

# Bishopton Primary Sharing Practice Visit

24th October 2024

## Introduction

Schools were asked to share their digital practice via an online form. Following this, a visit to the school was arranged to discuss in more detail and to assess the initial impact of this work. We were interested in answering the following questions:

- What changes did you make to your practice?
- What was the impact of these changes on learner outcomes?
- What were the enablers that allowed you to change practice?
- What barriers limited practice change?

Bishopton PS wanted to share how they are using iPads and Apple Teacher resources to enhance learning and teaching across the curriculum.

## What changes did you make to your practice?

The focus shifted towards more creative iPad usage. This involved exploring the capabilities of core apps beyond basic functions and emphasizing the creative potential within these tools. Sharing of best practices was facilitated through Bishopton's Staff Team and DLC meetings, fostering collaboration among staff. In addition, 14 staff attended the Apple RTC sessions on how to become an Apple Teacher which gave staff the opportunity to attend 6 hour long sessions and review the content of the Apple Teacher modules. Staff considered which areas of the curriculum could be used to develop specific skills, with a cluster focus and dedicated stages within the curriculum. Social skills and teamwork were also enhanced.

## What was the impact of these changes on learner outcomes?

Learners demonstrated increased creativity in how they presented information, leveraging the skills acquired through iPad usage. Pupil voice was elevated, with learners actively participating in project creation, such as podcasts, empowered by the knowledge they had gained and their understanding of the tools at their disposal.

## What were the enablers that allowed you to change practice?

Several factors contributed to this:

- **Staff Development:** Following the Professional Learning sessions offered, teachers feel more confident in using the core iPad apps and test out different ideas as a result of things they have seen during the sessions. This has given our learners the opportunity to share their learning in a wider variety of creative ways: podcasts, Keynote decks and posters, green screen with iMovie and Clips projects.
- **Apple Teacher Certification:** Staff who completed Apple Teacher gained confidence and a deeper understanding of iPad functionalities, making them more effective in integrating technology into their teaching.
- **Dedicated Time:** Allocating dedicated time for digital learning activities within the curriculum was crucial for successful implementation.
- **Leadership Support:** Strong leadership from the Headteacher, including the purchase of additional digital tools like styluses, demonstrated a commitment to enhancing digital learning opportunities.

### What barriers limited practice change?

One barrier identified was a hesitancy amongst some staff to move away from substitution style tasks e.g. research and word processing. This could be partly due to limited access to devices to allow for creative activities. This inability to embrace new technologies and explore innovative approaches hinders the full potential of iPad integration.

### Conclusion

Overall, the changes implemented have resulted in more creative and engaging learning experiences for students. Continued professional development, strong leadership support, and addressing staff confidence are crucial for further enhancing the effective use of iPads in the classroom.

### Recommendations:

- **Continued Professional Development:** Encourage and support ongoing professional development opportunities for staff on iPad usage and new innovations.
- **Showcase Success Stories:** Share successful examples of iPad integration to inspire and motivate other staff members.
- **Regular Evaluation:** Regularly evaluate the impact of iPad usage on pupil learning and adjust practices based on the findings.