THE BRITISH SCHOOL
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A NORD ANGLIA EDUCATION SCHOOL

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Primary 1:1 iPad Programme

Frequently Asked Questions

1. Other schools are only using shared iPads, banning electronic products or bringing in electronic regulations. Why are you not following this?

As we found in the above research, there is definitely an argument for zero technology schools and we looked at those arguments very seriously. For any system, especially with the advent of the Internet, you can research and find reasons for and reasons against. As stated above, we found the advantages to be greater than the disadvantages.

We would urge caution when searching news articles and reading blanket statements such as "USA primary schools oppose using iPad" as this is simply not the case as found in our research, and media articles tend to either report false or overexaggerated points as covered in previous E-Safety & Screen Time workshop.

Furthermore, the reasons why schools are bringing in regulations is become many people, especially students, do not know how to balance their time between when to use devices and when not to. This is something we can teach children through the 1:1 device programme.

2. Children struggle with time management and self-control already. Reports have found that effects of smartphones on children resulted in obsessive behaviour towards them. Won't this get worse with 1:1 iPads?

The point made here about lacking time management and self-control was another reason for us to actually adopt the system – 1:1 devices allow conversations, examples and working scenarios of how a device can actually help manage time and teaching the responsibility that comes with that. This is not about the technology, but about teaching the skills needed to use that technology responsibly and with balance. These types of findings point to an urgent need for schools to teach that group of students how not to become obsessed. We feel the only way to do this effectively is practically, with their own device, as well as theoretically.

3. Studies have shown that the effects of electronic products cause eye problems including myopia. Won't 1:1 iPads increase this chance?

This is indeed a problem, worldwide. However, 1:1 devices will not necessarily change the amount of time our children are spending on devices in the classroom, compared to that of shared devices. In addition to

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this, studies have shown that by introducing devices at school, and changing the mindset of how they are used, actually decreases the excessive use of them in general and at home which causes eye problems.

4. Young children are still practicing handwriting and fine motor skills. Won't 1:1 iPads impact this kind of learning?

Again, this can be true but research has also shown that, used purposefully, devices can actually improve fine motor skills and there are many handwriting apps to help children form letters for example. iPads are not replacement for books, pens or paper and so handwriting and motor skills will develop as they always have; the difference here being that now they will have the added enhancement that devices can bring to such processes by improving hand-eye coordination and the huge variety of apps that can help with the forming of letters for example.

5. Won't using a 1:1 iPad increase children's feelings of dependency on it? Children already know how to use electronic devices as they are born into them, why do they need to rely on them entirely?

We believe it is a duty of the school to teach them exactly this – that they can live without an iPad. By allowing the student access to a device, also allows the opportunity to teach them how to use that device in a balanced way and show them, not just tell them, they can live without it; the use of the iPad is purposeful, has a goal and once that goal is reached, can be put away again.

We understand the perception when it comes to children not finding it difficult to learn how to use electronic products, but this is actually a common misconception. Research shows, students are very good at learning how to play a game but beyond that, need guidance and support to be exposed to the almost limitless possibilities technology can give them. Every child may already have a device, but few are taught how to talk from behind a screen, how to respond to people they cannot see, how to deal with threats they cannot see, how to not become addicted to the device; this is what a 1:1 device within a safe school environment can help with.

This is not about relying on the technology, it is merely an aid to help their teaching and learning in school.

6. Young children are still learning to be responsible for themselves, how are they going to be responsible for such expensive equipment?

In response to parent feedback of this nature, we made changes to the original 1:1 programme as there is an understandable concern of responsibility for expensive equipment. As a result, and as detailed in the Tablet Loan Agreement document, the school will cover the cost of the 1st instance of damage to the iPad but not the loss of the iPad. Again, from the findings above though, it does make it more difficult to teach responsibility if the child does not have the equipment of which they need to be responsible for; something else we can teach, over time, through the 1:1 device programme.

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7. How do you plan to limit screen usage on the iPads?

The iPads will not be used every lesson, or perhaps even, every day; they will only be used when there is a purposeful reason for them, where they will aid the teaching and learning in the classroom. In addition, we are giving parents full control of the iPad through Apple's Screen Time which allows you to set limits and get weekly reports on how much time they are spending on the device. However, it is important to remember that the latest research is suggesting that it should no longer be the focus of how much time we are spending on devices, but ensuring that time is of a high quality EG: leaning rather than consuming.

We feel that to be future ready, learning simply cannot be restrained to the 4 walls of the classroom and iPads provide ways for home learning to be expressed in ways never before possible EG: film, media creation, blogging, designing etc.

8. Why are the parents being asked to setup and manage the devices?

This is an unfortunate result of being in China where there is no central management system available like there is in other countries. This leaves very little choice but, we felt that A: this was not a big enough reason not to pursue the 1:1 programme and B: that the parent management was our best option given the restrictions. It also comes with the added bonus of giving that extra layer of comfort and protection for parents that want it. The minimum requirement we need form parents is just for installing apps the school needs and installing any future updates that may come up. Any further involvement is voluntary.

9. Can the students download social media apps like WeChat onto the iPad?

The school are providing the iPads for educational use only. Whilst WeChat can provide educational resources, none of the Primary students are of the correct age to use WeChat (13 years old). For this reason, and the safety of our students, there will be no social media of any kind to be installed on the school's iPads. The only 'social media' we will ask to be installed is Seesaw. Part of the appeal of Seesaw is it allows a safe, school-based environment to still teach the children best practice in a social media environment, without all the distractions and dangers that 'live' social media can bring.

10. What will you be using 1:1 iPads for instead of shared iPads?

The uses of a device in a 1:1 environment is extensive, but we will attempt to highlight some of them below:
- Engagement (Augmented Reality & Virtual Reality):
  - We, and other schools, know that technology, by its very nature, engages the students above and beyond their normal level of attention. The 1:1 devices will continue that trend, when they are used, but especially in the field of augmented and virtual reality. These are new, cutting-edge technologies that will allow activities such as displaying a beating human heart in the middle of the classroom, that each student will be able to see from their own

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perspective on their iPad's screen, exploring the model at their own pace (augmented reality). Virtual reality will allow the teacher, for example, to take the students to places such as Mount Everest, which in reality would be very costly, dangerous and difficult, but in virtual reality, then can still experiencing some of what it is like to be at its peak through 360 video and photography, with lesson plans and learning activities already developed for such lessons

- Film:
  - Again, we know film to be an incredibly powerful tool for expression and evidence of learning. Having a device each, students will be able to use this media individually and as groups from recording video snippets and sound bites to full-blown technicians with our new filming equipment to accompany the devices
- Real-Time Work & Feedback:
  - Work completed on 1:1 devices has the potential to be handed out in seconds with no printing, and the student's progress tracked in real-time as they work. This allows for instantaneous feedback that the students can respond to right away to improve their work. They can annotate and save to their own devices and not a shared area as before
- Digital Portfolios:
  - A 1:1 device allows a bank of work to be built up overtime (on apps such as Seesaw) that is searchable and has the ability to be referenced as and when needed in lessons. Whether that be to reinforce learning or revise old work
- Home Learning:
  - Learning can continue outside the classroom, when appropriate, using the devices to either support their existing paper-based homework, or use platforms such as Mathletics through to Flipgrid where they are able to express themselves in ways not possible before on an individual, personalised basis
- Research:
  - We will be able to teach when an iPad is appropriate for research, when a book is, when prior knowledge is, how all three can support each other, the advantages and disadvantages of each with a 1:1 device. They can be used for 5 minutes at the start of a lesson to gain an insight on an idea, put the iPads away and then begin writing for example
- Presenting:
  - Having an individual device means quickly being able to present ideas in individualised, personalised ways through a huge variety of methods some of which I've already mentioned above
- Collaboration:
  - This is one of the biggest advantages as students can be put in a scenario where they are all working on a shared whiteboard, on their devices where they can contribute individually, but discuss as a class, in real-time. Students that otherwise stay quiet in class discussions have been known to completely open in such environments; unlocking a potential previously unseen by the teacher and perhaps even themselves

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- o Students will be able to all work together, on a single document, simultaneously from their devices, using interactive tools and expressions as they go
  - o We can connect with schools around the world, in real-time, to learn about other cultures right from the heart of another country, and each student can have a different role to play with their device
  - o Activities personalised to the student, can also be delivered to each iPad for the students to complete and submit back in the same way
- Cloud Based Learning:
  - o Students can produce and save work from their device that is accessible by them anywhere in the world and accessible by the teacher, anywhere in the world. This allows for learning to take place anywhere at any time, whilst also allowing the chance to teach children balance of where and when they work
- English Additional Language:
  - o Learners can express themselves, understand and relate to applications that show them the link between the real world and a new unfamiliar language that they are learning through apps that track their progress and help them as individuals, personalised to their needs
- Safe Practice:
  - o Apps such as Seesaw provides a safe, social network style environment where we can teach the children how to respond to communication digitally and how to write it digitally – a process that is becoming ever more demanding by the influence social media has on our children and one that we are already seeing issues form due to the lack of education
  - o This is in addition to the general safe use of a device that we will be able to embed in their daily use of the iPad through the 1:1 programme
- Personalisation:
  - o This is something that only a 1:1 device can deliver by learning the behaviour of a student (on apps such as Peak), suggesting where they can improve and where their strengths are
  - o This includes brain training which can be a morning activity, slowing tracking their 'brain score' which has been proven to improve cognitive abilities

This is in addition to our findings from the research included above.

11. How will you make sure that the iPad is not just used as a 'tick box' tool?

The development of the 1:1 device programme does not stop at the launch. It is a continually evolving process including continuous review and training led by the Primary Computing Leader. Part of this process includes the constant review of lesson plans to highlight areas where the technology can add purpose and enhancement of learning.

12. Can we block children from accessing dangerous websites?

Whilst it is impossible to block all dangerous websites from access, the iPads, whilst at school, will go through the same Internet filtering system and firewall as all other school devices. You, as a parent, also

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have the option to block websites through Apple's Screen Time app for which instructions of how to use can be found above.

13. Can we purchase the device or keep it for next academic year?

At the end of each academic year, the iPad must be returned, without an Apple ID signed in to the school. A new iPad will be issued to the student for their new academic year in Primary. For this reason, the iPad cannot be purchased from the school or kept past the last day of the academic year.

14. Can the device be insured?

Personal device insurance is very rare in China, however, the school is looking into all available opportunities to make this a possibility. However, as stipulated in the Tablet Loan Agreement, school will cover the first repair of the device.

15. What can I do if I don't want my child to take part in the 1:1 programme?

The first step is to arrange an appointment with the Primary Computing Leader where you can discuss the possibility of bringing in an existing device from home. However, the device must be at least an iPad mini 2 (2013) or iPad Air 2 (2014) depending on your child's class.

If this is still not something you are happy to take part in, then your child will be provided with an iPad for use in school, but will miss out on the home learning, self-responsibility and other learning activities the 1:1 programme will provide.

16. Can parents control what website and apps are downloaded on the iPad?

Yes, this can all be setup by following the setup instructions above.

17. Will teachers be thoroughly trained to use the devices effectively?

As mentioned above, training for the programme is an ongoing process led by our Primary Computing Leader, as well as teachers now being required to take the course and certify as an Apple Teacher. Part of this process includes the constant review of lesson plans to highlight areas where the technology can add purpose and enhancement of learning.

18. Why use the iPad and not a laptop in Primary School?

The school recognises that an iPad is a valuable and expensive item. We feel it is the most appropriate device for Year 3 – 6 pupils for the following reasons:

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- Consistency of use where teachers and parents can all get familiar with the same technological learning environment and utilise the same set of e-learning tools
- A mobile device is light, easy to carry, easy to use and its built-in camera can easily be used for photographing or videoing learning live as it happens
- The iPad has a reputation for being a reliable and user-friendly device helps; Apple Education also offers the best support for the use of devices in school
- The range of educational apps is at its greatest for Apple's App Store and iOS (the iPad's operating system)
- A mobile device is a device many students have or will come into contact with at some point and therefore, is the perfect device to teach student how to use such devices in balance and properly

19. Who is responsible if the device gets lost?

The parent is responsible for the device if it is lost or stolen, however, Find My iPad can offer an opportunity to track the iPad's location (WiFi dependent) should this happen. How to set this up is included in the setup steps above. We believe however, that this is an opportunity to teach self-responsibility in the students whilst they are in possession of their own device,

20. What happens if the device is lost?

If the device becomes lost, this should be reported to the school either via the class teacher or Primary Computing Leader. From here, we will assist you as needed in attempting to track the device using Find My iPad. If the device is still lost after this process, we will discuss how to replace the device using the school's valuing system.

21. How many hours a day will the iPad be used?

This is difficult to answer as each teacher will use the device in different way and for different reasons. However, the iPad will only be used when it is purposeful and the most appropriate tool to enhance the learning experience.

The iPad will not replace traditional, good teaching, just improve the experience and at times, allow new creative ways to approach a subject and develop extra skills.

22. What happens during break and lunch times?

Break time and lunch time are recreational times where we believe brain rest, food and socialising are the top priorities. Therefore, although iPads can provide recreation, as these iPads will be for educational use only, student will not be using them during this time.

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23. Are games allowed to be installed on the iPad?

Many games can be educational and benefit motor development skills and if appropriate, will be requested by the teachers through the Primary Computing Leader as with all other apps. There should be no games or other apps installed that are not directly requested by the teachers through the Primary Computing Leader.

24. What provision will be made if my child forgets their iPad?

Part of the programme is to teach children self-responsibility and so, the student will be a given a warning and their learning recorded as necessary without an iPad

25. What are the Health and Safety recommendations for use?

As found in our research, as long as the content is of high quality (educational for example), students over the age of 6 years old do not need to stick to a defined limit though balance is needed.

The iPad should always be used in a well-lit area though this is less of an issue with inverted colours and Night Shift now being available on the device. This removes the harmful blue light from being emitted from the iPad screen.

26, How can the school support the parents in the policing use at home??

In Year 3, the school will send the device home on the last Friday of every month to be returned the following Monday and in Year 4 – 6, the last Friday of every week to be returned the following Monday.

At this time, students may need to use the device for home learning activities set by the teacher. This is also the time you, as a parent, can install any new apps requested or update any apps or software as needed.

During holidays, the iPad will remain in school unless specifically requested for home learning by yourself or the teacher (with the exception of the Summer holidays).

27. My child already uses apps at home to help with learning disabilities. Can I install those on the school iPad?

Absolutely, we want the iPads to be as educationally personalised and beneficial to the students as possible so please go ahead.

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28. Does the school advise to install a VPN or other security applications to prevent hacking and access China-blocked Internet services?

You are certainly welcome to install anything that would make you feel more comfortable in the security of your account as, after all, it is your account! However, as a school, we would never ask parents to install a VPN as many parents don't currently have a VPN, and we wouldn't expect them to pay for one. When the iPad is at school, it automatically connects the school's WiFi which goes through a permanent VPN and is secured with the latest (WPA/WPA2) security measures. The iPads also have a security certificate installed already which allows them to take advantage of the school's Internet filtering system. Any home learning activities set by teachers, where possible, will not require the use of a VPN at home, however the requested Ecosia app uses Bing to search the Internet which is allowed in China.