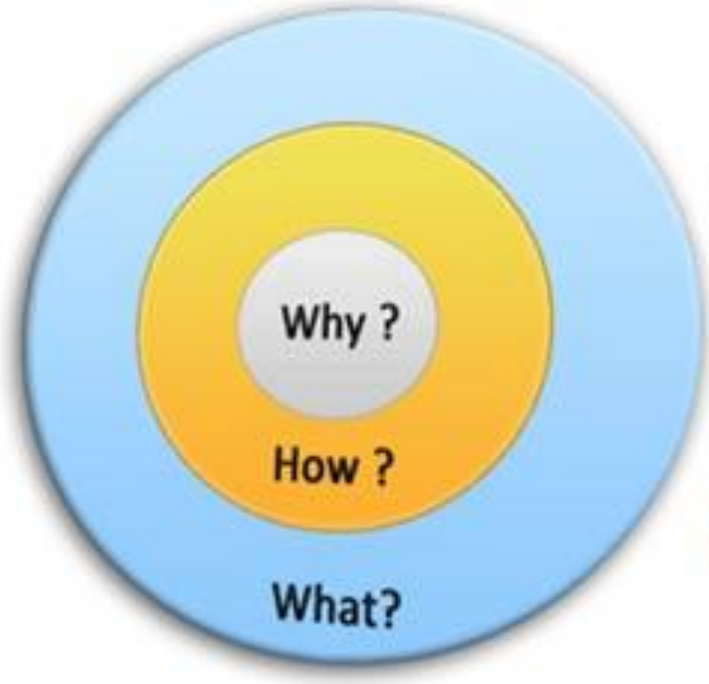
Embedding e-learning

Setting and monitoring homework	Improving feedback and assessment for learning	Supporting SEND students to achieve their full potential
Whole school communication	Stretch and challenge for the most able	Reducing teacher workload
Parental involvement in learning	Supporting effective revision	Monitoring teaching and learning

Outcomes of the presentation

To understand how the effective use of ICT can:

- transform learning
- empower staff and students to engage, interact and promote creative expression in their classrooms
- promote student responsibility and leadership



Why = The Purpose

What is your cause? What do you believe?

How = The Process

Specific actions taken to realize the Why.

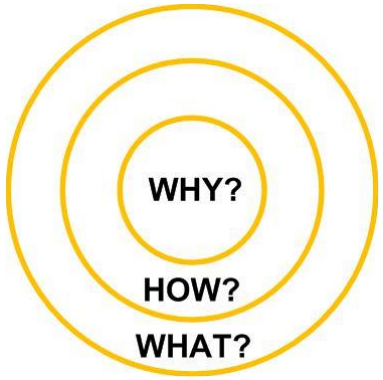
What = The Result

What do you do? The result of Why. Proof.

Start with why?

- The most successful leaders and organisations explain why they do what they do.
- Martin Luther King, the Wright Brothers and Apple - it was their natural ability to start with why that enabled them to inspire those around them.
- To motivate and inspire staff at Upton to use iPads as a Teaching and Learning tool they needed to understand why.

Simon Sinek: The Golden Circle of human motivation



Why?

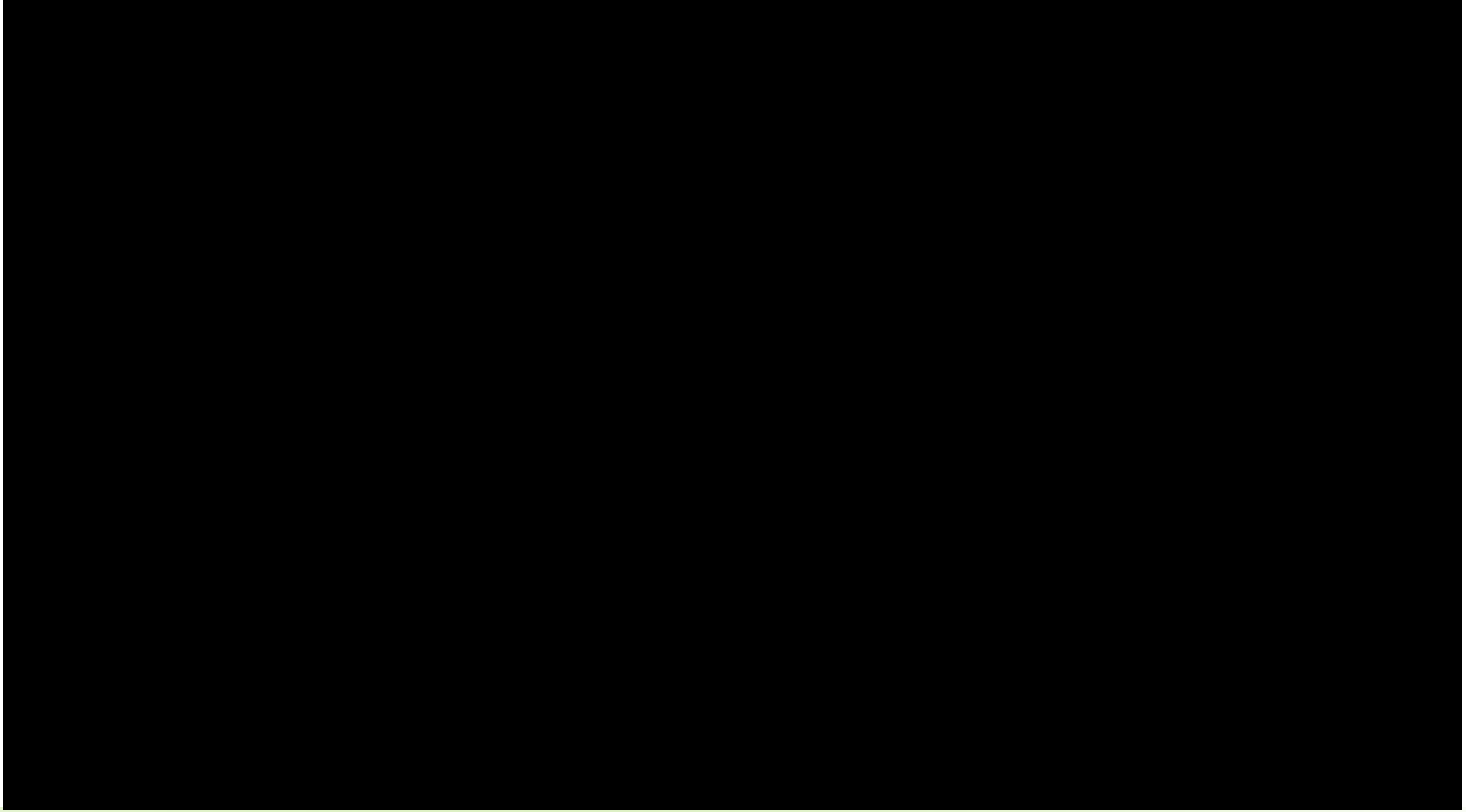
The purpose:
Why did we do it?

To improve the quality of Teaching and Learning from Good to Outstanding

Ofsted recommendations 8th November 2011

What does the school need to do to improve further?
Improve students' learning and progress further by:

- Ensuring teachers use their knowledge of students' performance to **plan more specifically for the learning needs of individuals.**
- Providing students with **more opportunities to develop their independent and collaborative learning skills. To ensure that learning is not over directed.**



A changing world

'The world is changing, and fast. The accelerating pace of globalization over the past 20 years—driven by profound technological changes, the rise of Asia, and the evermore rapid pace of scientific discovery—has produced a whole new way of life.'

Vivien Stewart, A World-Class Education, 2012)

Most of the top jobs in 2016 did not exist in 2004

More than half of Facebook's 1.23 billion users log in every single day. 350 million via mobile device.

'In previous times professional culture was very individual we need now to be collaborative, it is the power of the group that will eventually lead to system change teaching like a pro.' They continue; 'The best groups…are places where teachers constantly enquire into their learning and problems together'

(Fullan & Hargreaves, Professional Capital, 2012)

The mobile device will be the world's primary connection tool to the Internet in 2020.

teep

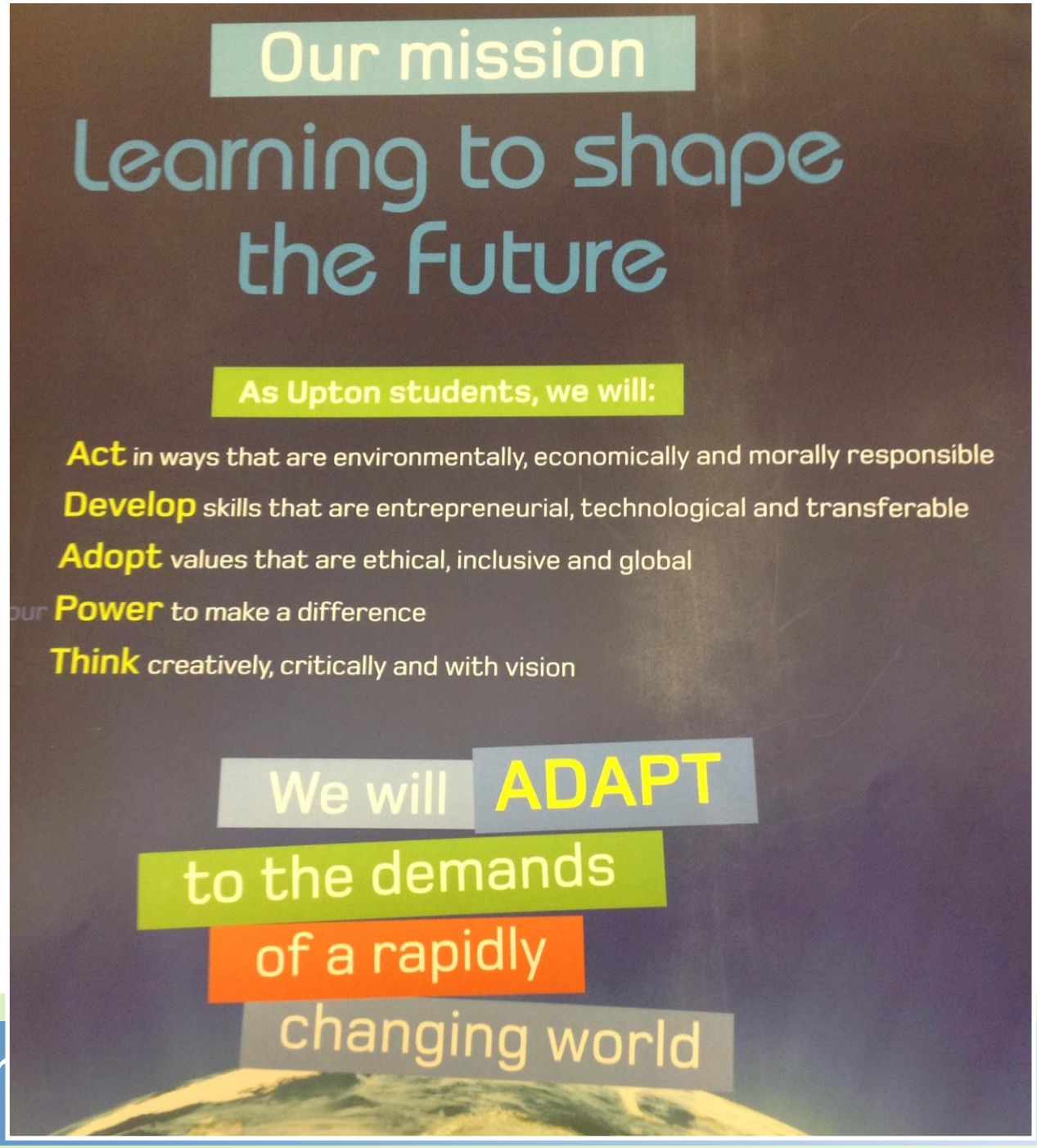
teacher
effectiveness
enhancement
programme®

© 2010 CBS Interactive

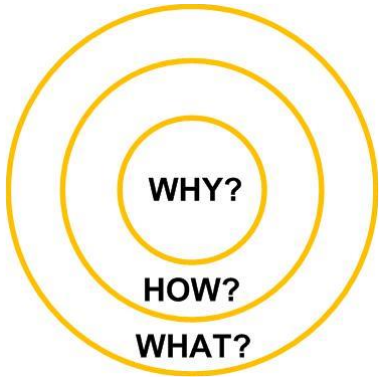
Our vision

We want students to be able to ADAPT to the demands of a rapidly changing world.

Mobile Technology and TEEP will enable us to do this.


Our mission
Learning to shape the future
As Upton students, we will:
Act in ways that are environmentally, economically and morally responsible
Develop skills that are entrepreneurial, technological and transferable
Adopt values that are ethical, inclusive and global
Power to make a difference
Think creatively, critically and with vision
We will ADAPT
to the demands
of a rapidly
changing world

EVOLVE



How?

The process : How did we embed mobile technology?

Device preference	Percentage
Net book	24%
iPad	59%
No preference	18%

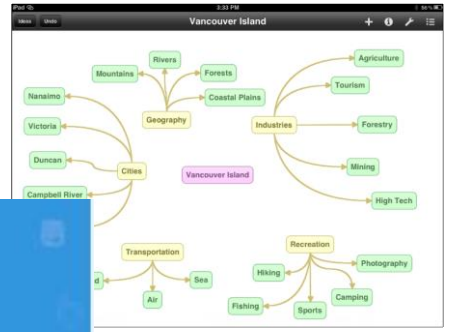
Staff chose to use iPads.

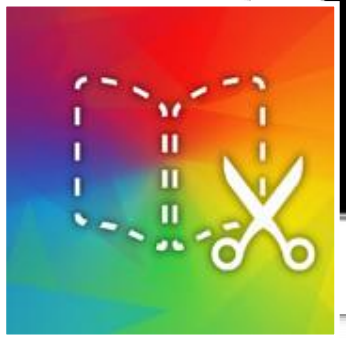
E-Learning

verso
activate learning

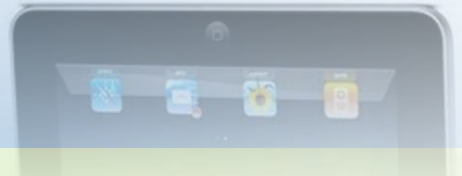
How can we provide greater differentiation and independent learning ?

- **Independent learners**
- **Collaboration**
- **Increased differentiation**
- **Personalisation**
- **Anywhere 24/7/365**





socrative



Workflows and feedback to enhance and monitor progress. Setting and monitoring homework

How long does it usually take for students to receive and respond to written feedback?

- Next lesson?
- 2 days?
- 1 week?
- 2 weeks?

Let’s look at a working example

DIRT is implemented through TAP

Target, Action, Progress

- Target: after marking the students' work the teacher sets the student a target.
- Action: the student completes the work set in the target.
- Progress: the teacher comments on the progress made by the student through the action they have taken.

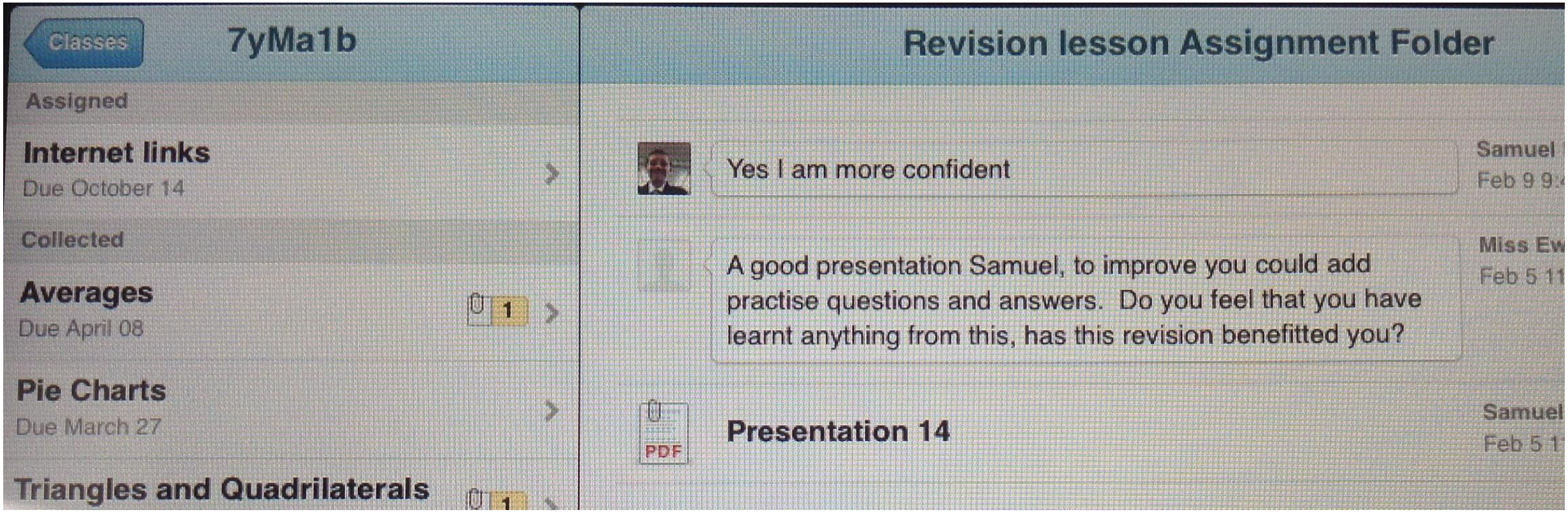
Feedback needs to be effective

The most effective is verbal feedback because it is immediate and specific.

Can written feedback be more immediate?

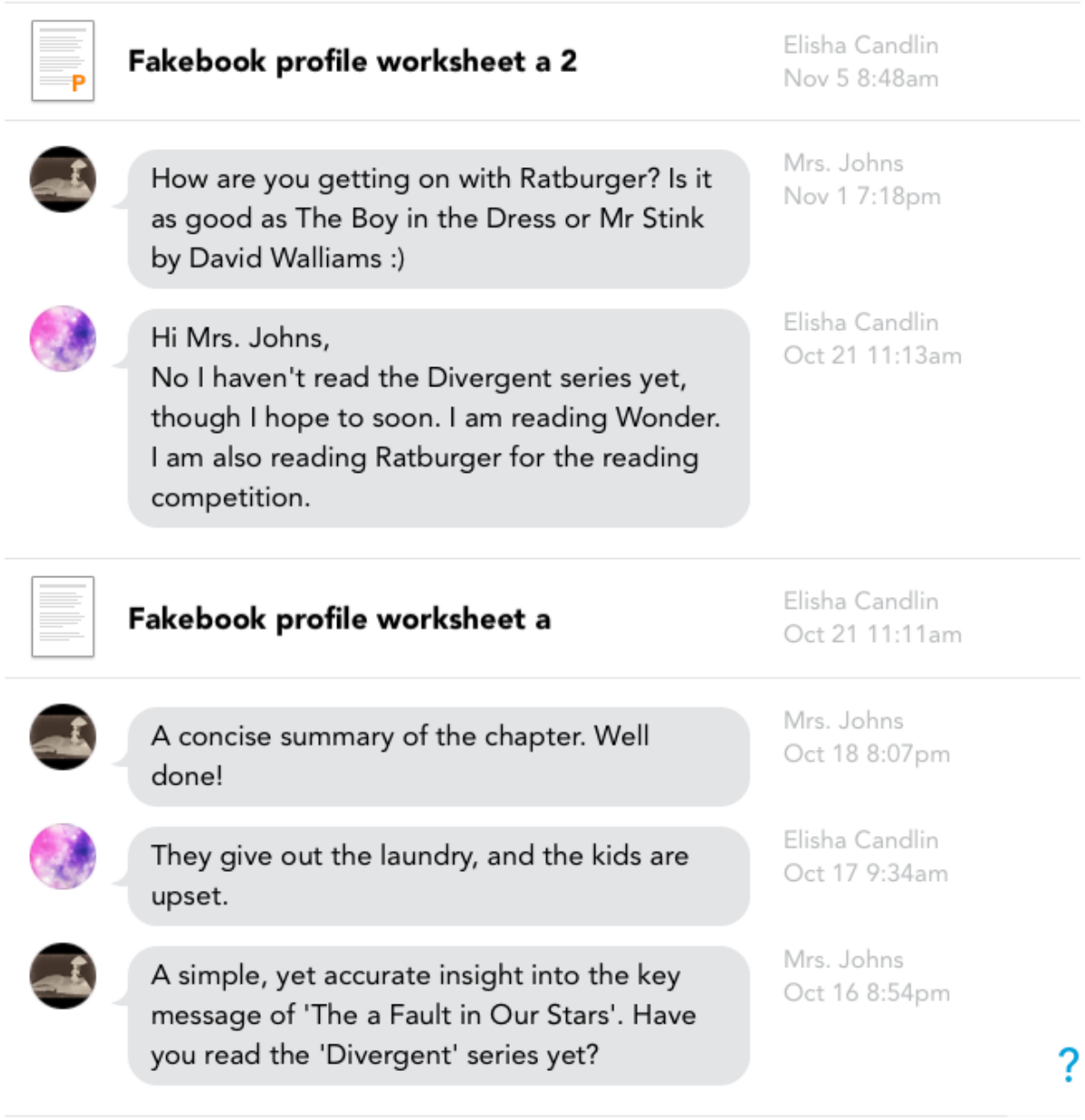
Examples of constructive feedback: A learning conversation and workflow between teacher and student using Showbie

Maths – Revision



Art – Acting on feedback before the next lesson

English – Feedback and discussing literature



Fakebook profile worksheet a 2

Elisha Candlin
Nov 5 8:48am

How are you getting on with Ratburger? Is it as good as The Boy in the Dress or Mr Stink by David Walliams :)

Mrs. Johns
Nov 1 7:18pm

Hi Mrs. Johns,
No I haven't read the Divergent series yet, though I hope to soon. I am reading Wonder. I am also reading Ratburger for the reading competition.

Elisha Candlin
Oct 21 11:13am

Fakebook profile worksheet a

Elisha Candlin
Oct 21 11:11am

A concise summary of the chapter. Well done!

Mrs. Johns
Oct 18 8:07pm

They give out the laundry, and the kids are upset.

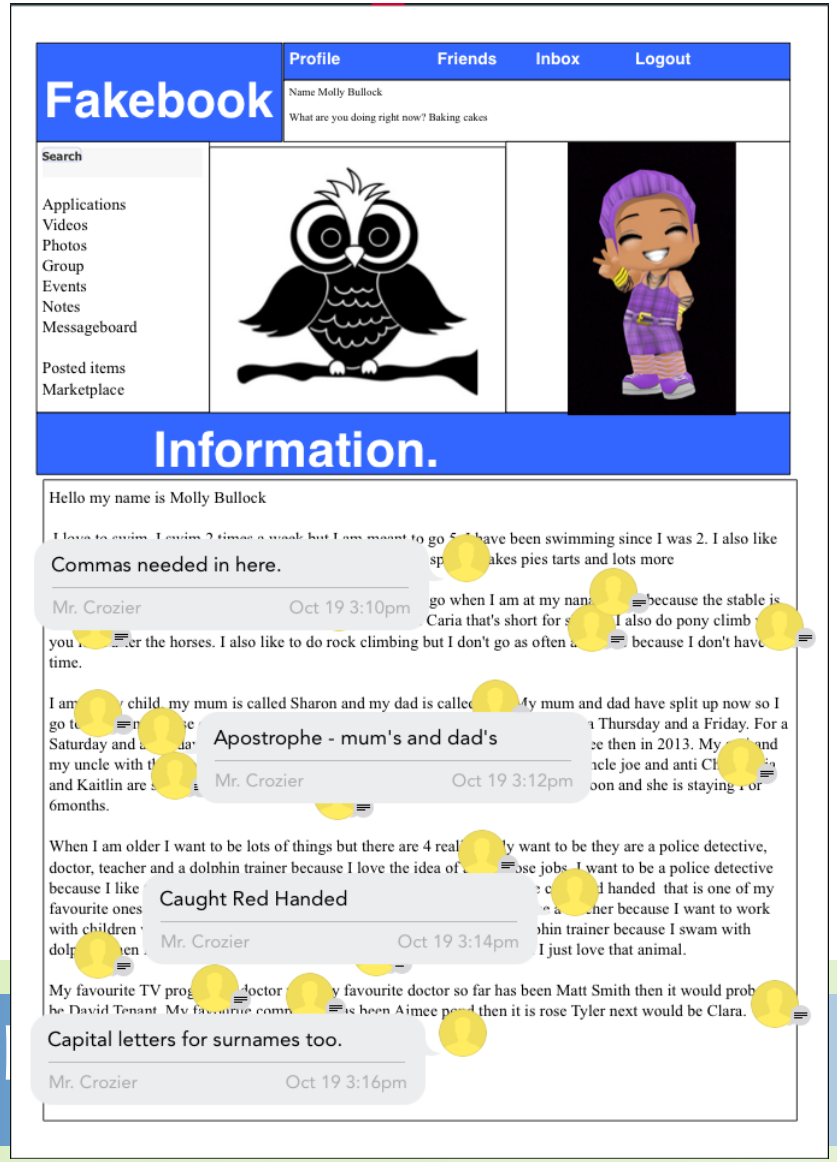
Elisha Candlin
Oct 17 9:34am

A simple, yet accurate insight into the key message of 'The a Fault in Our Stars'. Have you read the 'Divergent' series yet?

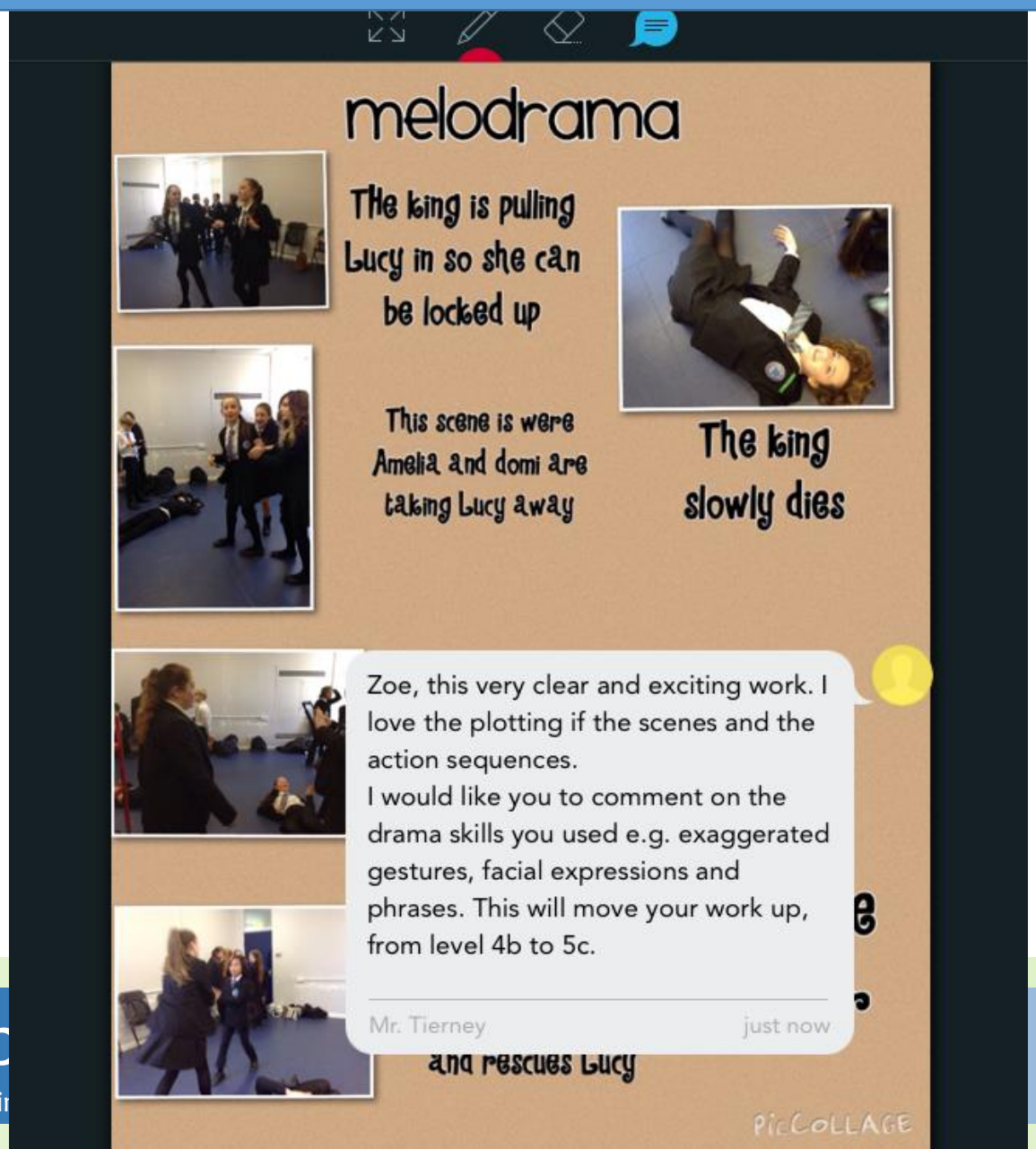
Mrs. Johns
Oct 16 8:54pm

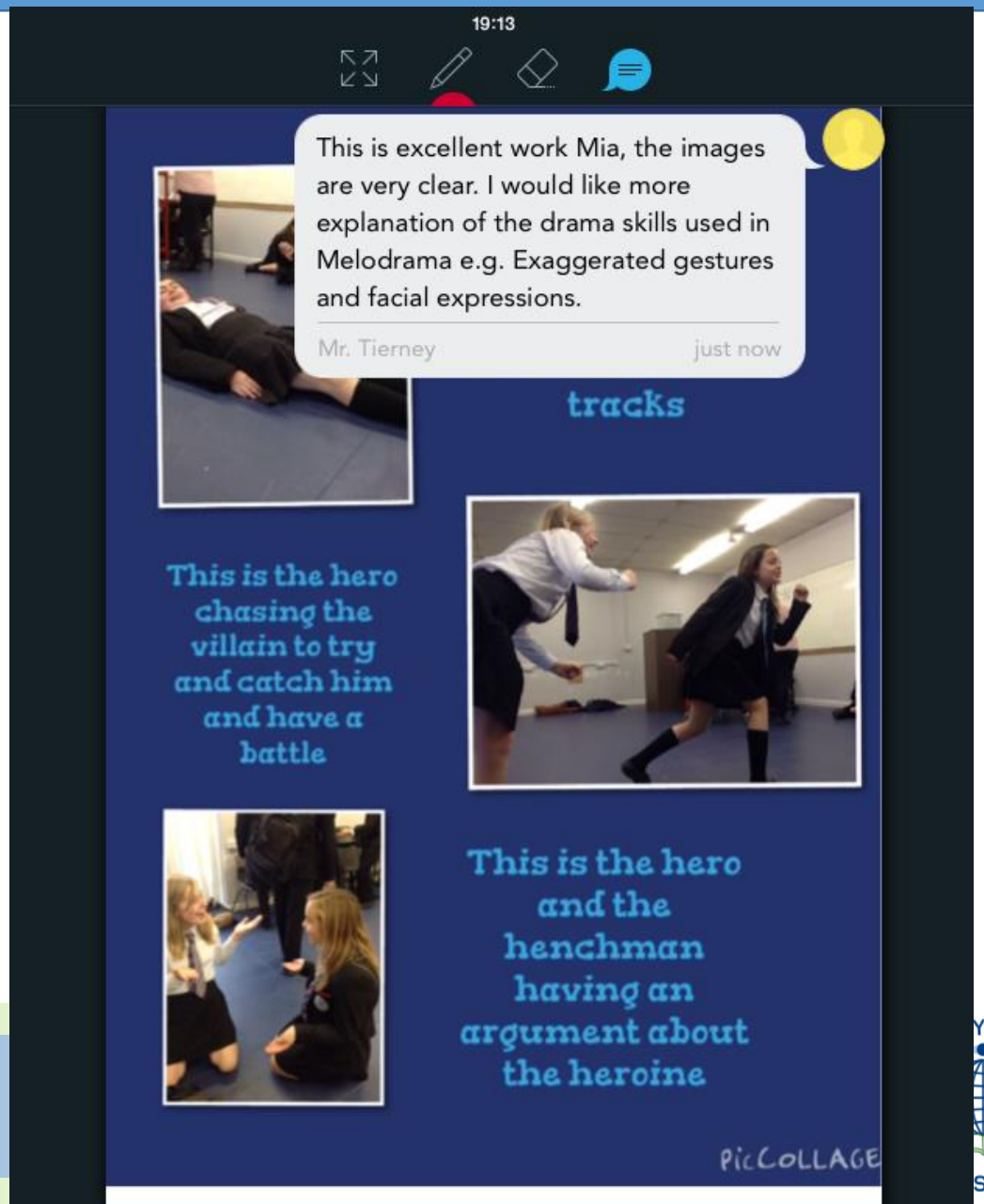
?

English – Feedback annotations

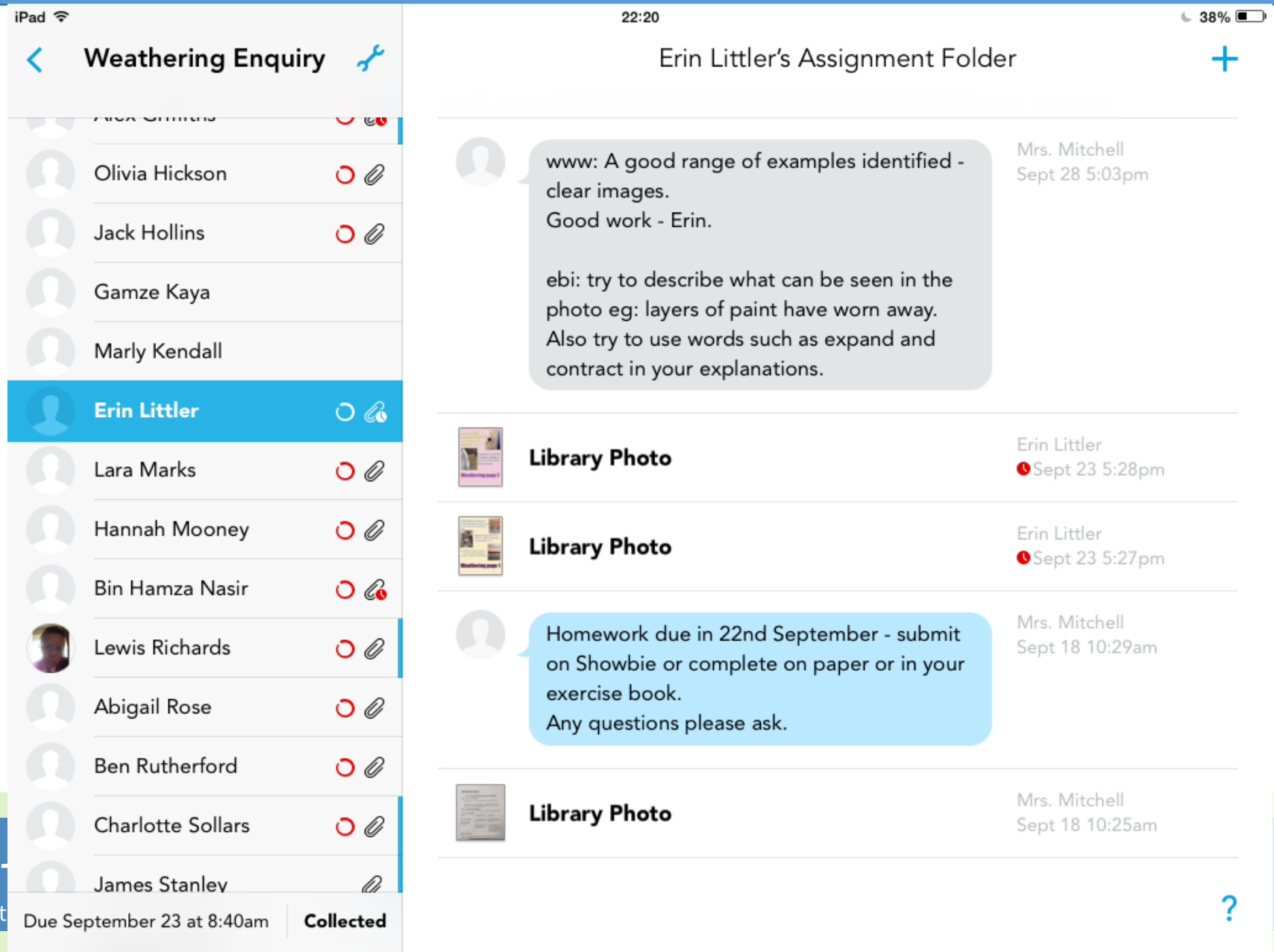


Drama – Feedback and how to improve





Geography – www & ebi

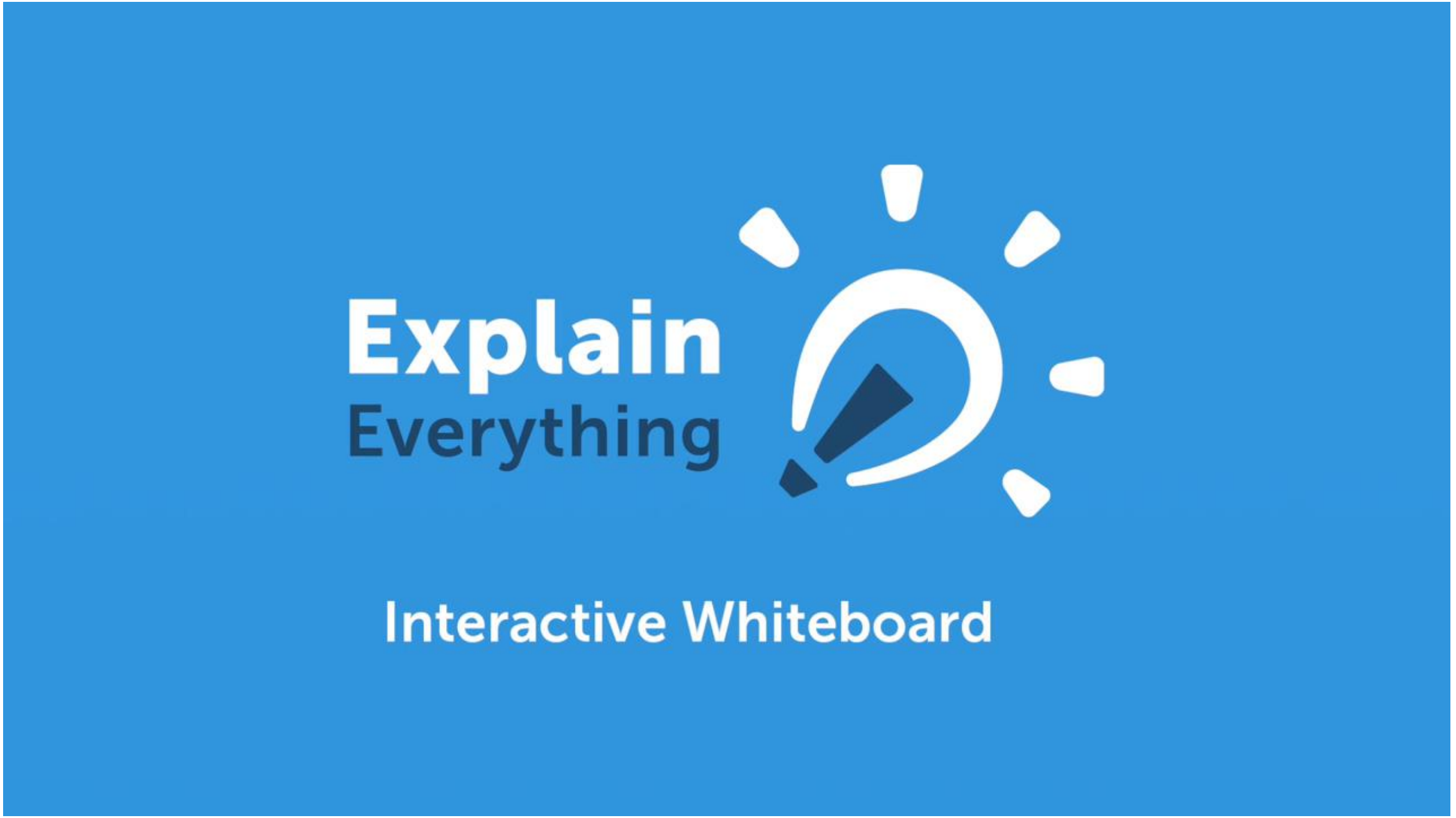


verso
activate learning

- Flipped learning
- Cross platform compatibility – iPad, android, PC
- Deep learning
- Interactive
- Assess understanding and progress
- Peer assessment
- Student voice

verso

- Interactive whiteboard for each student
- Produce presentations to show understanding and progress
- Presentations which students can pause, rewind, fast forward to revise key concepts


Explain
Everything
Interactive Whiteboard

Savings

- Interactive white boards
- Student planners
- Text books
- Photocopying
- Using technology together - learning and teaching each other

e-learning foundation
overcoming the digital divide

Children from low income families do significantly worse at school than better off children. Technology has a vital role to play in closing the attainment gap.

The e-Learning Foundation helps schools and families provide computers, educational software and Internet access to all school children, especially those from disadvantaged backgrounds and with special learning needs. Despite growth in home access to the internet, over 800,000 of the most disadvantaged school children in the UK, some 10%, still cannot go online at home, limiting their education opportunities and their digital skills.

50p a day

=

Aero

The new Saturday Times
Your weekend starts here
THE TIMES
SATURDAY
Half-price brunch
unite
the UNION

£3.50 a week

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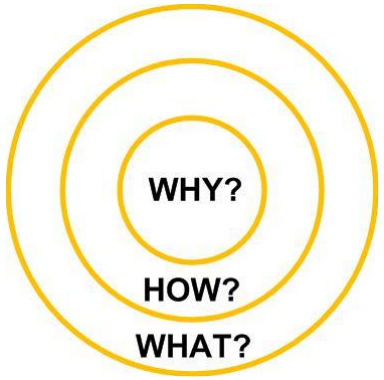
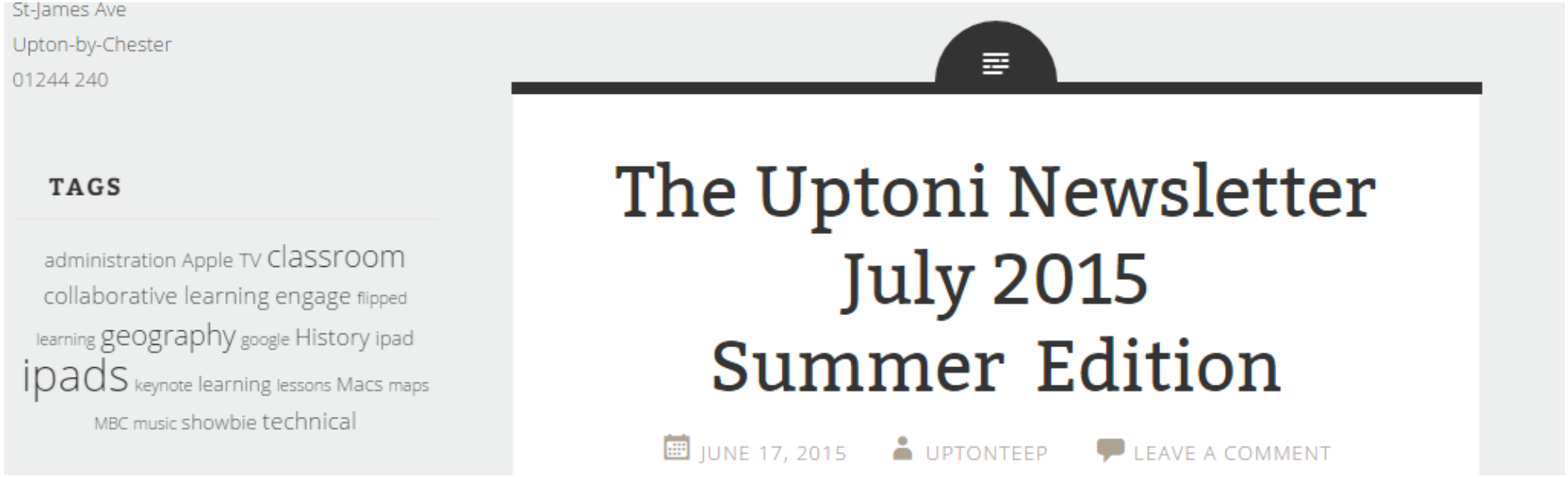
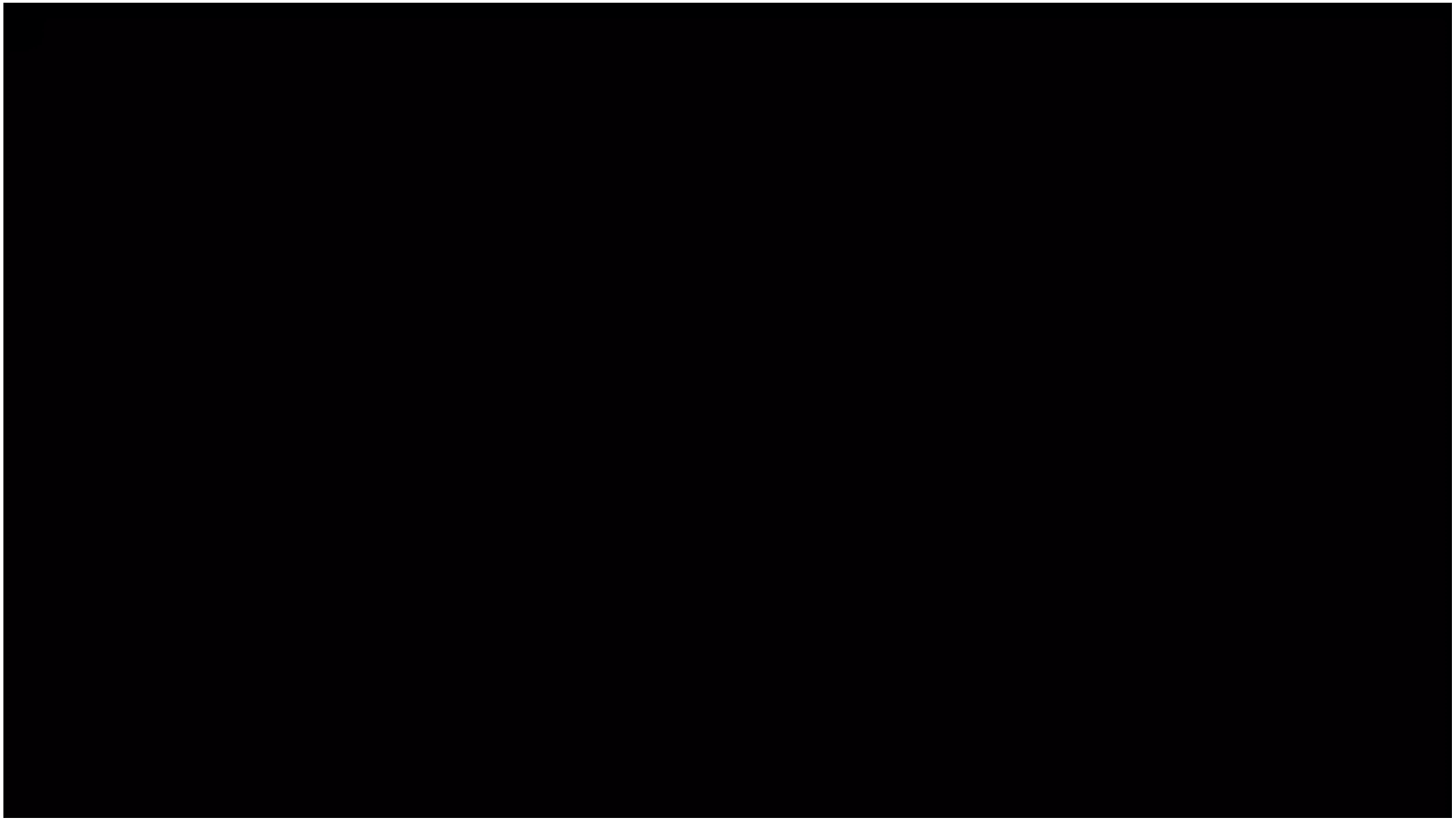


What?

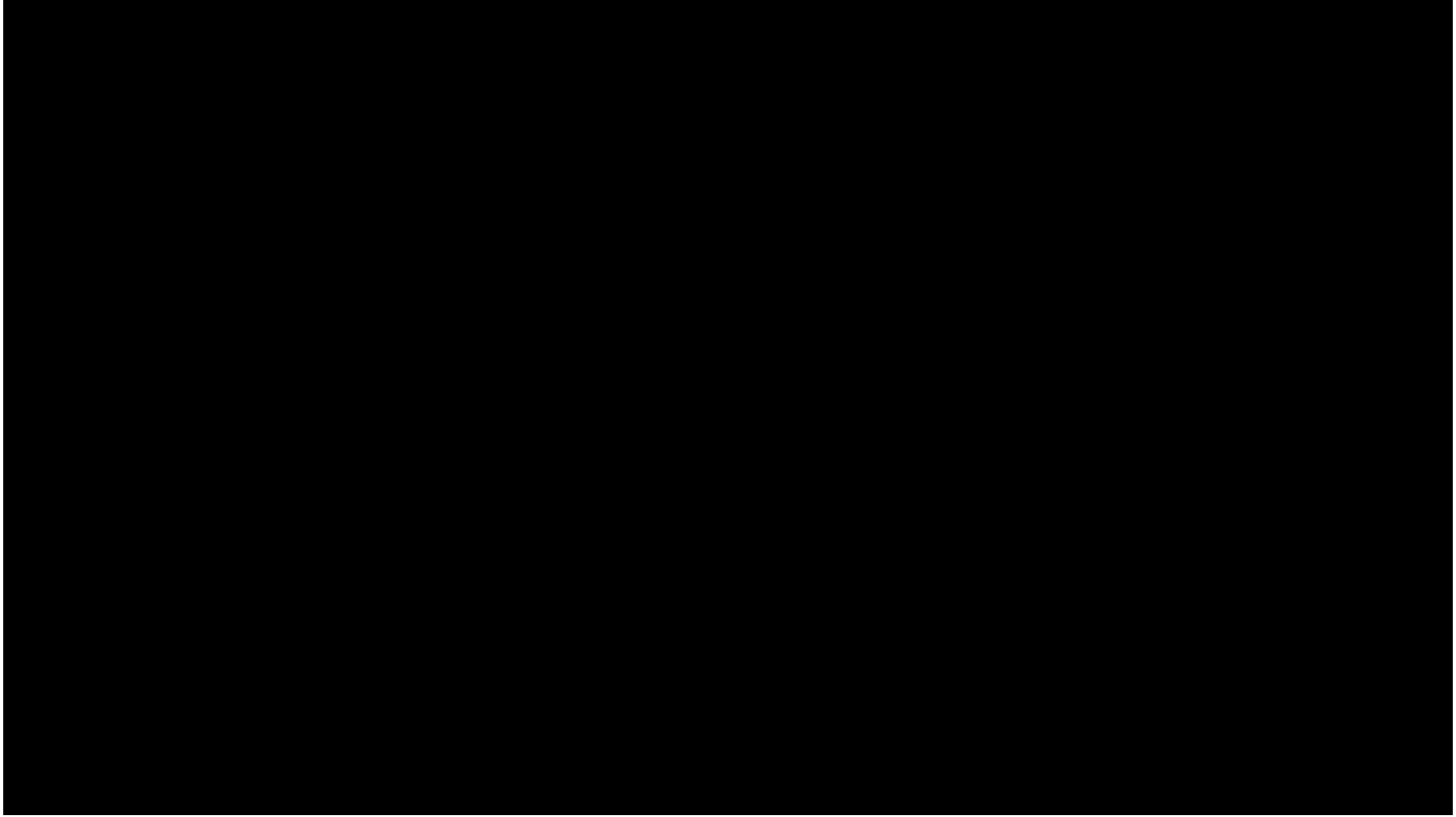
The result of why. The proof

Staff sharing good practice
uptoni.wordpress.com





https://www.youtube.com/watch?v=d-8ntf35kl8



https://www.youtube.com/watch?v=n5QnCLeiJ_s

Student ELF News

Induction

Year 9 ELF students supporting Year 7 students to set up their iPads.

The ELF students started the academic year off by supporting with the iPad deployment sessions.
The ELF students were given the opportunity to showcase their knowledge and skills. They presented to the Whole Year 7 2015 intake as well as supporting students on a one to one basis. The support sessions were extremely successful and the ELF students did a fantastic job.

New ELFs: Year 7 ELF Students

In September 2015 we recruited a new Year 7 ELF group. The students have shown endless enthusiasm and continue to develop their skills when using their iPads. The students spent the first few weeks getting to grips with their iPads and understanding how to use them as an educational tool. They have enjoyed sharing their iPad skills with each other and are currently working on a interactive iPad guide for the Year 7 intake 2016.

iPad Clinics

The ELF students decided to set up a monthly iPad clinic, whereby students could seek iPad support in the Learning Hub. This was delivered during lunch times and was accessed by many students. The clinic gave the ELF students the opportunity to develop their own confidence and improve their self-esteem, by being able to help others.

Year 8 ELF students supporting a year 7 student on his iPad, at the Open iPad Clinic.

Smashing Apps

The ELF students created an event called Smashing Apps. The idea behind the event was to demonstrate the potential of certain apps and then to give students the opportunities to explore and get creative. The Events are an opportunity for the ELF students to utilise their iPad skills, sharing with year 7 students their knowledge and expertise. This enables the ELF students to improve their confidence, presenting and demonstrating skills.

The ELF students spend at least 4 weeks planning their Smashing Apps Event, this will include: choosing an app, deciding how best to showcase the app, preparing the interactive activities, choosing a time to deliver and advertising the event. Each ELF student decides what role they would like to take on. The format we usually take is, two people welcoming and seating students, two presenters, 6-10 ELF students on the floor helping and supporting students. The events last for one hour The first Smashing Apps event took place in November 2015. The event was based on a quiz which was completed on an app called Socrative. The ELF students designed the quiz and implemented it, into the app. They design their on posters to advertise the event and lead the events themselves.

"Smashing Apps was cool. I got to try a new app that I have never used before."
Katie Year 7 Student

iPad Training

ELF students regularly receive training from JTRS, our iPad resellers.

The ELF students recently received training on two apps, Explain Everything and iTunes U. Explain Everything is a unique and interactive white board that allows students to present their work in a creative and innovative way. The students were trained in using all aspects of the app and explored its potential. ITunes U is an app that allows teachers to develop courses that contain lesson plans, resources, assignments and live chats, creating an interactive classroom. The ELF students learnt how to access this app and how to create their own iTunes U course. The ELF students thoroughly enjoyed their training. Since completing this they have delivered their own Explain Everything Training to all Year 7 and Year 8 students, during assemblies.

ELF students visit to Chester Zoo

Year 8 and 9 E-Learning Facilitators were recently given the opportunity to work with Chester Zoo on developing mobile technology. Whilst visiting the zoo, the students participated in an iTunes U course designed by Mr Keegan. The course gave the students the chance to explore the threats to wildlife. The students created some fantastic pieces of work using Pages, Keynote, Book Creator and Explain Everything. Their feedback will help to develop this course further and will be used by other school who visit the Zoo.

"Using our iPad skills whilst visiting the zoo was great. I enjoyed creating short films about the different species and their habitats. I had the opportunity to interview a member of the zoo staff and got some great footage of the beautiful animals." **Cerys Year 8**

Students discovering information about the Lion Tailed Macaque

I really enjoyed my day at the zoo. It was great to use my iPad to record my findings. I am looking forward to putting my project together using the Book Creator app." **Elliot Year 9**

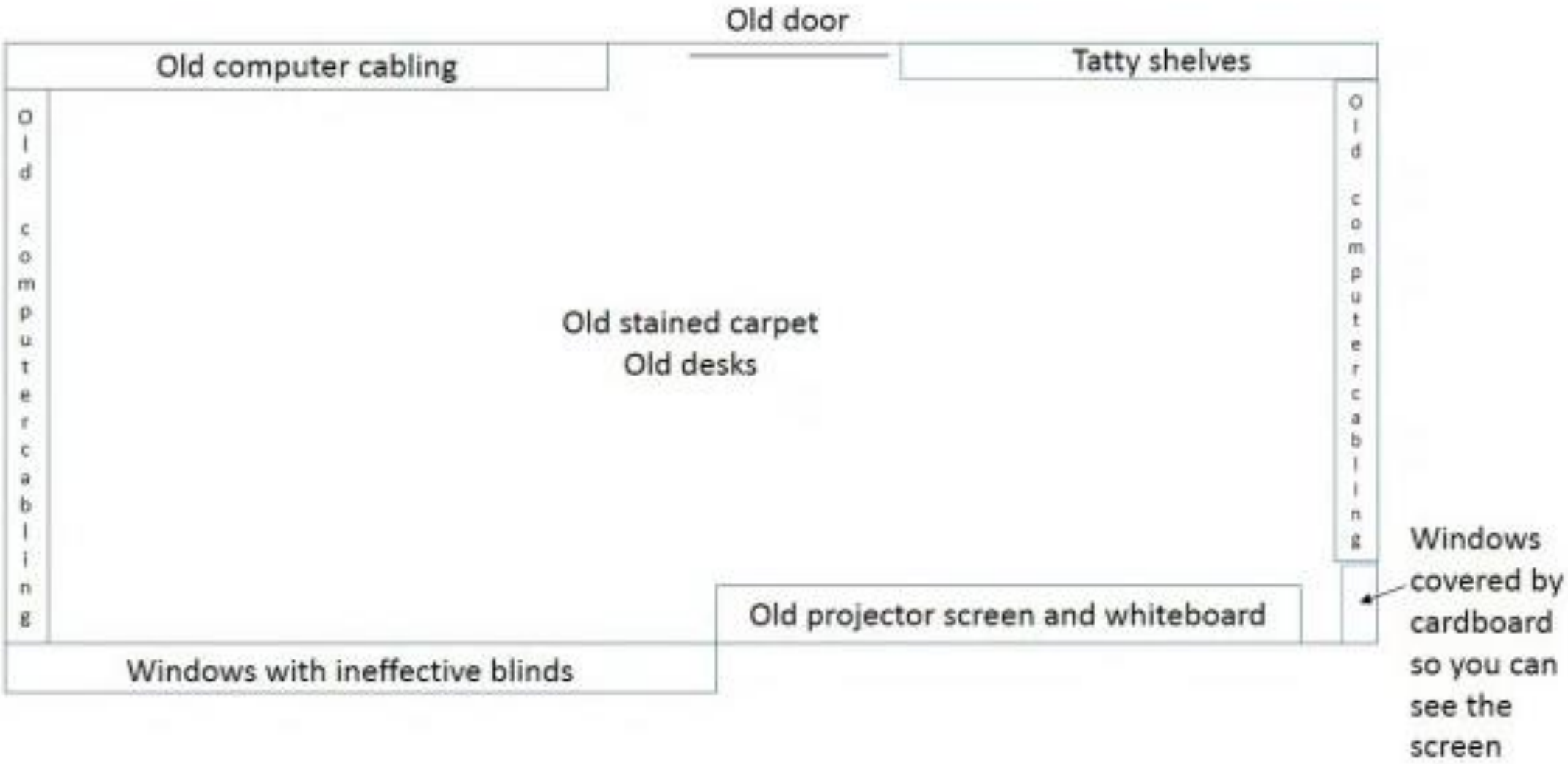
Year 7 Christmas iPad Competition

In December the ELF students released a Christmas iPad Competition. The competition was designed to get students to be creative using their iPad. The winner of the competition was a year 7 student, Vivien. She created her entry using the Explain Everything app. Vivien took a range of backgrounds and added image overlays to create Christmas scenes that related to her night before Christmas story.

Smarter Spaces Project

Our E-learning Facilitators (ELFs) won a bid to take part in the SSAT Smarter Spaces project. This is a new exciting action research project that empowers learners to take an active role in the design and application of innovative learning spaces. It also focuses on changes in the learning environment that impact on pedagogical practice, engagement and learner achievement. We will receive £6000 from Dulux and a design team to work with our ELFs to transform an underused area of the school into a digital work space.

Before: Transforming C14 into a Smarter Space



Ripped screen

Damaged and old sockets and cabling

Damaged lighting

Old damaged door

Tatty old shelves

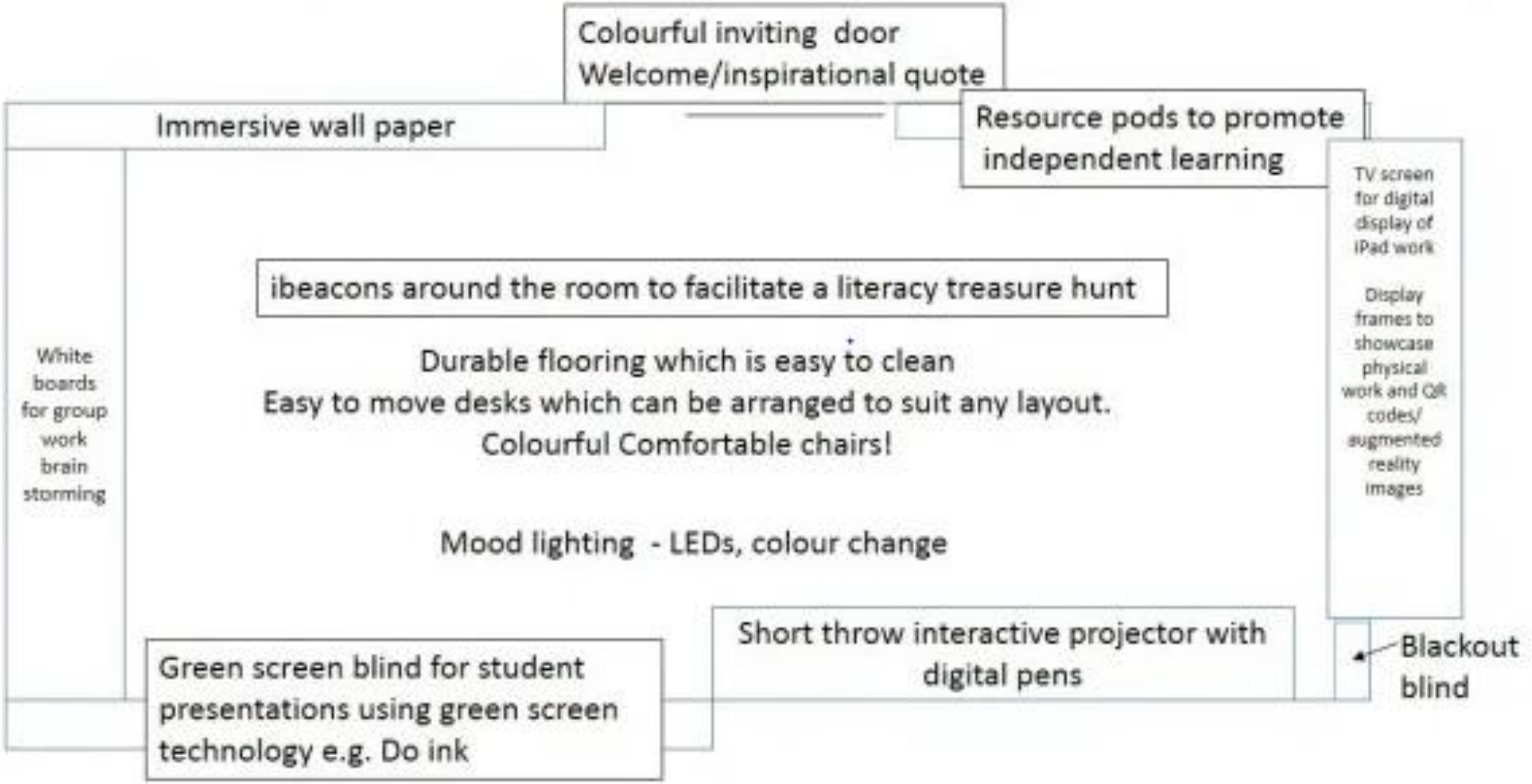
Stained carpet

Old computer cabling

Cardboard to cover windows so the sun does not shine on the screen

Ineffective blinds

After: Transforming C14 into a Smarter Space



They are now going to be working with the designers from Dulux to develop and refine these ideas.

Digital leaders - uptonelf.weebly.com

iPad Review

What I can do now, that I couldn't do then:

When I first started I couldn't...

- Contact teachers
- Send/do homework on my iPad
- Research during lessons
- Use good apps to help revise and collect information
- Share work with friends to help each other

What I can do now.....

I have access to do all these things now I have my iPad. It is making me more confident about learning, and is building up my ICT skills.

It is so much easier to contact teachers about either homework, class work, or any other things. I could either send an email to them or a comment by using an app called Showbie. Likewise, they can put comments on my work.

Doing homework or any other work on this device is a lot more fun and interesting than on paper. You can be really creative with presentation on apps such as Sketchpad, Pic collage and iMovie.

The thing that I find most useful is the researching tool on our iPads. During class, the iPads can enable us to research information to help us with our work. Before we had iPads, we had to use computers which was inconvenient as not every classroom has computers. Helpfully, having iPads in school means that we don't have to carry as many books around with us.

Hannah Year 7 student

Ofsted Praise our use of iPads

Staff and students were praised in our recent Ofsted inspection:

•Students are generally keen to learn and respond well to questions in class. They are able to sustain attention and focus on tasks, and are active in investigating topics. They are responsible when using their tablet computers, and research and check information in lessons independently.

•Teachers provide good resources for students and students have access to a personal tablet computer. Teachers use these well to enrich the curriculum and extend opportunities for independent learning and research.

•Reading is exceptionally well supported across school and is a regular feature of each day in school. The extensive literature available to all students through their personal tablets helps to ensure equal access to resources.

In a survey carried out with students in December 2015...

98% of students use iPads regularly for homework

95% feel more motivated and can work better with iPads

95% feel it is improving the quality of their work

96% feel that their achievement and progress has improved

94% feel they can work better with others

99% are happy to use their iPads

Year 7,8 &9 Parent survey December 2015

98% of students use iPads regularly for homework.

95% feel their child is more motivated and can work better with iPads.

92% feel the iPad is improving the quality of their child's work.

93% feel that their child's achievement and progress has improved.

96% feel that their child can work better with others.

99% are happy for their child to use iPads.

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