

Ceres Primary School

May 2026

Parent Information: Transforming Learning

We are in the early stages of the Transforming Learning Fife project at Ceres Primary. As part of this, pupils in P6 to S6 and all teachers are beginning to use iPads to support learning, teaching and assessment.

We understand that the introduction of new digital technologies may bring questions, and we want to reassure you that our approach is thoughtful, carefully planned and focused on enhancing children's learning experiences. As our teachers and pupils develop their use of iPads in the classroom, we would like to share how they are being used in a purposeful way to support learning as we explore this together. We hope you find this helpful and informative.

In the coming weeks, we will share further practical examples of how digital technology is already supporting learning in positive and meaningful ways. For now, we would like to highlight some key messages with you.

Sarah Cloy

Headteacher

A key message of our use of digital technology in school is that pupils are **Creators, not Consumers**. We recognise and appreciate parents may have questions about the use of devices in school, and want to provide reassurance that this looks very different to how children typically use devices outside of school. When children use digital devices in school, they are **not passively watching or scrolling**. Rather, they are **actively creating, thinking and learning**. Technology in school is a **tool for learning**, not entertainment. Pupils use devices to **create**, not simply to consume content.

What do we mean by 'Creators'?

In practice, this means pupils use devices to:

- write, edit and publish their own work
- record explanations of their thinking in maths or problem solving
- design presentations, posters or animations to demonstrate learning
- create films, podcasts or digital stories
- collaborate and give constructive feedback;
- research, evaluate and present findings in their own words.

In all of these activities, children are **actively engaged**, making decisions, solving problems and communicating ideas.

Connected

Consistent

Confident

Creative

Used well, digital tools:

- **support creativity** – pupils can express ideas in a range of ways, not just on paper
- **improve engagement** – children are motivated when learning is interactive and purposeful
- **develop important skills** – problem solving, collaboration, communication and critical thinking
- **support inclusion** – technology can help meet different learning needs and remove barriers
- **prepare pupils for the future** – digital literacy is an essential life skill, not an optional extra

The skills children develop through using devices are the same skills they will need in further education, the workplace and everyday life.

Technology does not replace core learning

It is important to stress that devices **do not replace reading, writing, discussion or practical learning**. They sit alongside these experiences and enhance them where appropriate. You can expect jotters to look as full as they always have done.

Children still:

- read physical books
- write by hand
- talk, debate and work collaboratively
- learn through play, investigation and outdoor experiences

Technology is used **when it adds value**, not simply for the sake of it.

A common use for the iPads in our classrooms is to use them essentially as textbooks.

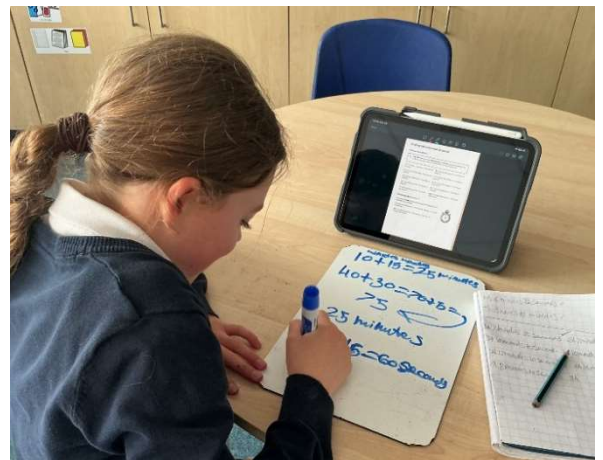
This opens up a huge number of resources to us that we otherwise would not have.

Find and copy five words which show Venice was quiet.
Why do you think the girl was crying?
How do you think Ellie feels about her life in the Emporium?
Why do you think Daniel took a 'slow step back' outside the Leap of Faith room?
Why do you think Daniel felt as 'free as an eagle'?
Why do you think Caleb loved the bear so much?
Why is Ellie so lonely?

Chapter 10
→ Everyone
Feb 3 6:00pm

Why do you think Mr Silver was in a bad mood?
Find and copy a phrase which shows Mr Silver bought more than one item from the shop.
What do you think Mr Silver did to the mugger?

Chapter 11
→ Everyone
Feb 3 5:59pm



iPad use has already significantly impacted our consumption of resources (including the photocopying bill!) in our upper classes by

reducing the need to print things out, such as these comprehension questions to go with a P6/7 novel study. Pupils have the questions in front of them and write their responses in the jotters as they always would.

For pupils with learning differences such as dyslexia, having the questions beside them rather than on the smartboard can reduce visual stress. Pupils can also change the background colour on their screen to reduce visual stress. Many pupils choose to screenshot the Smartboard so they can refer to learning intentions, success criteria and guidance more easily.

Showbie

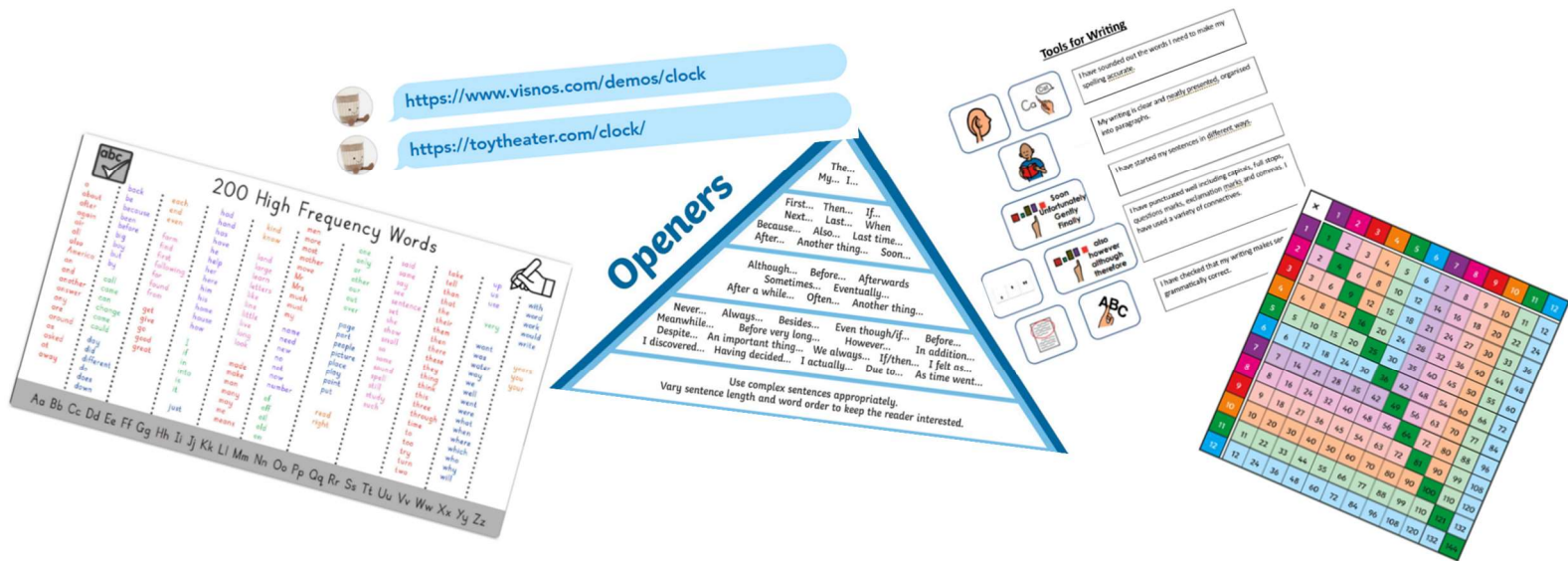


Showbie is the app we will use to share work with pupils, and parents can have access too.

For pupils, Showbie is a simple and engaging way to organise work, receive feedback, and develop digital skills. Teachers can provide clear, timely guidance through written comments, voice notes, or annotated feedback, making learning more personalised and accessible.

Showbie allows teachers to share learning in real time, meaning you can see examples of your child's work, celebrate their achievements, and better understand what they are learning in class. This strengthens the home-school partnership and gives you insights into your child's school day.

Showbie also serves as a 'filing cabinet', allowing pupils to have their preferred personalised supports at their fingertips whether they are working in their own classroom, another area in school, or at home.



Safe, responsible and purposeful use

All use of devices in school is:

- planned and supervised
- linked directly to learning outcomes
- age-appropriate and purposeful
- supported by clear expectations around behaviour, safety and respect

Part of our role as a school is to teach children how to be **responsible digital citizens** — to use technology safely, respectfully and wisely.

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Frequently Asked Questions

Will children spend all day on iPads?

No. iPads are used when they enhance learning. Children will continue to take part in a wide range of activities including writing by hand, reading books, creating art, discussion and active outdoor learning.

How do you keep children safe online?

All device use follows school and local authority guidelines. The iPads have built in restrictions, and both teachers and parents can lock an iPad to a specific app. We also teach children how to use technology safely, responsibly and respectfully.

Will this replace traditional learning?

No. Technology complements learning—it does not replace core skills such as reading, writing and numeracy.

How can I see what my child is doing?

Through Showbie, you will be able to see examples of your child's work and gain a better understanding of their learning.

In summary

Our aim and vision for having access to digital devices in school:

- helping children become active learners and creators
- supporting engagement, creativity and confidence
- building essential skills for the modern world
- increasing the range of resources we can access
- complementing, rather than replacing, traditional learning

When children use devices in school, they are not losing learning time — they are learning in a different, deeper and increasingly necessary way.