

## 1-1 Device Deployment Information Pack

Before we embark on our 1-1 device deployment journey, we want to share a little more information about the software we will be using, the expectation within the classroom, benefits of 1-1 devices, ways we plan to mitigate potential risks and the steps we're taking to ensure the safety and wellbeing of our pupils.

It is worth noting that we have been gradually embedding IT within all areas of the curriculum for many years, following a directive in our previous ISI report and already have well-established protocols, trusted apps and monitoring software in place. The transition to an assigned device for each pupil will enable teachers to use technology as a tool for enhancing learning more efficiently and easily, freeing up time in lessons for further learning. We also hope that it will allow parents to be more involved in our learning community, through the opportunities for teachers to share work and lesson content with parents and loved ones at home. Please be reassured traditional learning techniques will still be very much a focus of the classroom but we are excited to be able to use selective technological elements to support the pupils' learning in a meaningful manner.

**Whilst we are happy to allow children in Years 4 -6 to take their devices home to assist homework where necessary, this is not mandatory and we fully support the parents' right to request that the iPad remain in school.**

Content of topics:

Why iPads?	pg 2
Use of Technology in the Curriculum	pg 3
Software and Apps	pg 5
Online Monitoring and Filtering	pg 7
E-safety and Setting Healthy Habits	pg 8
Teacher Expectation and Protocols	pg 10
Benefits and Risk-Mitigation	pg 11
Support and Help	pg 15

## Why iPads?

There are multiple advantages to using an iPad over a laptop in a primary educational setting.

These are the main benefits:

- iPads are lighter and easier for young children to carry and handle compared to laptops.
- The touchscreen interface is intuitive and easier for young children to use, especially those who may struggle with a traditional keyboard and mouse.
- The iOS operating system is user-friendly and accessible for young children, with simple navigation and controls.
- We can customize the iPad experience for individual students, tailoring apps and resources to meet their specific learning needs and paces.
- Apple Classroom can be used to manage student devices, guiding them through lessons and monitoring their progress in real time.
- The iPad's controlled ecosystem ensures a safer online experience for students with fewer risks of malware and inappropriate content.
- iPads tend to be more durable with fewer moving parts compared to laptops, potentially reducing maintenance costs.
- iPads generally have longer battery life, which means they can last through a school day without needing to be recharged.
- iPads power up much faster than laptops, allowing teachers to use them for short, quick activities with minimum loss to learning time.

The iPads will come complete with keyboard case, facilitating touch-typing skills and the smaller keyboard is better suited for smaller hands, making typing a little easier. The pupils will still be exposed to laptops, mice and trackpads during their computing lessons as we believe it is important for pupils to learn to navigate more traditional forms of technology too.

## Use of Technology in the Curriculum

- **Lessons**

There will be very little change in the way teaching and learning is being delivered within the classroom. Pupils will still be working predominantly in paper exercise books, with a key focus on writing and presentation skills. However, access to educational games, interactive worksheets and assessment tools (all of which already form part of lessons across the curriculum) can occur with less disruption to the learning. These digital activities are short, snappy and designed to help engage pupils through game play. Digital learning will not replace traditional face to face pupil-teacher interactions, handwriting or reading of books. The importance of social interaction, discussion, oracy, collaboration and verbal communication as key skills in a child's cognitive development is recognised and these areas will continue to be of high standing within the curriculum.

- **Examples of iPad Use During Lessons**

Some uses of a digital device for learning include (but are not limited to): recording work through photographs/videos; garnering verbal feedback; completing interactive worksheets; playing educational online games; using mini quizzes; interactive assessments; support resources in the form of word banks, idea mats and scaffold guidance; and accessibility tools (i.e. text to speech, speech to text, filters, reader view on websites, zoom and translation tools).

- **Digital Screen Time Increase**

The amount of extra screen time usage will vary from subject to subject. During many lessons, the iPad will not be used at all but for others, they may be used for an additional 5-10 minutes at a time. The pupils will not be spending entire lessons staring at an iPad and when they are using the device, the emphasis will be on active, rather than passive, engagement. There are a few exceptions to this, e.g., during computing lessons where iPads and laptops may be used for longer stretches of time or during occasional project-based work in the upper years, where the pupils may work collaboratively for research or to create a PowerPoint for presentation to the class.

- **Feedback**

Showbie is an online education platform (see next section for more information) that allows pupils to upload work and tasks digitally. Selected pieces of handwritten work will be chosen across the course of the term to be scanned and marked digitally via a voice note. This allows for direct verbal feedback by the teacher, which research has shown to have one of the highest impacts on student achievement.<sup>1</sup>

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<sup>1</sup> <https://www.edutopia.org/article/10-most-significant-education-studies-2023>

- **Homework**

Showbie will replace Teams for homework assignments in Years 4-6. Homework instructions, support materials and worksheets will be uploaded through the homework folder, just like on Teams. The only difference is the software being used. Year 3 will still take home a homework diary. Although we are allowing children in Year 4 upwards to take home their iPad as support for homework when needed, this is optional and we fully support your right to request that the iPads remain at school. We will be providing full parental access to Showbie so parents will be able to see all assignment requirements (including homework) from their own account.

- **Progression from Year 3 to Year 6**

As the pupils develop and progress in maturity, skill and understanding, the use of the devices will naturally change. However, in all year groups, we are very conscious of using technology selectively and purposefully. We are mindful of excessive screentime use and will ensure that any engagement in a device is for a short, limited time only.

During Years 3 & 4, there will be a noticeable 'lighter touch' with the iPads being used predominantly for verbal feedback, sharing classwork, accessing support materials and engaging in short, 5- to 10-minute games, mini-quizzes, or interactive worksheets.

In Year 5, the pupils will begin to familiarise themselves with online assessment formats, in preparation for the online 11+ exams. Please rest assured that our emphasis on techniques for traditional paper assessment will remain as stringent as always.

In the Autumn Term of Year 6, the emphasis on preparing for the 11+ will be as robust as ever and we have measures in place to ensure iPads will not be a distraction. **They will 'upskill' during computing, so no learning time is wasted during the core 11+ subject lessons (English, maths, reasoning).** The iPads will be used strategically and purposefully to help support pupils develop their learning and prepare for online 11+ assessments but their implementation in the classroom will be carefully monitored. Post 11+ marks a slight shift in use with the need for a gradual preparation for secondary schools. The pupils will begin to adjust accordingly by using PowerPoint to create collaborative presentations and learning to refine their internet research techniques. These sessions will be teacher-monitored and time-limited.

- **Communication Tools**

Teams will be replaced by Showbie as the primary learning platform and will be the primary software used by the pupils. Showbie has a class chat facility for pupils to use. This is in the style of a digital noticeboard where every comment is viewable by all and the teacher has the power to turn this off and on. There is no direct/private messaging feature within Showbie.

## **Software and Apps**

We will be using a range of educational apps and software, most of which have already been integrated successfully within our learning curriculum and are familiar to the children. The one new tool is Showbie, which is a bespoke educational learning platform allowing for digital sharing of work, feedback and communication between teachers, pupils and parents. Children will be introduced to this through their computing lessons, ensuring no loss of learning during other subject lessons. Details of the main apps being used in the classroom are listed here:

- **Showbie**  
A learning platform that will be used to; share work with parents, provide tools and support for students, provide opportunities for verbal feedback, help pupils document and record progress in practical subjects, enable collaboration, allow for real-time assessment feedback to help focus learning within the lesson and set homework on. This platform allows for parent access, so pupils can share some of the learning that is happening within the classroom. This access is 'view only', allowing parents to see all the work and hear all the feedback notes but they will not be able to upload work or add messages or voice notes themselves.
- **J2E**  
Software used primarily to support the teaching of key digital skills within computer lessons. We have been using this for many years to support children with coding, databases, animation, drawing, photo-editing and word-processing. There are occasions when these tools are used within other subjects to enhance their learning (such as using branching databases to support scientific classification) but this is uncommon.
- **Atom**  
In preparation for a range of online 11+ platforms, pupils in Year 5 will begin to use Atom to help track and identify areas in their learning where further practice is needed. Short learning activities across a range of topics will help build up a profile of strengths and weaknesses and practice ISEB tests will be set in the Summer Term to familiarise pupils with the online testing procedure. Atom is an adaptive program, so the difficulty of questions automatically adjusts to the appropriate ability of each pupil, ensuring every child is working in the zone of proximal development (this is the ideal sphere for learning; the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers).
- **MyMaths**  
An interactive, online teaching tool to support the delivery of the maths curriculum. It is currently used by a wide range of teachers to demonstrate new techniques and provide opportunities for the children to consolidate understanding in new areas before tackling written challenges in their books. Real-time feedback to practice questions allows teachers

to address misconceptions and help boost children's confidence as they are learning new skills.

- **Times Tables Rockstars (TTRS)**

Online app that helps pupils practise their times tables in a fun and engaging way. Since its introduction earlier this year, we have seen a dramatic improvement in pupils' times tables knowledge; a key skill that is fundamental to success in maths.

- **BusyThings**

An educational app that has been embedded in our curriculum for many years. BusyThings has a range of games, interactive worksheets, learning tools and revision aids to help support every area of the curriculum. The activities are short (usually taking less than 5 minutes to complete) and often used in lessons to consolidate learning and engage children in a fun and innovative way.

- **Kahoot/Interactive Quizzes/Mentimeter**

Online, interactive quizzes are a fun way to assess pupils' understanding and teachers may use these websites/apps to help inform future planning, ensuring that their teaching directly correlates to the needs of the class.

- **BBC Bitesize Dance Mat Typing**

To help with the development of touch-typing skills, a short 15-minute touch-typing slot has been timetabled for every Year 3 - 6 class. They will use BBC Dance Mat Typing to help them become increasingly proficient in this key skill.

### **Online Monitoring and Filtering**

We have a two-step monitoring process already in place at school, ensuring maximum protection for all pupils. Using a combination of Apple Classroom, Netsupport, Smoothwall and Lightspeed we can ensure that pupils stay on task in lessons, inappropriate materials are being filtered out, unsuitable websites are blocked and only apps that are age-appropriate (and pre-approved by the school) can be accessed. This allows us to utilise the benefits of technology in a safe environment, without exposing them to the dangers.

- **Apple Classroom**

Teachers will be able to view the screen of every iPad that is being used within a lesson and monitor what the children are using/seeing. This is already in place and being used successfully in lessons to ensure all pupils stay focused and on task. It also allows the teacher to freeze and blank the iPads, allowing for total teacher control over the devices.

- **Netsupport**

Netsupport allows for similar teacher oversight as Apple Classroom but for use on laptops instead of iPads.

- **Smoothwall and Lightspeed**







Smoothwall and Lightspeed are 2 types of monitoring software that are embedded across all devices and restricts access to inappropriate content at school. Should pupils inadvertently try to access a website that is age-restricted or has unsuitable content (involving revealing images, gambling, sex, offensive language, gore etc), the software automatically blocks the pupils from accessing the site and alerts our IT department who can investigate the situation further. Should a pupil attempt to access this type of website at home, then the software will automatically alert their parents too, allowing total transparency over any web content that the pupil is attempting to access.



### E-safety and Setting Healthy Habits

E-safety is paramount in our digital education and will remain a key priority as we move forward. Lessons are devoted at the start of every term to helping the children understand more about how they can stay safe online. These are reiterated regularly in lessons and reinforced through workshops, assemblies and participation in Safer Internet Day. By setting screen time restrictions, being selective in our use of technology in the classroom and promoting iPads as a tool for learning (rather than entertainment), we aim to foster a healthy relationship with technology.

In Year 3, we introduce the children to Captain Kara and the 5 SMART Childnet rules<sup>2</sup> to follow when online. They form the basis for our e-safety discussions that are reinforced every year. **We also discuss the unacceptability of taking and sharing images without consent.**

	<p><b>S is for safe</b></p> <p>Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. <b>Keep them safe to keep yourself safe.</b></p>
	<p><b>M is for meet</b></p> <p>Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>.</p>
	<p><b>A is for accepting</b></p> <p>Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.</p>
	<p><b>R is for reliable</b></p> <p>You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.</p>
	<p><b>T is for tell</b></p> <p>Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – <b>0800 11 11</b> or <a href="http://www.childline.org.uk">www.childline.org.uk</a>.</p>
	<p><b>Be SMART with a heart</b></p> <p>Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.</p>

<sup>2</sup> <https://www.childnet.com/young-people/4-11-year-olds/get-smart/>



Key tips to reduce eye tiredness from the College of Optometrists will be taught to children and followed by teachers. This is detailed below:



**Key Recommendations from the College of Optometrists:**

*'Many people worry that viewing a screen can damage their eyes. There is no evidence of this. In fact, because you can alter the size, brightness and contrast of the display, it can be easier and more comfortable to see on a screen compared with looking at things on paper. However, some people find that looking at a screen for a long time is tiring. Here are some ways to look after your eyes while using your screen:*

- *Apply the 20-20-20 rule – every 20 minutes look at something 20 feet away for 20 seconds. That will give your eye muscles a rest.*
- *Build in 1 minute eye breaks where children have to focus on something in the distance*
- *Try to blink regularly. Focusing on a screen may make you blink less, which may make your eyes dry and uncomfortable,*
- *Position your screen so that:*
  - *it is tilted away from you at a 10- to 20-degree angle*
  - *there are no distracting reflections/glare, e.g. from a window.*
- *Once you have adjusted your screen, adjust the font size so it's easy to read.*
- *Use a character size that is easy to see. The character size is an important factor since it determines the distance at which you prefer to view the monitor.*
- *Adjust Brightness and contrast. If your screen glows brighter than your surroundings, your eyes have to work harder to see.*
  - *Adjust your screen brightness to match the level of light around you (this usually means turning the brightness down).*
  - *Try switching screens to black and white mode to ease strain.*
  - *Try increasing the contrast on your screen to reduce eye strain.'*<sup>3</sup>

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<sup>3</sup> <https://lookafteryoureyes.org/eye-care/screen-use/>

### Teacher Expectation and Protocols

We have strict teacher expectation and protocols in place to ensure that children use any digital device in a controlled, directed and sensible manner.

Below are some of the key points we follow:

- Technology should not be regarded as an entertainment device.
- Technology is a tool to enhance learning and should only be used where there is a clear benefit. Just like a ruler, it can be useful in some circumstances but not all; its use must be **purposeful**.
- **Purposeful** use includes (but is not limited to) educational activities, learning support, access to verbal feedback, assessment tools and creativity, rather than passive consumption of media.
- iPads should be kept off the desk when not being used and only brought out when requested by a teacher.
- Pupils must **not** open the iPad unless instructed to by an adult and they must only go on the app/website directed in the lesson.
- All pupils must come off the device and put it away when asked.
- When a teacher is talking, pupils must close their case and give their full attention to the teacher.
- Screen use must be time-limited and predominantly for short periods at a time (5- to 10-minute blocks). Exceptions to this may occur, e.g., computing lessons.
- Teachers will use Apple Classroom to actively monitor all devices being used in lessons and be prepared to 'lock' all devices where necessary.
- Teachers will reinforce recommendations detailed from the College of Optometrists (as detailed above) to promote good eye-health.
- iPads are typically **not** to be used for free time or during wet-play breaks.
- Basic e-safety advice is to be reinforced at all times, including asking permission before taking photographs or recording (see guidance above).
- Implement 'screen-free' sessions for a period of time every week.

## **Benefits and Risk-Mitigation**

There are lots of concerns from research and medical experts about the use of screens and technology. These typically revolve around excessive use of gaming, fast-frame television programmes, engagement with social media and access to inappropriate videos, rather than as an educational tool. Latest research shows little negative effects when digital devices are used sensibly in moderation, without replacing exercise, sleep and face-to-face interaction.<sup>4</sup> The same research purports that screen time with a purpose can be a useful part of early learning because it provides children with another means of exploring and interacting with the world around them.<sup>5</sup> The largest international study on cognitive effects of screentime in 9-12 year olds concluded that even with participants who had high rates of digital engagement, there was no evidence of impaired functioning in the brain development of the children<sup>6</sup> and recent guidance from the Royal College of Paediatrics and Child Health (RCPCH) concludes that evidence for an absolute screen time limit is weak.<sup>7</sup> However, we accept that new research is constantly emerging and there is a growing area of concern over potential negative effects of technological engagement in young children. As such, we are keen to err on the side of caution and ensure we carefully restrict and monitor pupil use. We want to be restrained in our enthusiasm, ensuring limited but purposeful implementation within lessons.

The introduction of iPads will be used prudently by teaching staff as a tool to supplement our curriculum and enhance the pupils' learning experience, as well as prepare them fully for the digital world that lies ahead. We are not teaching *through* an iPad but using selective technological capabilities to engage and support our pupils in their learning. We still believe in traditional learning methods and recognise the value of handwritten work in exercise books but we also acknowledge the advantages that careful integration of IT into the curriculum can bring.

### **Key benefits to Learning:**

- **Personalised Learning**  
With 1-1 iPad deployment, pupils can access personalised learning materials and resources tailored to their individual needs and learning styles.
- **Increased Learning Time**  
Being able to access a personal device for short activities within the classroom saves time, allowing for greater learning opportunities within lessons.
- **Verbal Feedback**  
Research shows verbal feedback has the most effective, positive impact on a learner's progress<sup>8</sup> and we are keen to harness this power using iPads. Showbie allows pupils to scan

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<sup>4</sup> <https://www.eyalliance.org.uk/news/2019/01/first-uk-guidelines-screen-time-announced>

<sup>5</sup> Ibid

<sup>6</sup> [OII | No evidence screen time is negative for children's cognitive development and well-being: Oxford Study](#)

<sup>7</sup> Royal College of Paediatrics and Child Health, *The health impacts of screen time: a guide for clinicians and parents.* [https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch\\_screen\\_time\\_guide\\_-\\_final.pdf](https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch_screen_time_guide_-_final.pdf)

<sup>8</sup> <https://educationendowmentfoundation.org.uk>

handwritten work for digital marking, including the use of voice notes to provide verbal feedback. We will still be using written comments and face-to-face feedback in lessons as well, but hopefully the ability to offer detailed, specific verbal feedback will be an invaluable resource.

- **Mini-Assessment and Quick Quizzes**

Online quick quizzes allow for real-time feedback that help pupils to have a greater understanding of their learning and monitor their own progress. It also serves as a formative assessment tool, allowing teachers to gauge pupil understanding without the pressure of formal tests. The live feedback means teachers have an instant awareness of what topics may need to be revisited or whether they can progress the learning at a faster pace – resulting in more targeted and relevant teaching.

- **Supporting Learning**

Having access to support materials is hugely helpful to those students who may need a little extra boost to complete certain tasks. Word banks, sentence starters, writing frames and ideas-boards can all be shared to provide help and support for those who may require it. In-built accessibility features (text to speech, zoom, coloured backgrounds, text magnification etc) can be fully utilised to ensure all pupils have the maximum support needed to access the curriculum.

- **11+ Preparation**

Whilst a good number of 11+ plus assessments are handwritten, there are an increasing number of schools that use online platforms and we want to ensure the children are as well-prepared for these as they are traditional exams. Having very short but regular exposure to key online sites like Atom and BOFA helps with this and ensures children are confident going into the ISEB or Atom 11+ assessments.

- **Engagement and Learning through Games**

iPads provide access to a vast array of educational apps and online resources that supplement classroom instruction, enriching the learning experience and promoting engagement and exploration. Short but sweet deployment within lessons can help motivate and excite students, allowing them a novel way to learn or consolidate knowledge.

- **Digital Literacy**

In today's digital age, it is crucial for pupils to develop digital literacy skills. The use of iPads will help pupils become proficient in using technology as a tool for learning, communication, and creativity.

- **Research**

Learning how to research is a vital skill and helps pupils develop autonomy over their learning, as well as develop critical thinking and analytical tools to evaluate the credibility of their findings.

- **Eco-friendly**

The ability to share resources, model answers, questions and photographs digitally means a huge reduction in our paper use and supports our school commitment to becoming more environmentally conscious.

While the integration of technology offers numerous benefits, we recognise the importance of addressing the risks and explaining our steps to mitigate potential adverse effects. Excessive screen time (if not managed carefully) can potentially have negative effects on pupils' physical health, mental wellbeing, and academic performance, as well as positive ones. We are committed to promoting responsible and balanced use of technology among our pupils through education of best practice and strict adherence to health and safety protocols to reduce these as much as possible.

**Key Risks and Mitigation Strategies:**

- **Online Dangers and E-safety Concerns**

We will continue to embed learning about e-safety through discrete computing lessons where each pupil will learn about responsible digital citizenship, including online safety, privacy, guidance around image taking, cyberbullying, and critical thinking skills to evaluate online information and media. These messages will be revisited regularly during lessons, so that responsible digital citizenship weaves through all our technology-based activities and becomes second nature to the pupils.

- **Access to Inappropriate Materials**

School monitoring and filtering software will be on school-issued iPads to restrict access to inappropriate content and ensure that pupils use technology in a safe and responsible manner. Mr Gerry (The school's Designated Safeguarding Officer and Child Exploitation and Online Protection (CEOP) officer) and parents will receive alerts should pupils attempt to access unsuitable content or restricted websites.

- **Excessive Screen Time**

By ensuring traditional methods of learning take priority within the classroom and using technology for short, time-restricted activities, we can ensure screen time is limited. Fostering active participation in non-digital activities will ensure a healthy balance between online and offline activities. Weekly screen-free lessons will be implemented to help maintain this balance.



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- **Addictiveness**

Utilising high-quality, educational apps and games that provide meaningful content and limiting those designed primarily for entertainment purposes reduces the addictive-nature sometimes associated with these devices. Ensuring activities are time-limited provides a distinct end-point for pupils and supports them as they develop self-regulation and discipline when using a device. Use of Apple Classroom ensures teachers can lock the iPads if needed.

- **iPads as a Distraction**

Our guidance ensures that pupils will only open an iPad for a specific purpose, on instruction from a teacher; they will not be open on desks during lessons hence reducing the temptation to get distracted. Use of Apple Classroom ensures teachers can monitor all iPad activity and ensure pupils remain on-task during a digital activity.

- **iPads as Entertainment**

The school believes that technology in the classroom should not be regarded as an entertainment device but as a tool to enhance education and should only be used where there is a clear benefit to the pupils' learning.

- **Negative Communication and Misuse of Messaging Software**

Pupils will be using Showbie, rather than Teams, as their online platform. Showbie does not have a direct messaging facility option which will limit the pupils in their ability to send messages to each other. Messages that are visible to all pupils and teachers can be posted on the class noticeboard but the teacher has the ability to toggle this function off should this be needed.



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### **Support and Help**

#### **Technical Difficulties**

Our IT department is on hand to help with any technical difficulties that the pupils are experiencing at school and will happily help should there be issues with the device or software at home.

However, we ask that you please contact your class/subject teacher in the first instance and if they cannot help, they will be able to forward your inquiry to the department for support.

If you have any other concerns, please do speak to your class teacher or feel free to email Ms King at [Samantha.king@hornsbyhouse.org.uk](mailto:Samantha.king@hornsbyhouse.org.uk) or Mr Gerry at [alistair.gerry@hornsbyhouse.org.uk](mailto:alistair.gerry@hornsbyhouse.org.uk).

#### **Showbie support**

Signing-up guidance: [Signing up as a Parent | Showbie Support](#)

Parent Tutorial: <https://www.youtube.com/watch?v=tWHDDXFYKnM>

*Class teachers will send home a parent code during the first couple of weeks of term to allow you to connect to your child. All classes should enable full parent access – please contact your class teacher if there is a class you cannot view.*