



Wingfield Primary School

Catch-Up Premium

Coronavirus (COVID-19) Catch-up premium

Wingfield Primary School will receive additional funding from the government to support children to 'catch up' in their learning. This funding will run alongside the **National Tutoring Programme**. Each primary school will be allocated £80 per pupil in Year Reception up to and including Year 6 pupils. This is a one-off allocation for the academic year 2020 to 2021 to ensure that those identified as having fallen behind in their learning and development get the best possible support to help compensate for lost learning during the COVID-19 closure of schools. Wingfield will receive a total of **£31,360** with £7,840 being allocated in the autumn term and the remainder later in the academic year falling in the spring and summer terms.

Context

Impact of Covid-19 on Wingfield:

The average attendance during lock down by pupil group were 48% of key workers, 30% of EHCP and 100% of vulnerable children. Wingfield had up to 135 pupils attending school during the wider school opening from Monday 5th June 2020. During the wider opening, attendance rose to 72% of key workers, 40% of EHCP and 100% of vulnerable children maintained. Available capacity was 50% in Nursery, Reception, Year 1 and Year 6. Most places were filled during the summer term until the school closed for the summer holiday.

At its highest, Wingfield had 93% level of engagement with remote online learning during lockdown. Where there was low engagement, Year 2, Year 3 and Year 5, we identified children that were in need of access to technology and loaned them an iPad. Furthermore, teachers made priority calls to parents of children not engaged in home learning to offer encouragement and support for families at home.

Children have shown good resilience with the majority transitioning back into school well.

Baseline data suggests that children's attainment has not remained in line with prior attainment before lockdown.

Reading and writing requires the most significant acceleration apart from Year 6 where maths is the focus. Early gap analysis indicates the following focus areas:

Reading: Phonics knowledge and application; retrieval skills; comprehension and impact of not using English during lockdown (EAL).

Writing: Applying phonics knowledge; punctuation; spelling; word classes and cohesion.

Maths: Place value; fluency of basic operations; geometry and reasoning skills.

Identifying gaps in knowledge

At Wingfield we do not assume that there is a 'type' of child that will automatically need to 'catch up' as children from many different backgrounds may have significant gaps. It is also important to understand that many children will have gained over the period of lockdown. On return to school, we knew this would be an important period of time during which we will have an understanding of pupils needs and make the necessary plans and adjustments to ensure all children are on track to meet ARE.

We completed a series of informal assessments including low stakes 'quizzing', children's learning, verbal responses, and knowledge from previous teacher to inform us of:

- Children that are at age expected attainment
- Children who have more gaps in their knowledge and skills than others and who need some additional support to reach age expected attainment
- Children who are unlikely to catch up with the consolidation lessons/interventions planned for all children
- Any particular areas of weakness that were consistent across groups/classes

The data below provides a summary. It is important to note that this is not part of our regular assessment cycle. The intention of this early data collection was to get a rough idea of attainment across the school and the scale of the challenge ahead. It was also important to identify focus areas to inform planning for the remainder of the term. The next full data collection will happen in November 2020 and will be more precise.

Baseline Data

Year 1	1EH				1HP				1ST			
	R	W	M	Combined	R	W	M	Combined	R	W	M	Combined
ARE+	14	12	15	11/27 41%	12	12	13	11/30 37%	12	11	13	10/27 37%
Just below	6	9	6		8	7	7		6	8	8	
Well below	7	6	6		10	11	10		9	8	7	
Reading				Writing				Maths				
Phase 3 Phase 5 HFW				Spelling Graphemes Word classes Punctuation Sentence structures				Money Time 3D shape Division/Sharing Doubling and halving				
Year 2	2TA				2RH							
	R	W	M	Combined	R	W	M	Combined				
ARE+	12	12	16	8/26 31%	15	14	19	14/28 50%				
Just below	5	5	2		6	7	2					
Well below	9	9	8		7	7	7					
Reading				Writing				Maths				
Fluency Reading instructions Phonics				Applying phonics into writing Misconceptions have crept in (not capitalising 'I's and start of sentences.) Checking learning Handwriting				Geometry Mental calculation Number bonds Inverse operations Reading word problems				

Year 3	3JD				3LG			
	R	W	M	Combined	R	W	M	Combined
ARE+	8	9	9	8/28 28.5%	13	15	15	10/29 34.4%
Just below	7	6	6		6	2	6	
Well below	13	13	13		10	12	8	
Reading			Writing			Maths		
Phonics Ability to read (SEN) Comprehension EAL			Spelling Grammar Phonics Practise Understanding Poor spoken English			Reasoning problems Reading Understanding/application Basic arithmetic skills		
Year 4	4PM				4HB			
	R	W	M	Combined	R	W	M	Combined
ARE+	17	14	19	13/29 45%	19	20	21	17/28 61%
Just below	5	9	4		5	2	3	
Well below	7	6	6		4	6	4	
Reading			Writing			Maths		
Phonics Comprehension Cognitive SEND concerns EAL			Phonetical knowledge/spellings Grammar Sentence structure Cognitive SEND concerns			Worded problems/reasoning Concentration Cognitive SEND concerns Times tables fluency/accuracy Formal methods for X and ÷		

Year 5	5SB				5LW			
	R	W	M	Combined	R	W	M	Combined
ARE+	10	11	11	8/28 29%	12	10	13	10/28 36%
Just below	5	6	9		7	7	7	
Well below	13	11	8		9	11	8	
Reading			Writing			Maths		
Phonics gaps for EAL and new starter children. Reading pace Comprehension - making simple inferences			Writing pace Punctuation and technical skills (e.g. clause, phrase, sentence structure)			Place value Word problems Fluency of basic skills, e.g. concept of x		
Year 6	6MB				6DM			
	R	W	M	Combined	R	W	M	Combined
ARE+	11	7	5	5/23 22%	10	10	7	6/23 26%
Just below	6	6	6		7	6	5	
Well below	6	10	12		6	7	11	
Reading			Writing			Maths		
Simple comprehension - EAL			Punctuating sentences Spelling Word classes			Reasoning comprehension Basic number skills – mental addition and subtraction		

Current Year group	Reading Spring 2020	Reading Autumn 2020	Difference	Writing Spring 2020	Writing Autumn 2020	Difference	Maths Spring 2020	Maths Autumn 2020	Difference
1 ¹ (Change in curriculum)	80	45	-35	74	42	-32	84	49	-35
2	66	50	-16	60	48	-12	71	65	-6
3	62	31	-31	55	38	-17	66	43	-23
4	73	64	-9	71	59	-12	77	71	-6
5	74	47	-27	68	43	-25	77	47	-30
6	66	47	-19	57	39	-18	55	31	-24

Catch up approaches

Our catch-up approach will focus on the needs of our children. It will focus on key knowledge and concepts; the content and style of which will not be wildly different to the over-learning or additional provision already a strong feature of our pedagogical framework.

In planning for catch up, we have focused on the three key elements identified by the EEF School Planning Guide. These are:

- **Teaching and whole school strategies** – providing clear, precise teaching sequences that are planned to meet identified learning needs with a particular focus on explicit teaching/modelling/scaffolding and cognitive/metacognitive strategies
- **Targeted support** - structured one to one or small group support delivered by teachers and teaching assistants with effective feedback procedures in place
- **Wider strategies** – prepared to tackle learning barriers through social and emotional support/support for and engagement with families

Our use of 'catch-up' is to ensure that teachers and children are given time to meet needs through quality first teaching and class-based interventions first. We feel that catch-up solutions should be informed and developed by groups of teachers in each year group who know the children best with support from senior leaders. Wingfield is an inclusive learning environment and all children including those identified as disadvantaged, EAL and SEND will receive the support that will reduce their barriers to learning through researched based interventions. Our teachers are using gap analysis to make recommendations for support. There will be different approaches across the school to meet the individual needs of the cohorts and to support the teachers.

Our action plan is considerate of teacher workloads with the introduction of the new planned provisions.

Catch – up Premium Impact Plan

Total allocation: (392 children @£80p.p. Based on numbers on roll from spring 2020 census – autumn 2020 census is 495)

Phased Approach

Phase 1

- Implement rapid assessment of children's learning in relation to prior year's learning.
- Establish clear expectations in relation to Teaching for Learning and children's outcomes – particular focus on impact on writing, reading and phonics.
- Develop strategy for blended learning approaches and remote learning.
- Teachers asked to plan interventions and adapt teaching sequences where necessary to meet identified needs on baseline assessments.
- Interventions are planned to meet precise skills and will be delivered frequently.
- Baseline data reviewed by all teachers and asked that they identify resources and additional support that would best meet their individual year group needs.

Phase 2

- November assessment will be analysed for progress and key gaps in learning.
- Interventions replanned to meet identified needs.
- Embed explicit, direct instruction within the overall framework provided by the Teaching for Learning Policy to ensure children make 'brisk' progress.
- Review school impact and effectiveness through the Challenge and Support process.
- Strategies in targeted support will commence.
- Strategies selected to continue based on autumn 2 assessments.
- Reviews through Pupil Progress meetings.

Teaching and whole school strategies (effective use of technology, staff CPD, support for teachers to have time to assess and feedback etc.)	Allocation and accountability	Expected Impact and Timescale
Staff CPD focussing on Direct Instruction.	During usual PDM sessions	Staff will be trained to focus on a model for teaching that emphasises well-developed and carefully planned lessons designed around small learning increments with clearly defined and prescribed teaching tasks. Staff will deliver the curriculum eliminating misinterpretations that can greatly improve and accelerate learning.
Staff CPD focussing on delivering remote learning experiences to support learning. Additional time given to Computing Lead to	Covered in house	Staff will be confident in preparing and delivering curriculum and targeted support to identified children. Children will make progress with specific "catch – up" sessions online.

support, liaise and train all members of staff from teachers to teaching assistants.		
Additional support for NQTs and NQT+1's by NQT & NQT+1 Tutor through modelling, team teaching and planned support.	Covered in house	Bespoke NQT Programme and NQT+1 Early Career Programmes to be run virtually to support early career teachers with their training. NQT and NQT+1 Tutor to support early career teachers to deliver precise Quality First Teaching and have high expectations of the children, leading to higher achievements evidenced through data collections.
Development of a bespoke personalised professional development programme.	During usual PDM sessions	Teachers will master a range of subjects and ensure entire curriculum is taught with a level of mastery. This will ensure all learners benefit from a deeper understanding of the curriculum.
One to one pupil/teacher conferencing and target setting weekly with identified children.	£13,248	Teachers and children will have time to discuss learning together. Children and teachers will be very clear about their specific targets. Children will make good progress towards those targets and this will be evidenced through the data.
Targeted support (one-one, small group, intervention programme, additional time at end or beginning of day etc.)	Allocation and accountability	Expected Impact and Timescale
Additional Teaching Assistant led interventions – pre teaching/over teaching and gap closing.	Covered in house	Identified children will receive high quality TA led support, with the direction of the class teacher that will accelerate their progress, close gaps, and consolidate learning.
Teacher led interventions in Key Stage 2 - pre teaching/over teaching and gap closing.	Covered in house	Identified children will receive high-quality teacher led interventions that will accelerate their progress, close gaps, and consolidate learning.
60 iPads with trolleys for Key Stage 1 to support delivery of interventions. Teachers to use technology to share tutorial videos to support with learning at home / blended learning. (See Appendix 2)	£18,112	Children in Key Stage 1 will have the opportunity to access a wide range of educational apps to enhance their learning and support interventions. Children will access teacher created tutorial videos. This investment will be essential for the successful running of many of the identified interventions.
The Nuffield Early Language Intervention (NELI) programme which will be delivered by trained teaching assistants.	-	The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils and involves scripted individual and small-group language teaching sessions. Identified children with speech and language delays will benefit from the intervention which will be evidenced in data.
Wider Strategies (technology, parental engagement etc.)	Allocation and accountability	Expected Impact and Timescale

Regular correspondence with parents re. our online learning platforms: Showbie and Tapestry.	Covered in house	Parents can communicate with class teachers, instructed how to use remote learning opportunities, and know how the curriculum is delivered within and out of school.
Parent/ Carer volunteers distributed to read one to one with identified children.	Teaching and Learning Leader	Identified children will improve the phoneme recognition, blending, word reading and comprehension through regularly reading one to one with an adult. Impact will be identified through data.
Virtual tours of the school for new children, parents, and new staff. Virtual meetings for EHCP/ SEND children to support transition.	Leaders to create a virtual tour and identify children needing transition support.	Transition into school will be carefully managed for all. Identified families to have reduced anxiety and develop reassurance in children returning/starting school.
Learning Mentor trained in Mental First aid, well-being, and bereavement support.	Learning Mentor to receive training.	Identified children will receive specialist support.
Staff CPD on mental health and well-being.	Inclusion Leader	Staff can identify signs of anxiety, trauma and grief and have some strategies to support children. Staff understand how to support their own well-being.
Timetable Rockstar's subscription.	Maths Leader	All children, specifically Key Stage 2, will be able to rapidly close gaps using the programme in mental arithmetic.
Numbots subscription.	Maths Leader	All children, specifically Key Stage 1, will improve their addition and subtraction skills.

Monitoring and evaluating

The progress of the catch-up funding initiatives will be monitored through our regular assessment cycle. (Appendix 1)

Data submission dates: 7th December 2020, 22nd March 2021 and 28th June 2021.

Senior Leaders will monitor the attainment and progress of the children through termly progress meetings in January 2021, April 2021 and July 2021.

Governors will monitor through regular full governor meetings and data meetings.

Appendix 1 - The Assessment Year 2020-2021

	Assessment Dates	Data to YM by 28.09.20						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Baseline Assessments 14.09.20	Baseline assessments	Baseline phonics tests Highlight and date individual new assessment grids for reading, writing and maths	Baseline KS1 tests in maths, reading, and grammar Phonics Test Highlight and date individual assessment grids for reading, writing and maths	Phonics Test Highlight and date individual assessment grids for reading, writing and maths	Baseline Multiplication Checker Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Baseline KS2 tests in maths, reading, and grammar <i>KS2 SATS 2016 Sample</i> Highlight and date individual assessment grids for reading, writing and maths
	Data to YM 28.09.20	<ul style="list-style-type: none"> Ladder Trackers Phonics Test results Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Phonics Test results John Sinnot Grids updated with points score and all contextualised data for each child checked Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids updated with points score and all contextualised data for each child checked Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids updated with points score and all contextualised data for each child checked Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids updated with points score and all contextualised data for each child checked Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids updated with points score and all contextualised data for each child checked Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids updated with points score and all contextualised data for each child checked Class Dashboards updated
	PDM: Closing the gap 07.10.20 & 14.10.20	Data analysed Interventions identified						
Autumn 2	Progress meetings w/c. 04.01.21							
	Testing 23.11.20	Letter and sound phase assessment	Practice Phonics Test	KS1 tests in maths, reading, and grammar Phonics retakes practise	Year 3 tests in maths, reading, and grammar	Year 4 tests in maths, reading, and grammar Multiplication Checker	Year 5 tests in maths, reading, and grammar	KS2 tests in maths, reading, and grammar <i>KS2 SATS 2016</i>
	Assessment Grids 30.11.20	Writing sample to be assessed and moderated Update individual profile points on tracker	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths
Data to YM + to JT 07.12.20	<ul style="list-style-type: none"> Ladder Trackers 	<ul style="list-style-type: none"> Ladder Trackers Phonics Test results John Sinnot Grids Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids Class Dashboards updated 	<ul style="list-style-type: none"> Ladder Trackers Test results John Sinnot Grids Class Dashboards updated

Spring 1	Assessment Dates	Data to YM by 25.01.21						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Testing 18.01.21		Phonics tests	KS1 tests in reading, maths, and grammar		Multiplication Checker		KS2 tests in reading, maths, and grammar KS2 SATS 2017
Spring 2		Progress meetings w/c. 29.03.21						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Testing Assessment across the curriculum 08.03.21	Letter and sound phase assessment	Practice Phonics Test 6 children assessed using assessment across the curriculum grids	KS1 tests in reading, maths, and grammar 6 children assessed using assessment across the curriculum grids	Year 3 tests in maths, reading, and grammar 6 children assessed using assessment across the curriculum grids	Year 4 tests in maths, reading, and grammar Multiplication Checker 6 children assessed using assessment across the curriculum grids	Year 5 tests in maths, reading, and grammar 6 children assessed using assessment across the curriculum grids	KS2 tests in maths, reading, and grammar KS2 SATS 2018 6 children assessed using assessment across the curriculum grids
	Data to YM 15.03.21		<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated
	Assessment Grids 15.03.21	Writing sample to be assessed and moderated Update individual profile points on tracker	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths
	Subject Data dashboard to YM 19.03.21	Subject Leaders to complete Subject Data Dashboards						
	Data to YM + to JT 22.03.21	<ul style="list-style-type: none"> Ladder Trackers 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids <p>MOCK SATS TBC</p>	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids

Summer 1	Assessment Dates	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	SATS May 2021		Mock Phonics tests	KS1 SATS May 2021			Multiplication Checker	
Summer 2	Progress meetings w/c 29.06.20.							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Phonics Test 07.06.21 Testing 14.06.21 Assessment across the curriculum 14.06.21	Letter and sound phase assessment.	KS1 Phonics Tests – WB 7 th June 2021 (07.06.21 INSET) 6 children assessed using assessment across the curriculum grids	6 children assessed using assessment across the curriculum grids	Year 3 tests in maths, reading, and grammar 6 children assessed using assessment across the curriculum grids	Multiplication Checker Monday 7 th June - Friday 25 th June (three-week period) Year 4 tests in maths, reading, and grammar 6 children assessed using assessment across the curriculum grids	Year 5 tests in maths, reading, and grammar 6 children assessed using assessment across the curriculum grids	6 children assessed using assessment across the curriculum grids
	Data to YM 21.06.21		<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Test Results Assessment across the curriculum grids updated 	<ul style="list-style-type: none"> Assessment across the curriculum grids updated
	Assessment Grids 21.06.21	Writing sample to be assessed and moderated Update individual profile points on tracker	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for reading, writing and maths	Highlight and date individual assessment grids for writing
	Subject Data dashboard to YM 25.06.21	Subject Leaders to complete Subject Data Dashboards						
Data to YM + to JT 28.06.21	<ul style="list-style-type: none"> Ladder Trackers 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	<ul style="list-style-type: none"> Ladder Trackers John Sinnot Grids 	



MA Education
Enquiry Project RESE1010

**How can regular modelling of changing pedagogies move
the incorporation of iPads from an assimilation to
transformational level?**

Megan Brown

Tuesday 30th April 2019

Supervisor: Poppy Gibson

**How can regular modelling of changing pedagogies move the incorporation of iPads from
an assimilation to transformational level?**

Abstract

The integration of technology into classrooms is becoming increasingly popular (Promethean, 2018) and yet it is a commonality to find schools in which technology is being avoided due to teachers lack of self-efficacy with the use of technology and a disregard for its ability to transform the classroom (Magen-Nagar and Maskit, 2016 and Zeichner and Barth, 2013). This research project set out a professional development programme over the course of ten weeks which focused on a model of sustained duration (Bates and Morgan, 2018) to support teachers' confidence with the use of iPads with the aim of seeing transformational changes in the classroom. The project was undertaken from a largely interpretivist stance using mixed methods to gather and triangulate data to ensure validity. Findings suggest that small and frequent training sessions are key to building confidence in teachers and seeing widespread change across a school. However, crucially, all teachers must be aware of the positive effects of iPads within the classroom in order to be on board with the changes involved in implementing technology. A cyclical training model is proposed for the purpose of educators exploring ways to effectively implement a professional development programme that will, in the long term, create positive, transformational changes within a school.

Introduction

In our fast-paced, technologically-advancing society, it is crucial that, as educators and researchers, we ensure that our practices and pedagogies are continually progressing to adapt to the times and provide the best opportunities for our students. There are an estimated 8 to 10 million iPads in schools today, being used across all key stages in all subjects, ranging from social studies to music and maths (EdTechReview, 2016). Current debates explore the integration of technology into the classroom and whether daily interaction with iPads, laptops or tablets are in fact beneficial to children or hinder their learning. Although many classrooms have access to technology, schools often fail to use it consistently or to its full potential creating a lacking in the digital learning curriculum (Leer and Ivanov, 2013). However, used in the best ways, research suggests that technology, in particular iPads and mobile devices, open up the classroom to new experiences, greater creativity and allow for a collaborative environment in an exciting new way.

Technology is pervading every aspect of our daily lives. It is now commonplace to see young children using a mobile device at any given opportunity, whilst most adults rely solely on the use of mobile phones to organise and live out their daily lives. With the use of mobile devices being so depended on, the 'hot topic' of screen time is widespread. Government and chief medical officers are providing guidance for parents on how to reduce screen time in young children (Triggle, 2019) and recommending allowances for all; with fears that over use of mobile devices causes sleep deprivation and delays in development for young children (Madigan et al., 2019). However, research into

screen time and the detrimental effects of technology use, is still in the early stages with many results producing little evidence of a true ‘toxic’ effect or that results have been over emphasised (RCPCH, 2019). The integration of technology into education is then a topic for debate; do the positive effects outweigh the presumed detrimental effects? More recent articles would suggest they do (Flewit et al, 2014, Keskin and Metcalfe, 2011, Male and Burden, 2014 and Leer and Ivanov: 2013). As we know, the vast majority of children are exposed to touch screen technologies from an early age in their homes, therefore making them competent at the use of technologies in school. Thus, the integration of technology into the primary classroom should be seamless. However, the issued raised is not the children’s ability, but instead the teachers. Promethean (2018) conducted research into the UK’s schools to see how their implementation of technology had changed over the last year. Results (as shown in table 1) indicate that the United Kingdom is leading the way with how technology should be in schools (Microsoft, 2017). Yet most educators and researchers argue this is still only happening at a surface level.

Device	% available 2017	% available 2018	Device	% available 2017	% available 2018
Interactive whiteboard	80	86	Apps	33	35
Tablets / iPads	58	62	Projectors	85	78
Laptops	79	76	VR devices	3	4
Desktop Computers	90	82	Screen mirroring	20	20

Table 1 Use of technological devices in UK schools, 2018 - 19 (Promethean: 2018)

As a primary school teacher and digital learning leader, working in this adapting environment, I have noticed a lack of confidence, risk-taking and general avoidance of technology within my own school setting. At the start of the 2017 – 2018 academic year, my school began exploring and trialling a range of new technologies to incorporate school wide alongside a move to a brand-new building. Another colleague and I, tested two to one iPads, teacher iPads, different televisions and sounds bars and Microsoft Surface Pros. Following this and the move into a new building, all teachers were supplied with a teaching iPad, apple Pencil, apple TV and MacBook. We also invested in over two-hundred iPads allowing for three classes to be one to one and all other classes to share a set of thirty between four. For all staff this meant a huge change in teaching tools and pedagogies for teaching. A year on, and the incorporation of technology still appears to be at a surface level with the majority of staff only using iPads for slides, the camera for modelling and the child iPads used as a research tool. The initial method of training for all members of staff, was an inset day course with an external training provider. Apps would be modelled, members of staff would explore and come up with ways in which they could use these in their own practices. However, in practice, I noticed that when

teachers left the training, the ideas would be used in the first few weeks but would soon be forgotten. Therefore, as digital learning lead in the school and a keen researcher around technological advancement in the classroom, I began to plan for this research project.

Assimilation versus transformation

The over-arching aim of this research is to produce or acquire a school in which technology is used to transform teaching and learning. Currently, there are two different teaching styles; 'assimilation' and 'transformational teaching' (Magen-Nagar and Maskit, 2016). Teachers using technology within the classroom at an assimilation level incorporate tech for purely managerial needs, using web browsers or collecting information from online; assimilation is a process of simply taking in and understanding the information – it lacks interaction, ideas and creativity. Whereas teachers using technology at a transformational level have implemented it to create a pedagogic change within their classroom. Devices are used as more than research or organisational tools and instead make the classroom more creative, accessible and engaging. When exploring this aim, I pictured what a transformation classroom may look like using the technology teachers had been trained on (iPad, Apple TV and MacBook):

- Teachers are confident with technology and move fluidly between resources or applications
- Classes use applications in innovative ways, perhaps different from the designer's intention
- Teachers model and teach from around the room – they are no longer glued to the front of the classroom
- Collaboration is easy and accessible to all
- Applications are used to add an extra dimension to learning
- Children are taught to use a range of apps and therefore have freedom when choosing and creating learning
- Children are encouraged to create using apps of their choice
- Teachers are facilitators to learning

This research aims to create a training programme which instils confidence in teachers and increases the uptake of creative iPad use in lessons. It will aim to:

- Understand what is currently holding teachers back with iPads and technology
- Implement a ten-week training programme
- Analyse the effect of weekly training on teachers' confidence and iPad use
- Explore what other factors hinder the uptake of technology in creative teaching
- Set out a proposed training structure for the use of iPads
- Propose ideas for effective implementation of iPads in schools

This research will begin by exploring modern day technologies and how these are transpiring into educational settings on a daily basis. Arguments surrounding the implementation of iPads and mobile devices within the primary classroom will be discussed in relation to teacher training and confidence with technology.