

Todholm Primary Sharing Practice Visit

11th September 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?

Todholm uses Kahoot, Plickers and Blooket as tools to enhance learning, teaching and assessment across the curriculum.

Kahoot is used by teachers to either utilise existing quizzes or create their own to assess current concepts. The learners also have the ability to create their own quizzes to test their peers' knowledge and understanding of a topic.

Plickers is used, mainly up the school, in a variety of ways. It can be used as a tool for emotional check in, formative assessment of any topic/concept and also as entry/exit tickets.

They use Blooket in the upper school as a way of assessing a variety of concepts across the curriculum through both the bank of pre-created quizzes and the option to create their own quizzes.

What changes did you make to your practice?

Kahoot: This was already used across the school in some classes but not all staff were aware of the scope of this tool and how it links to summative assessment. Some time was used at a staff meeting to share some of the ways in which it could be utilised. There is a paid for version of the tool which can provide more assessment data but this is not being made use of at this time.

Plickers: In P7, this is used as a check-in for health and wellbeing. Staff needed access to a device which is connected to the computer to allow them to see the results at a glance and pupils had printed and laminated cards to complete the assessment. Staff can then see immediately which learners are asking for more support. In this way, it can be linked to formative assessment.

Blooket: This is a new tool to the school and was introduced to those staff who showed an interest in the first place. Staff have built this into their mental maths practice. Again, there is a paid for version which may be considered in the future.

What was the impact of these changes on learner outcomes?

Kahoot has a very high engagement rate and the learners really enjoy using it in a variety of ways. It has right or wrong answers which can appeal to learners. The competitive element is also a motivator for learners, as well as improving engagement.

The learners love to use Plickers and have a good understanding of how to utilise it in different contexts. They like the anonymity that the cards provide which encourages them to be more accurate around how they are feeling. This then leads to timely interventions based on immediate feedback. Staff use them to aid emotional check-ins and they give a real-time indication of how the learners are feeling.

Blooket has been a very engaging tool which the learners ask to use frequently. There is a leader board which is based on chance. This has removed barriers around learners' perception of their own ability and provides a safe space for them to challenge themselves.

What were the enablers that allowed you to change practice?

The main enablers were staff willingness to try these new tools for assessment, along with the enthusiasm of learners. There was an element of sharing practice – casual conversations and demos at staff meetings – which provided staff with information on how to use the tools.

What barriers limited practice change?

The main barrier was lack of equipment meaning the opportunities for learners to create their own assessments are limited.

Further staff training is needed to ensure that staff understand all the ways that the tools can be utilised and what this could look like in their class. This is linked to staff confidence in using the tools.

Conclusion

The introduction of these tools has had a positive impact on learner engagement and developing digital confidence. Further work is required to ensure time is dedicated to embed the use of these tools.