



Newsletter

February 24 | Issue 6

Welcome

It is a pleasure to introduce issue 6 of our newsletter which showcases the remarkable continued progress of Learning Futures.

In our latest spotlight story, we hear from Greysbrooke teachers who reveal how apps including Learning by Questions (LBQ), Socrative and Showbie have made a huge impact in the classroom and empowered teachers and pupils, who received significant praise in the school's recent Ofsted report.

Our new Top Tweets round-up provides a flavour of how iPad is enhancing education across the Partnership and we also examine how accessibility for all students aligns with our EDI strategy.

We hope you enjoy reading! Please share feedback with either Digital Transformation Lead Richard Anderton or Communications Officer Liam Moakes.

Learning Futures in action

Teaching and learning transformed at ATLP



Spotlight Story: Huge Ofsted praise encapsulates a wonderful start at Greysbrooke



Devices may have only entered classrooms at Greysbrooke in September, but just two months later their instant impact on teaching and learning was highlighted in a glowing Ofsted report.

Inspectors said: “The school has recently, and very successfully, introduced electronic tablets for all pupils. Careful thought has been given to how these devices can be used to enhance learning. The devices are also used to provide seamless adaptations or support for pupils who need it. Through ensuring that pupils use a combination of technology and paper, the school is aiming to teach pupils the skills that will help them continue to succeed in the future.”

This success has resulted from a clear and consistent approach at the Lichfield school, where iPad enhances learning through accessibility features, modelling, explanation and scaffold.

Devices support retrieval tasks and data to identify misconceptions and also allow children to capture their practical learning through a variety of media to immediately evaluate and critique their work. A hybrid approach also prepares pupils for life after primary school.

Year 6 teacher Nathan Briley hailed the impact of Learning by Questions (LBQ) as a great example of the above.

He said: “Using LBQ has had an incredible impact on the teaching, learning and assessment in my class. At the touch of a button, there are hundreds of resources available to pupil devices immediately and this ability to pre-teach, gap-fill and retrieve learning from previous year groups has been invaluable.

“Within LBQ sessions, I can instantly identify pupils who may need more support, whilst feedback provided following incorrect answers helps pupils identify their own errors quickly.”

Music Leader Kate Speed said: “Having been in the profession for more than 25 years, I have

found the introduction of iPad to be a real game-changer. It has affected all areas of my practice in a positive way.

“Children’s levels of engagement are better than ever and lesson pace has increased without the need to distribute books and worksheets, etc. Apps like Socrative help me to monitor progress and attainment like never before, especially in subjects previously hard to monitor and document like music and computing.

“Children are inspired to carry on lessons at home. Our work with Tinkercad has been revisited by many who strive to gain the skills to use the 3D printer in school effectively.”

Year 2 teacher and Geography Leader Sara Suter said: “My workload has eased as I feel more efficient and organised due to the use of apps such as Showbie.”

Pictured below: Greysbrooke pupils are revelling in the use of iPad.



Top 5 for the digital classroom



Explanation
& Modelling



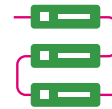
Classroom
Management



Assessment



Accessibility



Workflow

At the ATLP, we are committed to fostering an environment where every child has equal opportunities to thrive academically and socially. Our Equity, Diversity and Inclusion (EDI) strategy serves as the cornerstone of this commitment, guiding our actions to create an inclusive learning environment.

Recognising the transformative potential of technology in education, our Learning Futures initiative aligns seamlessly with our overarching EDI strategy, reinforcing our dedication to equitable access to technology and inclusive learning through adaptive technologies.

Needed for some, useful for all

A key reason for selecting iPad as our chosen hardware is because it is built to be accessible from the ground up. This means that children with additional needs, SEND or EAL can thrive within their learning at school and home.

In the new ECF/ITT Framework, it states teachers should 'provide opportunity for all pupils to experience success by making effective and judicious use of specialist technology to support pupils with SEND' and to learn that 'technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND'.

This builds on the Education Endowment Foundation's (EEF) 'Five-a-day' principle that high quality teaching benefits pupils with SEND.

Use these links to discover how to embed adaptive technology into your classroom for a more inclusive learning environment.

[Accessibility by Learning Need](#)

[Making reading more accessible](#)

Wioletta Klimczak, EAL co-ordinator at West Coventry Academy, hailed the impact of iPad in making a huge difference to EAL learners in lessons and at home.

She said: "iPad provides the ability to instantly translate text, spoken language and even handwritten notes, helping EAL pupils understand instructions, assignments, homework and classroom discussion more effectively.

"By quickly translating unfamiliar words or phrases, iPad enables EAL learners to grasp concepts more easily and participate actively in classroom activities, which promotes success and builds students' self-confidence.

"Integrating the power of translation on iPad for EAL learners at West Coventry Academy enables pupils to be fully engaged in the learning process; ultimately leading to improved academic performance and English language proficiency."

Year 11 student Samir, who joined the school this academic year, said: **"Having my iPad with me in lessons allows me to take a picture of the PowerPoint immediately and translate the whole text into my home language. I can participate more in classroom discussions or group work as I have a better understanding of the context and I feel part of the class."**

EEF 'Five-a-day' Principle

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using Technology

'Top Tweets'



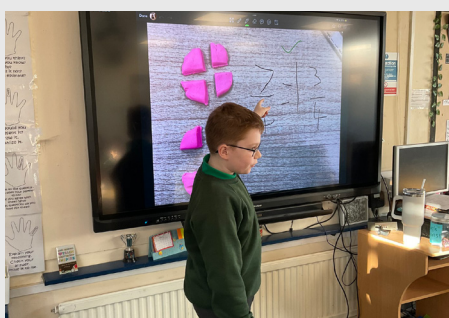
Fantastic attendance for a maths catch-up session at Stockland Green School.



Reception at Anna Seward made their characters come to life with ChatterPix!



John Willmott used Kahoot as part of their 'Interform Challenge'.



This amazing young man at Coton Green had the confidence to stand up in front of his class to demonstrate his understanding!



Pupils at Brookvale practised their pronunciations in French by using the voice note feature in Showbie.



Year 6 pupils at Mere Green used Augmented Reality to take a closer look at flowers before using FreeForm to categorise them.

Hub Lead Update: Student Digital Leadership Programme

The Student Digital Leadership Programme empowers ATLP learners to become leaders in promoting responsible technology use in their school community. It also provides opportunities to shape the futures of those who are passionate about the use of technology.

Pictured: Leanne Laband & Student Leadership Cycle



[Discover more here](#)

