



Parent Information: Transforming Learning

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

We understand that the introduction of new digital technologies may bring questions, and we want to reassure you that our approach is 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 and months, we will share further practical examples of how digital technology is 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 inform and 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.

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

Connected

Consistent

Confident

Creative

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.



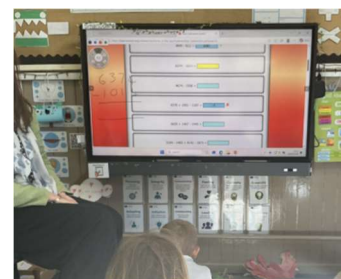
iPad use has already impacted our consumption of resources (and the photocopying bill!!) by reducing the need to print. Pupils have the task or questions in front of them and write responses in their jotters or show them on a whiteboard as they always would.

For pupils with learning differences such as dyslexia, having their task beside them rather than on the smartboard can reduce visual stress. Many pupils choose to screenshot the Smartboard so they can refer to learning intentions, success criteria and guidance more easily. Pupils can also change the background colour on their screen to reduce visual stress. There are many apps available to support a range of learning needs, such as clicker, text-to-speech, Freeform, immersive reader, and so much more that we are beginning to explore.

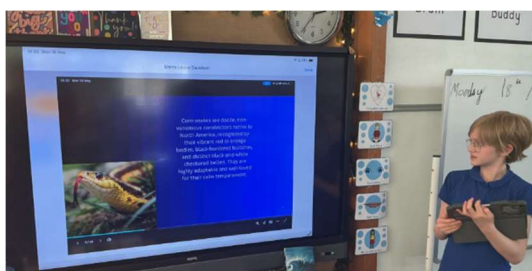
Use of learning and teaching apps and technology in the classroom smartboards allow collaborative working and instant assessment and feedback. Teaching inputs can be created in 'live time' using Freeform, with pupils and teachers working and learning collaboratively. This is used by pupils as reference when they are doing independent follow up tasks.



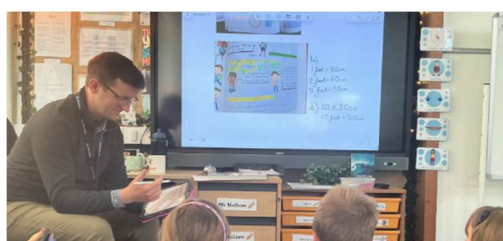
Tackling our group spelling words. Teachers and pupils can receive instant feedback.



Time for a maths challenge. Whiteboards and pens at the ready!



Pupils can cast their screen to the smartboard. Here Emma is sharing her research through a presentation she created using Canva software.



Teachers can annotate learning and teaching inputs on their own iPad which is cast to the smartboard. These can be referred to by pupils throughout the lesson and can be stored on Showbie to refer to later.

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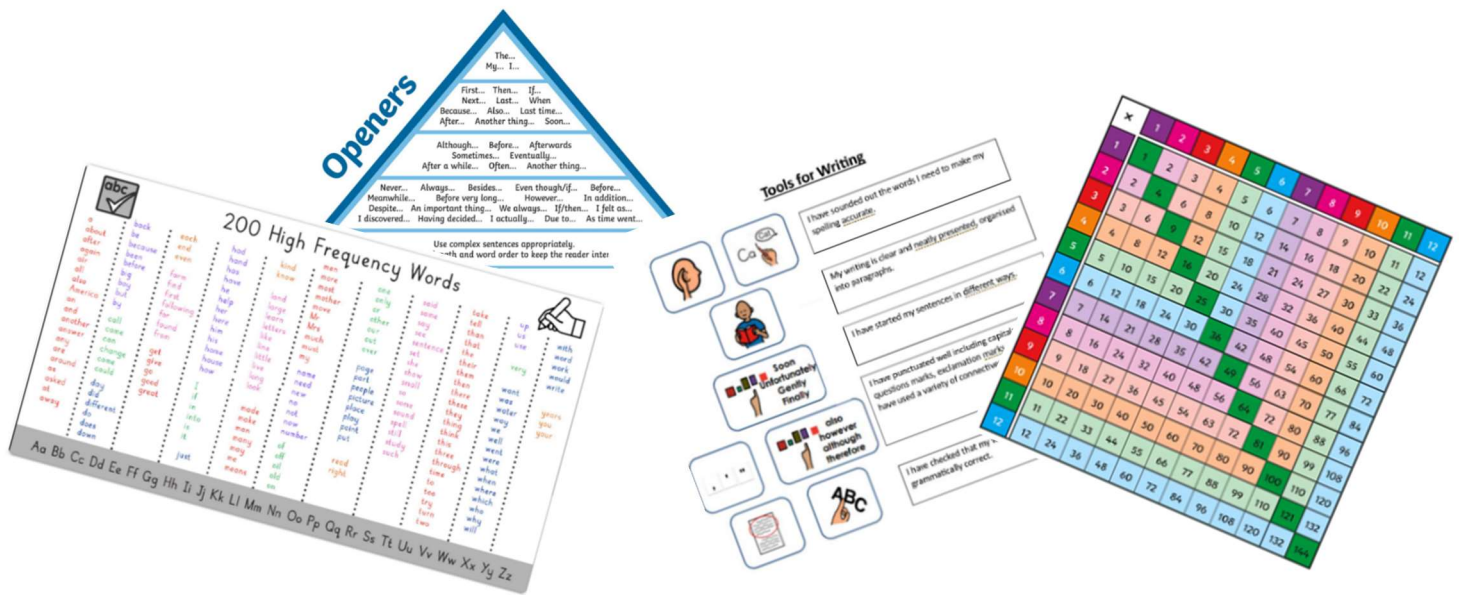
Showbie is the app we will use to share work with pupils, and parents can have access too.



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

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, not at all. iPads (or netbooks and laptops) 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

The QR code below will take you information previously shared on the school website, including how to set up and use the JAMF parent app that you may be interested in setting up once your child has an iPad.

