum and is used to develop all teaching and learning. IT is now not just “presentational”. The iPads have helped develop creative teaching and learning.

Evidence of impact on teaching

Ofsted 2015 wrote:

“Teaching is particularly strong in reading, mathematics and information and communication technology (ICT).”

and...

“The recent addition of iPads for Key Stage 2 pupils has extended and enriched pupils’ learning experiences. ICT is not only used to enhance the quality of teaching but is an integral learning tool in many lessons. Pupils are exceptionally confident and capable in using ICT to undertake research and to record and present their ideas to others, for example.”

What has been the impact on school organisation and leadership?

• We use iTunesU as a repository for staff training information;

• No paper copies of any documents are used for meetings (including governors)

Evidence of impact on school organisation and leadership

Graded (1) outstanding for Leadership and Management by Ofsted.
What is the crucial thing that made the difference?

- Buy in of the Head and Deputy;
- Whole staff buy in;
- Thorough planning before we launched the 1:1 iPads

What would your next steps be?

- Better/more efficient sharing with parents;
- More 1:1 training with staff to help them embed the use of technology into teaching and learning.

**Sharing Practice**

If another individual or school was attempting to replicate this work, where should they start?

See the attached booklet which takes them through the process we went through. On the Junior iPads webpage (of the school website) I have also included all correspondence which we sent home to parents.

The Headteacher is also happy to talk to interested people and put them in touch with other people who may be able to help.

What would be the essential elements to include?

Staff training before during and after!