

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

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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 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.

What did you do? (What success criteria 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?

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

Outcomes and Impact

What has been the impact on pupil learning and 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.

- Higher IT skills;
- Higher presentational skills using IT;
- IT embedded in teaching and learning

Evidence of impact on pupil learning and teaching/leadership

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.”

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:

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