I-Pad Frequently Asked Questions

What support do we ask for from parents / carers?

•We are seeking donations to cover the cost of the iPad, accessories, apps and insurance. Alternatively, parents can choose to make donations of their choice over a longer or shorter period. School can provide financial support for those parents who may need it, please don't hesitate to contact school and speak to Mrs. Beard or Mrs. Leverett.
• Support to help your child to understand how to care for and protect their iPad.
• Please report any loss or damage or any problems (including accidental loss or damage) promptly.
• Please ensure the iPad is returned to school each day, fully charged and ready for use.
• Discuss, agree and sign the School iPad at Home Acceptable Use Policy – this is sent out prior to children taking the iPads home.

What do the donations contribute to?

• A 64 GB Apple iPad 9th Generation which they have sole use of whilst they are a member of our iPad scheme.
• A case for the iPad.
• Stylus for writing on the iPad
• Full mobile device management service
• Provide a replacement if the iPad breaks down in subsequent years while the child is participating in the scheme, providing it is not due to neglect.
• Educational applications including presentation and productivity software for the device.
• Full technical support for the use of the iPad.
• An amended curriculum to make best use of the resources.

What are the benefits to children and parents?

• Seamless links between school and home learning e.g. homework tasks completed on the iPad and passed electronically to teacher; parents able to see teacher feedback and marking through an app called Showbie.
• Increased access to information and the ability to work on real-life problems.
• Increased engagement and motivation on the part of children. Research indicates that children's levels of motivation and interest are increased when ICT is used as a learning tool.
• Reduced incidences of off task/inattentive behaviour as a result of increased engagement.
• Increased self-confidence/esteem due to the quality of outcomes produced.
• Increased interaction and immediate feedback through ICT based activities.
• Improved opportunities for the children to be presented with personalised activities and receive personalised responses upon which they can more easily act.
• Improved opportunity for the children to engage with multimedia learning e.g. create video presentations, respond in writing to a film clip or music etc.
• Possibilities for children to share their work more readily with parents.
• The opportunity for parents to learn from their children!

Note – these are just a few of the benefits we have identified, but it is by no means an exhaustive list. We are sure you will be able to see more for yourself.

Can I provide my own iPad?

•At the moment, we have no plans to support a 'bring your own' iPad scheme. This is for safeguarding, technical, and logistical reasons. For example, in order to have all the same Apps and be controlled by Apple Classroom system, devices and IOS versions need to be uniform.

What if my child leaves the school?

•The iPad needs to be returned to school and your direct debit can be cancelled, or you are able to keep the iPad on completion of donations and a one off nominal fee of £1.

Who owns the iPad?

•The iPad is owned by Colton Primary School until payment has been completed, after which it is then under the management of Colton Primary until the child leaves.

Who pays for Apps?

•Any costed apps are included in the donations made towards the scheme. School will push out any required apps using our MDM software. These will be owned by school but exist on your child's iPad as long as the child is at school. Some apps may be blocked in school but will be accessible when the iPad is at home.

Which case will provided?

•The chosen case is the STM Dux case. This is a good quality case, and the iPad must be kept in the case at all times.

How will you safeguard the children?

•At school, there are a number of safeguards in place to ensure that your child/ren get the most out of using their iPad whilst keeping the risk of its use to a minimum.
In school, these are:
1. Remote management- staff can see a child's screen at any time whilst it is in use and view search and browser history at any time.
2. Lock down- iPads can be remotely locked down by the school at any time.
3. iPads are used under the direction of classroom staff. They are not used at playtimes or break times.
4. Regular taught lessons on e-safety, focus specifically on using iPad (and other internet enabled technology) responsibly and safely.
5. Internet filtering, which includes adult content filter and blacklisted websites (websites that we manually include on a list of sites that are blocked so the children cannot access them.)
6. Reminders that the iPad is a learning tool and should always be used as such. It is not used freely and games cannot be installed by pupils.
7. Blacklisting- we have built a basic list of websites that we have blocked on all pupil iPads. This includes social media sites and YouTube. Whilst this list can never be exhaustive, it will significantly reduce the risk of a child stumbling across or accessing inappropriate content.

Outside of the school environment, the Red Kite Learning Trust states that safeguarding, whilst using the devices, is a parental responsibility.

Can children download games onto their iPads?

•No, children cannot download any content onto their iPad. Games will not be installed by school unless they have a clear educational value for all learners (e.g. Times Tables Rockstars which is an engaging app designed to develop children's instant recall of important times tables facts).

Can we download apps onto the iPad for our child?

•No, whilst the iPad is managed by school, there is no facility for anyone except school to add apps. The iPad must remain an educational tool used to enhance learning. Whilst we understand the educational value that some additional apps might bring, we wish to keep the number of apps used on the school iPads to a minimum so that the apps installed can have a long-lasting impact on specific aspects of learning.

Does my child have free access to the whole of the internet by using the Safari app?

•No, the iPads have a school managed, adult content filter and we are building a list of 'blacklisted' websites to further safeguard children against inappropriate content.

Please note that outside of the school environment, the Red Kite Learning Trust states that safeguarding, whilst using the devices, is a parental responsibility.

Are the children learning in a less creative way now that they all have an iPad?

•No, the iPad enhances an already broad, balanced and rich curriculum. As a school, we are fully committed to traditional methods of teaching where they enable children to learn well.
•Children will continue to paint, build, write, be active and develop their speaking and listening skills. Their use of an iPad will complement these activities where learning can be enhanced through technology.

How will the iPads be used on a day-to-day basis to teach which subjects?

•The iPads will be used across the curriculum. We will be using augmented reality, internet research, movie making, instant marking and feedback through Showbie, green screen, Google Earth, Swift Playgrounds (coding), and Garage Band for music.
•The iPads also allow for a range of creative ways in which children can present their work, including iMovies, Keynote presentations, Clips and Book Creator. This is a very motivational aspect of their use.
•Showbie will be used for class discussion, marking (including verbal feedback), annotating, delivery of resources, responding to marking and using airplay to share outstanding examples of work and collaborative working.
•In addition, Apple Classroom will be used to control the iPads in the classroom.

How will the use of iPads be integrated with more conventional teaching methods (e.g. pen and paper exercises)?

•The iPads will not replace pen/paper activities and pupils will still use pens/pencils and books/paper to complete different aspects of their work.
•Children will still be practising handwriting and using these skills on a daily basis. Completed work in maths and English books, for example, will be photographed and uploaded onto Showbie for marking.
•The use of verbal feedback generates an excellent reaction and response from pupils.
•We are creating a blended learning approach - the right tools, at the right times, for the right learners.
•Personalising learning, rather than one-size-fits-all, is having a big impact on progress. It is these innovations that are improving learning, enabling children to meet their full potential.
•Personalised learning also allows us to meet individual children's needs more effectively.

What about screen time?

•Screen time is limited and monitored.
•Students won't be using an iPad in every lesson, every day. It's about using the iPads when they will enhance the learning experience.
•For example, during an English lesson, children might look at a piece of writing on the iPad. They will then take part in a class discussion around the writing, sharing ideas which the teacher would then model on the iBoard or on an app. The

children would then complete a piece of written work in their books. Whilst they are writing, they might refer to the iPad for support (a mind map), additional information or spellings using a dictionary.
•When they have finished their written piece of work, they would use the iPad to photograph it and upload it onto Showbie.

Why have you decided to use iPads? Are there any examples from other primary schools that are using the iPads? Is there any evidence available to support the use of iPads?

•The school has been investigating the use of iPads and trialling in classes for a number of years.
•When we started investigating technological solutions, we explored a range of products from Microsoft, Google and Apple. We visited other primary schools, such as Western in Harrogate. After discussions with staff at Western some key benefits were the ease of use, versatility, cost and product support. This helped us make our decision to focus on iPads.
•In 2019/20, we decided to purchase a number of iPads to use in trials across the school, exploring the advantages of using iPads on a 1:1 basis mainly in the Year 3 class. This was the year that was hit with COVID lockdowns and having the 1:1 tech at that point proved invaluable and really solidified in our minds that this was the way to go.
•On visits to other schools we saw how children were using the iPads in exciting and engaging ways and, as experienced teachers, we could see the benefits that technology was delivering to the children.
• As part of our ongoing staff development, all staff – iPad and non-iPad classes have had the opportunity to complete their AppleTeacher awards. This is a qualification from Apple themselves in which staff can learn and discover new and engaging ways to use the iPads within the school curriculum.
• There are a number of research articles that are available that document and support the use of iPads/technology in a classroom setting that have helped us in our decision making.

What happens if I cannot commit to donations at this point in time?

•We are an inclusive school – in school and at home, all children will have access to an iPad, regardless of parental donation. However, for the scheme to be successful and financially viable we realistically need a sign-up rate of around 80%.

Will the use of the iPads facilitate cost savings elsewhere (e.g. the purchase of books, other learning materials)?

•As the school views the iPad as a learning tool, we do not envisage significant savings on resources initially as we will be still using exercise books, pens and pencils. However, the ability to distribute resources electronically will hopefully see a reduction in our overall printing costs!

What considerations have been given to the health issues associated with the use of iPads?

•We have followed Western's model regarding Health and Safety as they have consulted with an Osteopath regarding posture whilst using the iPads.
•This advice will be included on the Acceptable User Policy (AUP).
• Screen time in school will be closely monitored by teachers.

What data will be collected?

•We only collect and store data following current GDPR regulations.