



Woodland Grange

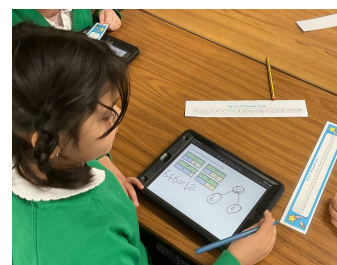
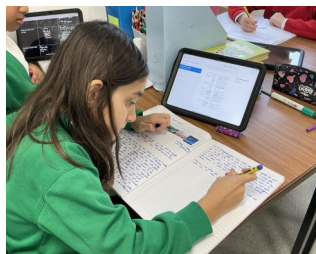
Primary School



Frontiers update for parents: Spring 2025

FRONTIERS
The Future of Learning

Frontiers is a project run jointly across 3 OAK Trust schools to implement 1:1 digital devices to pupils. The intention of this project is to give teachers and pupils the very best digital tools available to support teaching and learning. We are now into the second term of this project and wanted to update families on the journey so far.

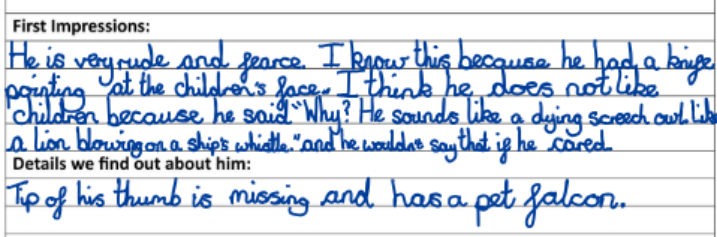


All pupils from Year 1 to 6 are using their iPads in the classroom. Staff are using an app called **'Showbie'** to set work and provide resources to support children with their learning. This is done in a variety of ways depending on the subject. In maths, staff might set independent work digitally for the children to complete. In English, staff might provide resources for the children to use in their independent task (a passage of text for the children to answer questions). In other subjects, staff might provide additional resources that the children can use in their work (a link to a website about an Ancient Roman villa, for example).

Children can access these resources, incorporate them in their own work and feel supported as they complete their work.

As a school we have already begun to see the transformation in the way children complete their work. They are still supported by the adults in class in the usual way, but they can also view the teacher input on their device, reminders on what they have to do, key information that they could use and extension tasks to push them further in their learning.

For some pupils, this support goes beyond a single lesson or unit of work. The adaptive features that the devices can provide, means that pupils can access the curriculum in the same way as their peer group. Staff are using the accessibility functions on the pupil devices to change font or screen size, provide coloured overlays to screens when reading or writing digitally. There are language features, meaning children whose first language is not English can understand what they have to do in a lesson. Showbie also allows children to add a 'voice note' to their work. The pupil can explain what they have done verbally and staff can listen back and provide feedback to the child.



Handwriting and presentation are still a priority, whether the children are writing in a book or on an iPad.



Children can link their learning in English to computing by typing their stories about the 3 little pigs.



Staff are also using **'Apple Classroom'** as a way to collaborate and share the children's work. They can access (and oversee) any device connected to their class, which means they can share a piece of work on the board in the classroom, provide a child an opportunity to talk about their work and celebrate their success.



'The ipads help us to find things out. We can research online and get a better range of results, like looking at satellite images of cities. '

What do the children think about using these devices in school?

'It's good when you are drafting a piece of writing because you can draft it more quickly on your iPad before you edit and write it out in your book.'

'The teacher air dropped a website for us to use in our lesson. It was all about hill forts and we could see what they would have looked like.'

'In maths we had to fill in numbers on a number track. I liked it when the teacher added a number track for us to fill in. It made it better because we could use the one on the iPad to help us, it's always there'.

'I liked using Blooket in class. When I got home we set up an account at home too.'

Looking ahead, one of our next steps will be to use another app, **'Socrative'** to provide quizzes for the children to complete. The application for these is wide and varied and staff will be using them to check on whether the class have understood key information in a lesson. Feedback on these quizzes is provided instantly and staff can use the results to go back over an aspect of a lesson if required. This could be done as a small group or whole class, depending on the outcomes.

We are constantly reflecting on how we can make the best use of these devices in school and will continue to do so for the remainder of the academic year.



As stated on our original document that went home to families, we are mindful of the power of technology and the potential negative impact (extended screen time and accessing inappropriate content). Pupil devices are only used in school and will only be used for short periods of time, during lessons. There will be many occasions where using the devices is not the best option, the children will complete their work in the usual way. Children will continue to use the same books as before.