Arthur Terry Learning Futures

Enhancing opportunities for all

Newsletter

July 23 | Issue 4

Welcome

We are thrilled to introduce the fourth and final Learning Futures round up of the academic year. As we conclude our first year of the project, this issue will focus on the journey we have been on.

This will include Phase 2 preparations and engagement, Phase 2 deployment dates, Pilot and Phase 1 feedback, an update to our student specifications, a spotlight story and progress on the various infrastructure works that are taking place across the Trust.

We will be continuing our Learning Futures newsletters next academic year, with a half-termly update on the initiative and its implementation across the Trust.

Arthur Terry Learning Partnership

Phase 2 Engagement

Phase 2 schools across the ATLP have been preparing for their schools to join the Learning Futures initiative with various engagement events over the last term.

This began in March when the 12 schools had their Learning Futures Launch Event. The ten primary schools gathered at Nether Stowe school for a day of collaboration and learning as they were introduced to Learning Futures. The morning was led by Richard Anderton (Digital Transformation Lead), Chloe Simpson (William MacGregor) and Sam Scadeng (Slade).

'I enjoyed learning about the possibilities that technologies will provide for our teaching and children's learning' - Phase 2 teacher

'I liked that leaders from our partnership discussed how to implement this within our classroom' - Phase 2 teacher

John Willmott and Stockland Green School held their launch events at their respective schools. This was led by Apple Professional Learning Specialists and Steve Peace (Nether Stowe School).

Sessions across all schools focused on the Top 5 for the digital classroom - The Trust's evidenced-informed principles to implement technology within the classroom.

Top 5 for the digital classroom

| Explanation & Modelling | Classroom Management | Assessment | Accessibility | Workflow |

Following the launch event, schools continued to receive ongoing professional development to support staff confidence. The schools that have completed the sessions during summer term have shared their positive reflections on how prepared they feel to teach with technology in September. Additional CPD will be provided in the new academic year.

Phase 2 Deployment Dates:

Week	School deploying	Length of deployment
11.9.23	Stockland Green School	5 days: 1 year group per day.
18.9.23	**Monday 18th:** Scotch Orchard, St Chad's, Greysbrooke **Tuesday 19th:** Osborne, Brookvale, Anna Seward **Wednesday 20th:** St Michael's, Curdworth, Two Gates **Thursday 21st:** Hill West **Friday 22nd:** Snagging issues if required.	Primary deployments will take one day, with multiple deployments taking place on the same day
2.10.23	John Willmott School	5 days: 1 year group per day.

Update:
Student specification

One of the common challenges shared this year was student access to styluses to support work completed digitally.
To solve this issue, we have committed to providing all students from Year 1 – 13 with a stylus from September 2023. (A class set will be provided for each EYFS setting).

More information will follow in separate communications detailing the specific logistics of this initiative.
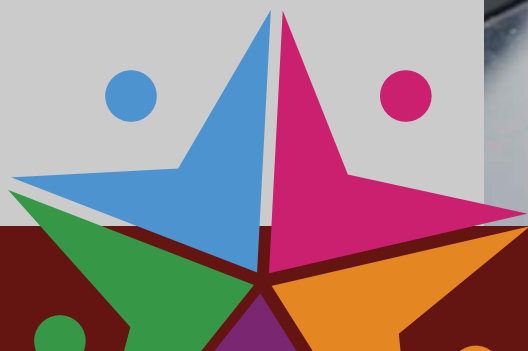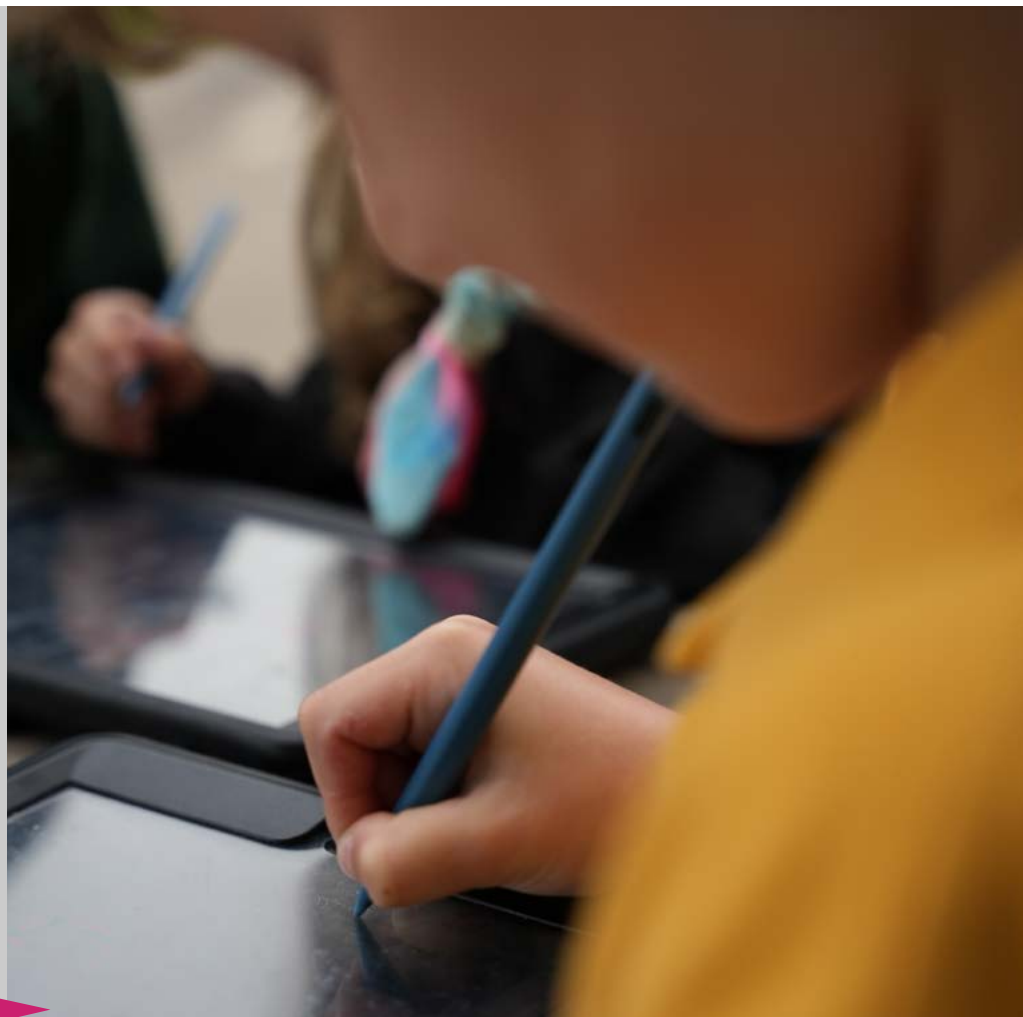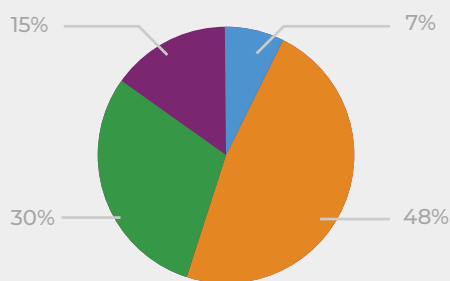
Reflections so far:

Pilot and Phase 1 Staff Survey

As part of our ongoing assessment of Learning Futures, hearing your feedback is important. Over 150 teachers completed the Pilot and Phase 1 staff feedback, which has provided us with important data to reflect on the successes and next steps of our digital transformation.
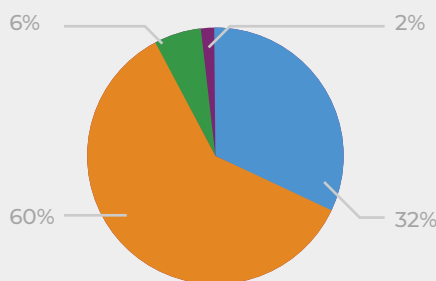
1 How prepared do you feel to teach with technology?

Very Prepared | Somewhat Prepared | Not very prepared | Not prepared at all

October 2022

15%   7%
30%   48%

55% feel prepared to teach with technology
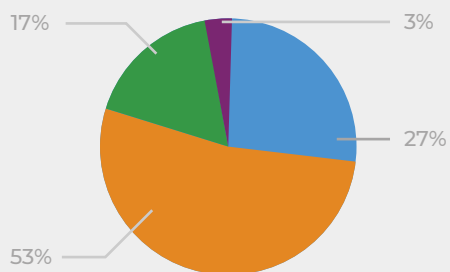
May 2023

6%   2%
60%   32%

92% feel prepared to teach with technology

Reflections:

There have been clear improvements in teachers' preparedness to teach with technology. Sustained CPD will continue to be required as we aim to master the Top 5 for the digital classroom.
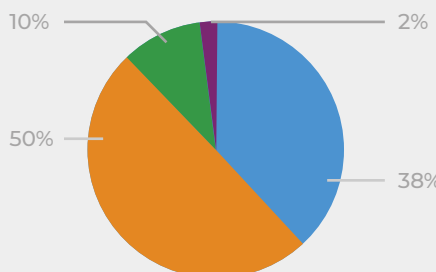
2 What are your perceptions of technology within the classroom?

Very Positive | Somewhat Positive | Somewhat Negative | Very Negative

October 2022

17%   3%
53%   27%

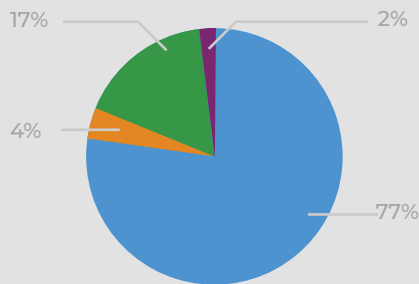80% have positive perceptions

May 2023

10%   2%
50%   38%

87% have positive perceptions

3 iPad and AppleTV have allowed me to model and explain more effectively

Agree | Disagree | No difference | I have not attempted this yet


17%
2%
4%
77%

Reflections:

There has been a clear focus on explanation & modelling within our digital transformation this year. This will continue into next academic year as we begin to drive forward with the use of Augmented Reality and the Explain Everything app.

Explanation & Modelling One Pager

4 I believe learning has become more accessible to children with SEND since each child has received a device

Agree | Disagree | No difference


14%
9%
77%
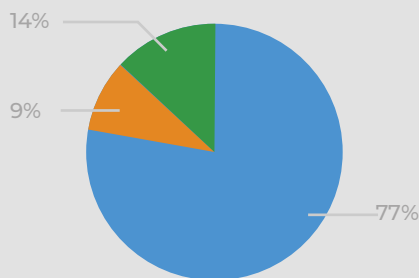
Reflections:

Technology has the power to make learning more accessible. There have been great strides forward with the use of accessibility features on iPad. Next year, more targeted approaches will be implemented to further support children with additional needs and SEND.

Accessibility Overview

5 Digital assessment and quizzing tools have made assessment and the ability to check for understanding more effective within my classroom

Agree | Disagree | No difference | I have not attempted this yet

24%
17%
6%
53%
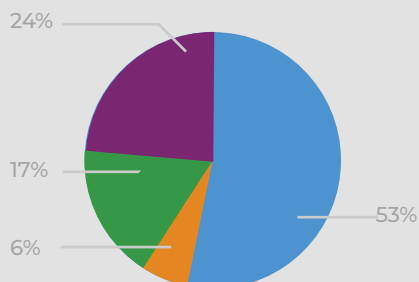
Reflections:

Within the Top 5 for the digital classroom, clear progress has been made with explanation & modelling, Showbie, Apple Classroom and Accessibility features. Next year, there will be more focus and professional development dedicated to digital assessment in order for teachers to leverage its capabilities.

Socrative One Pager

Spotlight Story:
'Game-changing' iPad has transformed teaching and learning

Jayne Tanner and children revel in using iPad.

The introduction of Learning Futures has caused huge excitement across our schools but, as with any project of this size, there are always going to be feelings of apprehension too.

Launching an initiative of this scale to enhance education for thousands of children was never going to be without its challenges, yet the rewards from the groundwork put in are endless.

One person to have experienced the full range of emotions is Coton Green Primary School Assistant Headteacher Jayne Tanner, who has spoken of how her Learning Futures journey so far has turned full circle. After initial scepticism, she now cannot imagine a teaching world without an iPad by her side.

Mrs Tanner said: "Over my 27-year teaching career, I have embraced many, many changes. However, when the news came that each child in school was to be given an iPad and every member of staff was to teach from an iPad, I was filled with a great deal of scepticism and dread.

> "I had sleepless nights wondering how I was going to teach with a device I had previously only used to order items from Amazon, do my weekly Sainsbury's shop and to check social media occasionally!

"Moreover, I had fears about the children's quality of learning and in particular whether there would be an over-reliance on yet another screen.

"Now, three months on, my view and vision has been transformed. iPads have had an incredibly positive impact on children's enthusiasm and motivation and enhanced learning, to differing degrees, in every lesson of every day. I wouldn't want to teach without them!"

Mrs Tanner, who is the Tamworth school's English Lead, added: "Showbie has been a game-changer in all lessons, particularly, in maths. It has been brilliant to support children through the 'I do' and 'we do' parts of the lesson.

"Once children reach the independent practice, uploading work to Showbie has also reduced the amount of time and paper used photocopying resources. It's also been easier to personalise the independent part of

children's learning - adapting quickly and meaning all children are achieving high levels of success.

"Being able to immediately share misconceptions has also had a positive impact on children's learning. The use of Apple Classroom has been effective in enabling me to quickly spot misconceptions and address them.

"Where misconceptions have been widespread and common, these have been able to be explored with the whole class. In addition, excellent work and effective reasoning has been shared with the class and this has provided excellent models for others to learn from."

Mrs Tanner also highlighted the positive impact that iPad has had within the English curriculum.

She said: "Writing is hard! We all know that. The use of iPads has reduced the complexity of the process and has brought huge gains for many.

"Particularly for some children, drafting using the iPad has stripped back the transcription element, allowing them time to focus on content and creativity. The use of Padlet for sharing ideas and collaborating has also improved the creativity of some children's writing.

"The publishing stage of writing has also been enhanced by children making recordings of their work and sharing them with their peers. This has been so much fun and children's evaluative capacity has really improved too.

"In my opinion, the ways the iPads can enhance learning are infinite and constantly changing. Every day, a child will come and show me something new after an iPad update or something I didn't know before. It's been a steep learning curve for us all and I'm sure we're only at the start of it. But, how exciting is that!"

Ross Newton, former Maths Lead at Coton Green Primary and now Assistant Headteacher and Maths Lead at Mere Green Primary, has also heaped praise on the impact of iPad.

He said: "As a teacher, the introduction of one-to-one devices transformed the way I taught but, more importantly, the way children learnt.

"Across the whole curriculum, they allowed all children to access learning in an exciting and interactive way. Seeing the progress made in such a short space of time and the positive impact they had on learning was remarkable.

"Now, as an Assistant Headteacher at Mere Green Primary School, working alongside subject leaders, we enter a transformational chapter where the curriculum has no limits.

"Integrating augmented reality, digital production and access to resources that were once unimaginable means our children will experience an immersive education that will develop a life-long love of learning."

Mrs Tanner's top tips for iPad:

1 Screen record modelling in maths and share with the children so they can see the model as many times as they need to.

2 Take screenshots of WAGOLLs and share with the children so they can annotate features.

3 Use voice notes to individualise instructions and feed back to children in Showbie.

4 Explore Padlet as it's brilliant for lots of things, including collaboration of ideas and identifying children's understanding at the end of lessons by using exit questions.

5 Use slow-mos with the iPad camera to provide a slowed-down visual explanation which children can then follow.
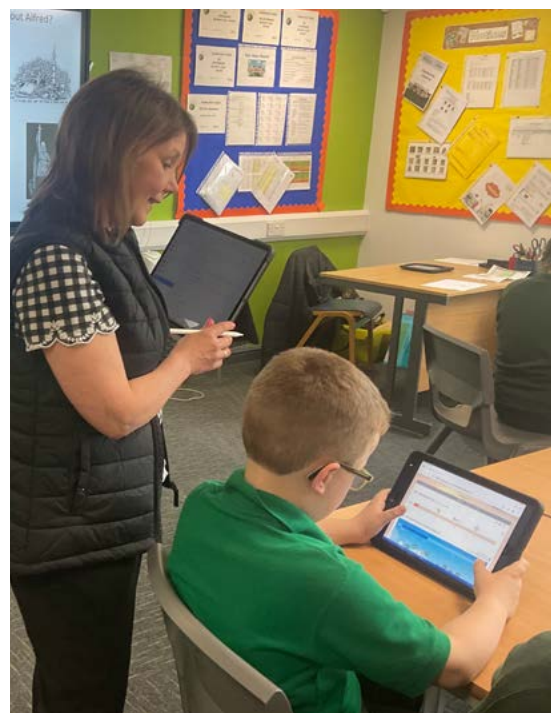
Infrastructure investment is paying dividends

Implementing significant IT change is a complicated and sometimes long-winded process – particularly when the objective is to provide more than 11,000 iPads to children and staff.

Learning Futures is an ambitious project that is yielding huge additions to teaching and learning and it was purposely decided to begin undertaking the infrastructure work as quickly as possible to realise the benefits of a 1-2-1 scheme.

Stewart Priestley, Technical Director of ATLP partner Computer Systems in Education (CSE), said: "Making changes of this scale for an organisation of more than 10,000 people will always be a huge challenge and snags have been inevitable, but thankfully these have been relatively minor in scale for the size of the project initiated."

In just the last year, of all the schools in the Partnership:

- 19 schools have had a new/updated safeguarding solution deployed
- 12 have had an Office 365 (email) migration
- 17 schools have had their user data migrated to the Cloud
- 11 schools have had a brand-new IT infrastructure (switches/fibre optic cabling)
- 10 school have had server upgrades
- 8 schools have had a new wireless system
- 14 schools have had Apple TV roll-outs
- Many schools have had an upgraded internet service

Still to come are more large projects to prepare Phase 2 schools for Learning Futures. To name just a few:

- Stockland Green - new wireless and infrastructure and Cloud migration
- Two Gates - new servers
- Osborne - new wireless system
- Gradual installations of new front of class solutions
- Further Apple TV roll-outs

Mr Priestley added: "The IT team have done a wonderful job in managing this huge amount of change – for staff and pupils as well as themselves. They have helped implement all these solutions with partners CSE and Sync at a speed rarely seen in the largest business enterprise, never mind a multi-academy trust.

> **"The whole IT Team are very grateful for the hard work all staff and pupils have put in to adapt to the changes and the patience everyone has displayed with the occasional snag."**

Luke Rouse, Service Delivery Manager (ATLP) for CSE, who has project-managed all infrastructure projects for ATLP, said: "We have implemented some of the most challenging infrastructure projects in IT at a speed rarely seen in education.

"Whilst completing these projects, we have also restructured the day-to-day delivery of IT meaning that, among all the change, ticket numbers are still only at a third of the figures seen in 2019 - and that's with significantly more schools and IT kit in the Trust.

"It has been a challenge no doubt, but a very rewarding one that we look forward to completing."

> **Learning Futures is enhancing teaching and learning hugely and is influencing just as large a change behind the scenes.**

Within the next 12 months, all of our schools will be at the forefront of educational IT technology and be providing a rich and adaptable IT service to all staff, pupils and stakeholders.

Thank you for joining us on this journey.