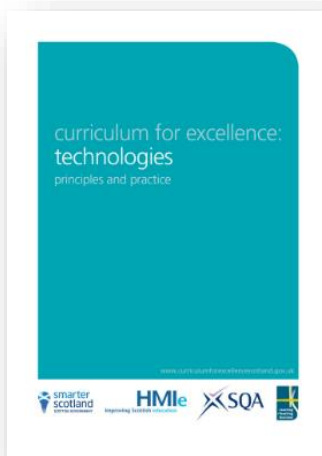


Melrose Primary School

Using Inspire iPads to enhance Learning, Teaching and Assessment

Vision

We want to enable staff at Melrose Primary School to positively embrace the use of Inspire iPads to enhance learning, teaching and assessment, and support the Experience and Outcomes entitlement of our learners, as detailed in the Curriculum for Excellence (Education Scotland, 2023) and Technologies Principles and Practice (Education Scotland, 2023) documents. At the same time, we must ensure our learners are protected from any harmful outcomes that could occur from the misuse or unplanned/unregulated use of iPads.



Context

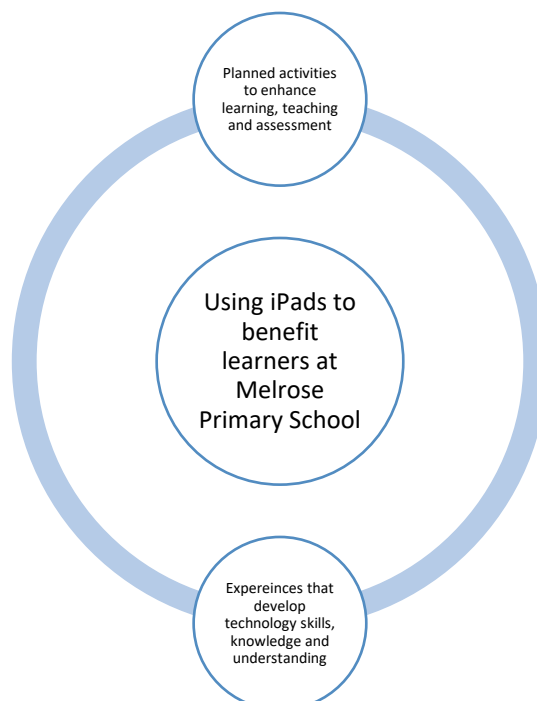
There is a clear direction from the Scottish Government (Scottish Government, 2016) acknowledging that there is value in digital learning. The value lies in the ability of digital technology to:

- Enhance Learning, Teaching and Assessment
- Improve Educational Outcomes
- Build Digital Skills

There is a Technologies Curriculum as well as a Principles and Practices document which sets our roles and responsibilities in regards to learners' technology experiences in our school.

The purpose of this document

This document provides details on the considerations practitioners at Melrose Primary School should make when using iPads **to enhance learning, teaching and assessment** or, when **building technology skills, knowledge and understanding**.



Using iPads to enhance Learning, Teaching and Assessment

At Melrose Primary school we will raise learner attainment and achievement by taking a research-based approach to learning, teaching and assessment.

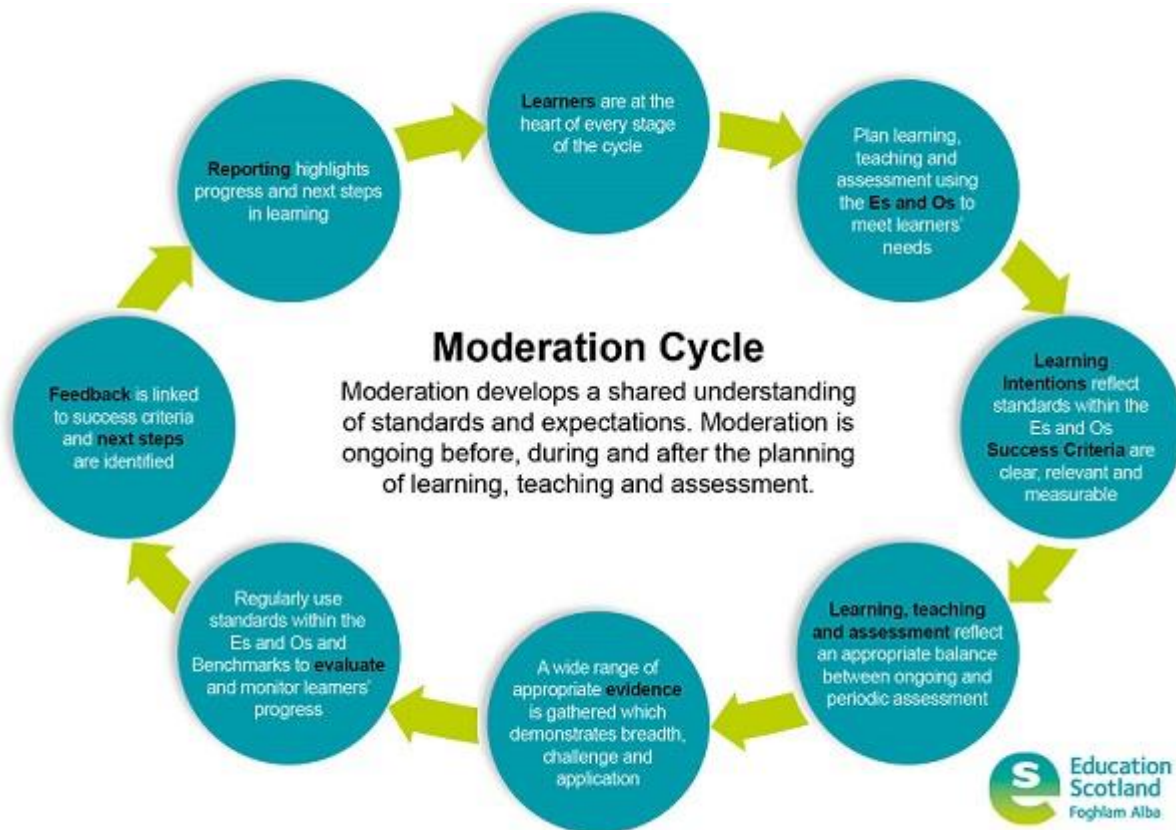
The iPad is a tool, and can only be effective in raising attainment if used within the context of excellent learning, teaching and assessment. At Melrose Primary School the Melrose Primary Teaching, Learning and Assessment Toolkit (appendix 1) should form the basis of all pedagogical decisions relating to the use of iPads to support and enhance learning, teaching and assessment.

The following table provides practitioners with a set of reflective questions that will help them to assess whether or not an iPad should be used to enhance learning, teaching and assessment. These questions are based on a set of recommendations that were based upon research and meta-analysis carried out by the Education Endowment Fund (Education Endowment Fund, 2021).

<p>Can iPad use improve the quality of your learning, teaching and assessment?</p>	<p>There are two main considerations for practitioners at Melrose Primary School:</p> <ol style="list-style-type: none"> 1. Are you including iPad use because it will support you to facilitate aspects of the MPS Learning, Teaching and Assessment Toolkit? If so, which sections of the toolkit/features of good pedagogy will iPad use assist you with? 2. If not, are you using the iPads to provide learning experiences that will help develop technology skills, knowledge and understanding? If this is the case, are you clear about the Experiences and Outcomes that you are teaching and assessing?
<p>Can iPad use improve the quality of explanations or modelling?</p>	<p>Some things to consider when asking yourself this question:</p> <ol style="list-style-type: none"> 1. The quality of the explanations and the modelling is the most important aspect, not the use of the iPad. Therefore, is the iPad improving the modelling or explanations or would there be more effective ways to model and explain? 2. Are you using the iPad as a substitute for another model or explanation, or are you going to use it to supplement an explanation or model?
<p>Using iPads for practice and retrieval activities.</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. When considering using iPads to support practice and retrieval:</p> <ol style="list-style-type: none"> 1. Are you monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively? 2. Is the planned activity achieving the result that you are hoping for? I.e. is the app suitable?
<p>Technology can play a role in improving assessment and feedback.</p>	<p>Things to be aware of:</p> <p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.</p> <p>Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> <p>Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Feedback via technology is likely to be most beneficial if it supplements, but is aligned to, other forms of feedback.</p>

Using iPads to develop technology skills, knowledge and understanding

As well as being used to enhance learning, teaching and assessment, iPads can be used to deliver parts of the Curriculum for Excellence. As a reminder, the diagram below explains the process of teaching and moderation, relevant to all aspects of the curriculum, including technology.



Other considerations

iPads should be used **to enhance learning, teaching and assessment** or **to build technology skills, knowledge and understanding**. This rationale should always form the basis behind decisions of iPad use.

Furthermore, iPads should be used within the context of a **balanced** curriculum experience. Children should continue to have the opportunity to engage in lots of different experiences, in lots of different ways.

In addition, we ask that practitioners apply the following criteria:

- Learners should have no more than 2 hours of sustained screen time per day
- If working on a screen for more than 20 minutes at a time, children should be taught and supported to carry out the **20 20 20 rule**; to make sure that they look at something 20 metres away, for 20 seconds, every 20 minutes

Bibliography and References

Education Endowment Fund, 2021, *Using digital technology to improve learning: Guidance report*, <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1679478272>

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Education Scotland, 2023, *Experiences and Outcomes*, <<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/>>

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Scottish Government, 2016, *Enhancing learning and teaching through the use of digital technology*, <<https://www.gov.scot/publications/enhancing-learning-teaching-through-use-digital-technology>>

Appendix 1

Theme	Teaching, Learning and Assessment Elements	
Learning Environment	1. The environment is safe, caring, purposeful and inclusive	
	2. The environment allows learners to attend fully to learning	
Learning to Learn	3. Clarifying, sharing and understanding learning intentions	
	4. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning	
	5. Ask questions, using a range of questioning strategies, to check for learner understanding	
	6. Opportunities to activate prior knowledge through daily, weekly and monthly review	
	7. High quality feedback is used to move learning forward	
	8. Activating learners as owners of their own learning (self-assessment)	
	9. Learners are used as learning resources for one another (peer-assessment & cooperative learning)	
	10. Sequence concepts and model: <ul style="list-style-type: none"> • Present new material using small steps • Provide models • Provide scaffolds for difficult tasks 	
	11. Stages of practice: <ul style="list-style-type: none"> • Guide learner practice • Obtain a high success rate (80%) • Independent practice 	