

Fitzjohn's Primary School

...where everyone can succeed



Who?

Fitzjohn's Primary School is a one form entry community primary school and nursery in the heart of Hampstead, North West London. 75% of our children come from minority ethnic backgrounds - we have no dominant ethnic group; 17% are entitled to free school meals and 23% receive pupil premium; 48% of our children have English as an additional language. Our location and population means mobility rates are high.

Mission Statement and Aims

Mission Statement:

To provide an environment where everyone can succeed

Aims:

To be a school to which every child enjoys coming

To be a school where there is an effective partnership between parents, carers, children, governors and the whole school staff

To be a school where every child learns new skills and gains new knowledge

To be a school that prepares every child for the future - both as an individual and as a member of society

To be a school where all teachers are consistently good or better

To be a school where every child is supported to achieve their potential

To be a school that offers a curriculum that is relevant, interesting and engaging

To be a school that is safe and healthy

To be a school that provides and promotes a wide range of services before during and after the core school day

To be a school that is sustainable and considers the future of the planet and its people

Life at Fitzjohn's Primary School



Our website

Our app

Our iBook Prospectus

Why?

Learning for the future, today.

Everything we do at Fitzjohn's is designed to enable everyone to succeed. We plan our curriculum and activities to enable children to do well now and give them skills which will enable them to succeed in the future.

Two pieces of feedback from our parents and children helped to shape our thinking about the use of the devices:

When 46% of the children indicated, in a survey, that they wanted greater access to ICT in their learning we had to sit up and listen.

We are blessed with engaged parents who want real involvement in their child's learning. Passive, static topic webs and reports of what the children are learning was not enough to push parent understanding on or to develop the learning of the children.

The game changer for us in our decision to begin using iPads in school was when the iPad 2 was launched incorporating a camera. Suddenly its potential as a curriculum tool grew.



Guided reading in the 21st Century



Why 1:1 tablet devices?

1. Our children really are digital natives; the use of IT is embedded into their lives in many ways and as such they need to learn how to use IT constructively across all subjects in a safe way.
2. Individual tablets allows for more personalised learning in a way that shared devices do not.
3. Parents/carers can better share in what and how their child is learning.
4. Parents/carers can better share in what and how their child is learning at school

Why Apple iPads?

We spent hours looking at various tablets.

Simply, we believe that they are the best tablet device currently available for the education market. They also have the most and best educational apps. As a school we were also impressed with the security features on the device.

How?

Our journey to one:one iPad handover.





Timeline:

September 2011 - January 2012: Headteacher (and IT Lead) visit schools currently using 1:1 iPads. Research studies gathered on impact of 1:1 tablet devices.

February 2012: iPads given to the teaching staff on a long term loan. They were told to go away and play with them with an aim of sharing what we need to do next.

March 2012: Staff discussion - General consensus from staff was that we needed a whole class set of iPads so that the children could work 1:1 on the devices during learning.

April 2012: Staff training sessions - "How to..."

June 2012: iPads set up with apps that we decided would be core to our learning. Each device was numbered so that children could use the same one in each timetabled session.

June 2012-July 2013: School set of 30 iPads timetabled for use during school day.

July 2013: Parents were written to informing them of the introduction of 1:1 iPads.

August 2013: iPads ordered, delivered, formatted and apps purchased via Apple Volume purchase programme installed.

September 2013: Teaching staff training sessions - focus improving writing using iPad as a tool. iPads given to TAs on long term loan.

1:1 iPads handed over to Junior children. Junior children begin taking their iPad to and from school each day.

October 2013: Teaching staff training sessions - embedding the use of iPads in to planning (writing focus)
TA training session - "How to..."

Next steps: More training, learning lessons from our learning, sharing learning with others.



The Money Bit

Finance options that were considered:

- *School purchases devices from delegated funds;
- *School purchases devices from fund raising;
- *School asks parent/teacher association to fundraise towards devices;
- *School purchases devices via successful grant applications;
- *Parents contribute towards the cost of the devices either by:
 - Buying them outright;
 - Paying monthly installments managed by school;
 - Paying monthly installments managed by e-learning foundation

The Headteacher wanted the initial roll out of 1:1 devices to cost the parents as little as possible whilst also acknowledging that some monetary buy-in would encourage the children to look after the devices better. We were fortunate that we received a grant that we were able to put towards the cost of the iPads.

Parental Contribution

All of the feedback we gathered from schools we visited and the research we studied indicated that if the parents had made some form of financial contribution the devices were better looked after and the learning taken more seriously.

We asked the parents to pay £79 to cover the cost of insurance for two years and a good quality case. Parents in Year 6 were asked to contribute £50 as they will only have the iPad for one year.

Which iPad?

We went for the iPad2 over other iPads/iTouch devices as we felt they offered the best value for money and offered more scope in terms of the learning potential.



Choosing Apps

We bought the apps using Apple's Volume Purchase Programme.

We knew that we wanted to have a small core group of apps that would be used all the way through the school. Children could then become familiar with an app in Year 1 and develop their learning as they grew. Topic or subject specific apps could be downloaded during the term that they were used.

The apps we chose:

PAID - [Pages](#), [Keynote](#), [Numbers](#), [iMovie](#), [Garageband](#) (These are now free on new iPads), Explain Everything, Popplet, Book Creator for iPad, iCan Animate, Comic Life, Squeebles, Green Screen FX, Brushes, Puppet Pals HD Directors Pass, iFiles

FREE - Aurasma, Nearpod, DropBox, GoogleEarth, Showbie, Student Clicker Socrative, Free Calculator, Morfo Free, iBooks, iTunes U, QR Reader, FindmyiPad, AirMicroPad, GlobiLab, SloPro, K9, WordPro, Hopscotch.



The Set Up

As part of our package we paid a technician from the Apple reseller to come to school to create the profiles for the devices.

We used Apple Configurator to create the profile which was then installed on 140 iPads. The whole process took two days.

We used Meraki Dashboard as a way to push out new apps or to unlock forgotten passcodes.

We allowed children to download their own apps as this would allow them to choose apps that could focus on their learning needs. We were mindful that this meant that they could also download games. We spent time before handover talking to the children about this.

Our setup was slightly frustrated by the introduction of iOS7 two weeks after we had handed out the devices.

Restrictions

We stopped children from deleting apps.

We age restricted apps, films, TV and books.

We removed Safari, iMessage, and Facetime.

The Launch and Handover

We held two events one at 3.30pm and one at 6.00pm.

We invited an Apple Distinguished Educator to come and speak to the parents about learning that had happened in other schools using 1:1 iPads.

The Headteacher shared his vision.

Parents paid their contributions (or paid in installments).

Parents signed a loan agreement.

Parents collected a simple set up/help booklet.

Parents collected their child's iPad.

Hindsight!

Create your own presentation of learning to share at the launch - this makes it more personal.

Use Meraki to create the profile as it is easier to send out changes in the profile.

Allow Safari as our school has a filter and all of the filtering browsers filtered everything - even useful images. Restrictions can be changed in Safari in IOS7.

Allow the deletion of apps. There was an expected initial app frenzy which meant some children installed apps which they then regretted.

If doing it again we might even have restricted the installation of apps in the first term or have created an "authorised" list which the children could choose from.



What?

We held a Maths Day.
Our focus was maths investigations. We wanted to make the day a bit more special so we used an app called Aurasma to share the children's tasks.

The investigations appeared on some objects in the classrooms as the children hunted for them. The children could use iPad apps or pencil and paper to solve the problems and share their learning.

What is Aurasma?



Aurasma is an augmented reality app.

It allows the user to create auras (such as video or photos) that can be displayed when the iPad is held over a trigger image.

Background

The number and maths skills of our children are generally very high. Analysis of their learning, however, indicated that they were less adept at using those skills out of context. We planned a maths investigation day.

Planning

Every class planned a series of open ended maths investigations encompassing all areas of maths appropriate for that year group.

| Topic | Investigation | Resources | Duration |
|--------------------------|-----------------|---|----------|
| Place Value | Investigation 1 | Place value chart, number cards | 15 mins |
| Scale and Measure | Investigation 2 | Ruler, measuring tape, objects to measure | 20 mins |
| Properties of Shape | Investigation 3 | Geometric shapes, protractor, compass | 15 mins |
| Estimating and Measuring | Investigation 4 | Measuring jug, water, measuring spoons | 15 mins |
| Currency | Investigation 5 | Coins, banknotes, calculator | 15 mins |
| Data Collection | Investigation 6 | Survey questions, data recording sheet | 20 mins |

Plans for Class 5's Maths Investigation Day

The Activities

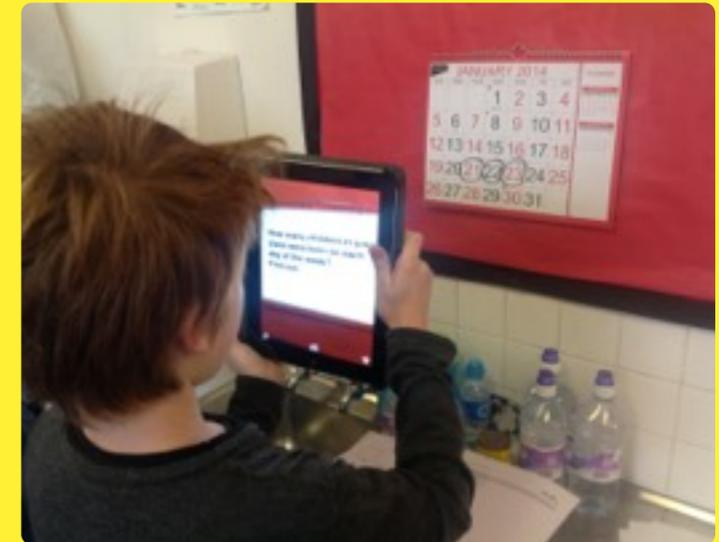
We wanted this day to be an exciting, interactive day so created a treasure hunt around each class.

Some items around each classroom triggered video or text auras which shared the investigations.

Examples of Class 5 investigations being shared at the summit:

1. Currency conversation;
2. Properties of shape;
3. Scale and measure;
4. Place value;
5. Estimating and measuring;
6. Data collection.

Photos of Class 5 using the Aurasma Maths Trail



Items around the room triggered the auras which contained maths investigations

1 of 11

Support and Extension Sheets

Exchange rates
 Investigate the exchange rate for the pound against another currency.
 Calculate the value of £100 in that currency.
 Draw a conversion graph



Use the graph to calculate the value of £10, £20, £25, £50, £75, £80 in that currency.

To enable the children to learn independently, support and extension sheets were placed close to each activity. These were accessed by the children when appropriate.



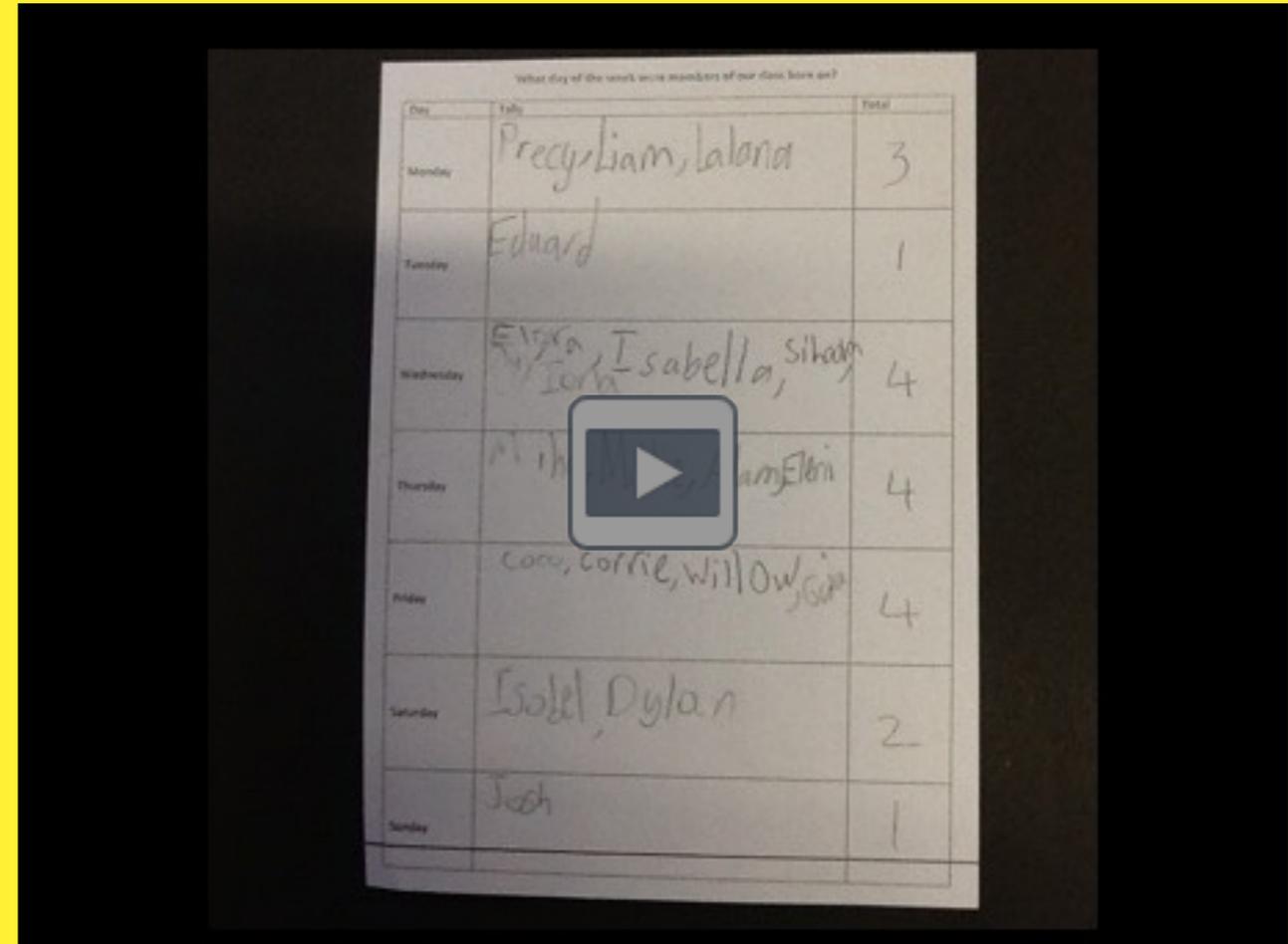
Support

The children worked in mixed ability friendship groups. SEN and less able children were supported by adults or by prompts which were placed near each investigation.

Extension

More able mathematicians were expected to complete the tasks without reference to the help prompts. They were also expected to present their results in a more mathematical way.

Outcomes



| Day | Tally | Total |
|-----------|------------------------------|-------|
| Monday | Precy, Liam, Laloria | 3 |
| Tuesday | Eduard | 1 |
| Wednesday | Elysa, John, Isabella, Siham | 4 |
| Thursday | Mih, AmElen | 4 |
| Friday | Coru, Corrie, Willow, Sam | 4 |
| Saturday | Isabel, Dylan | 2 |
| Sunday | Josh | 1 |

Some examples of the learning produced by the children during the day.

Other ways we use Aurasma

Watch these videos to see other ways that we bring learning to life at Fitzjohn's.

Newsletters



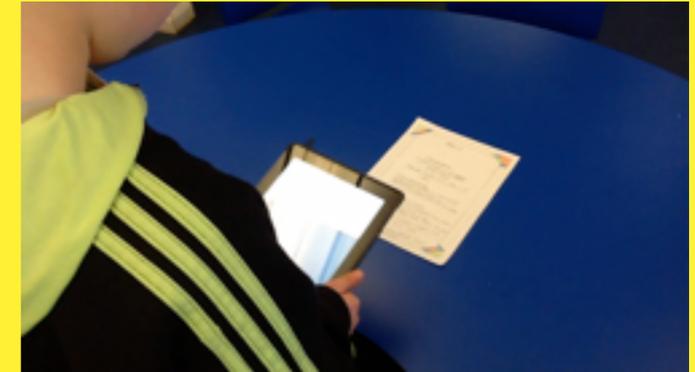
Add magic to newsletters by including clips of sporting events and plays.

Learning



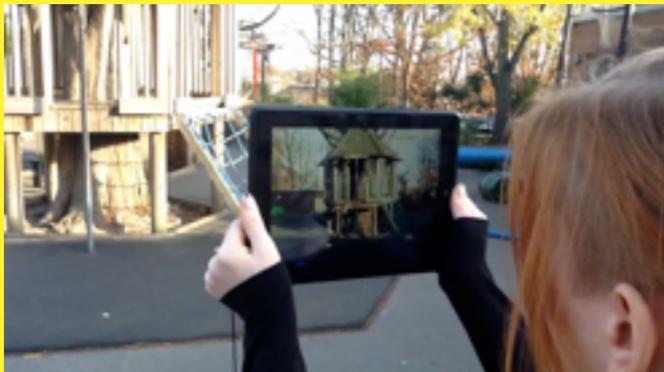
Add performance to creative writing.

Poetry



Hear the children reading their poems aloud.

Sharing activities



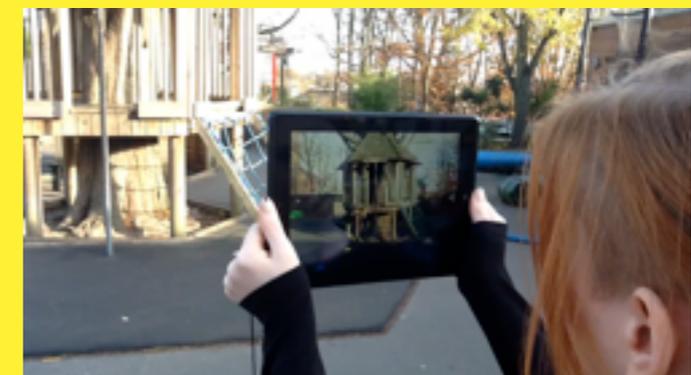
Hidden challenges create incentives for learning in a treasure hunt.

Displays



Make displays interactive by adding auras to learning.

Tours



Create self guided tours of your school.

Limited only by your imagination and creativity.