

Schools Leadership Programme
Research Proposal



Name(s)	Carol Kitson
School Name & Location	Abbey Grange C of E Academy, Butcher Hill, Leeds LS16 5EA
Position(s)	Principal
Contact email(s)	ckitson@abbeygrangeacademy.co.uk
Project Lead – <i>name and contact details</i>	Dan Whieldon dwhieldon@abbeygrangeacademy.co.uk

Strand Choice: *(please tick any box that applies)*

Curriculum	<input checked="" type="checkbox"/>
Leadership	<input checked="" type="checkbox"/>
Staffing & Development	<input checked="" type="checkbox"/>

Project Description:

Project Title <i>What would you like to achieve?</i>	How the use of one to one devices in the classroom can develop autonomy and independence in learners.
Office use only: #SLPO	

Purpose of research project <i>Why do you want to do this?</i>	<p>We have just introduced a voluntary 1:1 iPad and Bring Your Own Technology (BYOT) scheme into Abbey Grange and want to ensure that the use of technology enhances and transforms the learning experience and development of students, rather than the technology being used as a 'gimmick'.</p> <p>The findings of the research will inform developments in the use of personal technology in the classroom. It is hoped that the use of personal technology will:</p> <ul style="list-style-type: none"> • Raise standards • Increase enjoyment and engagement • Develop more autonomous learners
---	--

Nature of project has changed over time - Pupil premium students are being well supported and the school is investing in infrastructure and a leasing arrangement - Mounts Bay visit was an eye opener to advance the project.
 There was not sufficient buy in from students and families so the leasing project was the answer.
 School now owns the lease of iPads for Year 7 which is ensuring 100% coverage.

Raise progress across the school in all subject areas - This was the aim rather than focusing on specific curriculum areas.
 There is a significant attitude towards increasing enjoyment of staff as well as students in developing this creative initiative.

<p>Description of Research Project <i>How will you proceed with your project, who will be responsible and what is the time scale.</i></p>	<ul style="list-style-type: none"> • Use 'iPad Expert Teachers' to develop effective and creative ideas for students and staff to deliver subject content (Masterclass style) • 25 teachers (25% of staffing) to be trained and supported to deliver curriculum content. (within 2 months of beginning of research) • Develop and train student 'iPad experts' to become student leaders of learning, to run student 'drop-in' clinics and support student leadership of the project. (within 1 term of beginning of research) <p><u>Y2 of project</u></p> <ul style="list-style-type: none"> • Additional 25% of staff trained and supported to deliver • Additional students trained as leaders and 'iPad' experts <p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Learning Walls • Lesson Observations • Student Voice • Parent Voice • Staff questionnaires
--	---

It was calculated that there was a 80% wi fi coverage at home and pupil premium students were supported. 25 teachers have been identified as digital leaders and these staff are now supporting others.
 Apple friendly rooms were created - staff not able to write apps at the moment but this an area where there is likely development.

<p>Measurable Outcomes <i>Provide the sets of qualitative or quantitative outcomes data to be collected over the course of the project</i></p>	<p>Staff confidence in using iPads Outstanding lesson observations Student confidence in 'flipped learning' Positive attitudinal surveys from staff and students Increase parental support and 'buy-in' Increased number of trained student expert users and leaders</p>
---	---

All staff have been provided with iPads.
 Flipped learning has taken off in a big way.
 Students are helped by parents celebrating learning at home because they can now take content home - look mum i did this today rather than saying they cannot remember what they are doing.

Definition(s) of success	<p><i>Please outline the internal success criteria</i></p> <p>Student more autonomous and independent learners Effective team of student iPad leaders Positive evaluations by staff and students Improved attainment outcomes Increase in 'outstanding' observations Increased use of 1:1 devices</p>
	<p><i>Please outline the desired, wider educational outcomes</i></p> <p>School able to share subject based learning, rather than reliance on commercial apps. School able to support primaries in new MAT to develop learning through 1:1 Building life-long learners.</p>

Every member of staff has an iPad and Apple tv is in all classrooms.
 Supported by new Apple Store in Leeds. This is an essential partnership and grows excitement.
 Kids going into the store.
 We discussed the view through the window into the Apple Store and the school is keen to develop this concept and a love for learning.

The group has a very clever approach to funding this initiative ...

Savings made in subject area capitation and in copying to fund the input of apple devices - clever financial management. There has been a reduction in the need to fund and replace PCs within the school. Changing the focus of funding for iPad technology has worked and not broken the bank although there has been significant investment.
 This will expand as the MAT grows. This is a significant piece of impact evidence.

The school wants to see iPads like calculators in people's pockets. Habitual learning devices.
 Business Plan is designed to go to year 9. Students are now able to manage their own learning - take ownership of their own learning.
 Content creation through choice Apps is working well. there are no issues relating to a lack of ability to create and upload content.

The group are very confident at recognising challenges and barriers and overcoming these.

Attainment outcomes -

Tight on monitoring progress - progress is accelerating especially for those making more than expected progress.
 This would suggest that this initiative is value for money.
 Accelerated progress reading project - iPads have been very supportive hear developing functional skills which will bring long term benefits.

Less low level disruption in lessons when It is well used. Increased access to learning is reducing opt out behaviour. It is worth the school capturing evidence of impact here.

Partnerships <i>If applicable, please indicate other Schools Leadership Programme schools you will be working in collaboration with and the relevant areas of responsibility</i>	N/A
Office use only: #SLP5	

Baseline: where are we now?

Please indicate the current situation	1:1 scheme introduced Jan 2014 Limited staff experiences of using devices in classrooms to deliver subject content Some parental scepticism about value of devices for learning. Some passivity of learners in lessons -> depending on teachers, lacking autonomy Only generic training on use of iPads as tool currently.

Key Steps:

Expected milestones achieved by February 2015 <i>For feedback on the Schools Leadership Programme Day, in Feb 2015</i>	Confidence of staff in delivering subject through devices Confidence and autonomy in learners Increase use of iPads across the curriculum
Office use only: #SLP7	
Expected milestones achieved by February 2016 <i>For feedback on the Schools Leadership Programme Day, in Feb 2016</i>	Effectiveness of delivery of subjects through 1:1 devices Student learners and student leaders using devices to effectively develop their own learning.
Office use only: #SLP8	

<p>Expected milestones achieved by February 2017</p> <p><i>For feedback on the Schools Leadership Programme Day, in Feb 2017</i></p>	<p>Range of independent learning opportunities, particularly for extending learning, at all Key Stages</p>
<p>Office use only: #SLP9</p>	

Signature of Headteacher *Carol J. Kitson* Date 14.02.14

PTI Schools Leadership Programme
2014 Annual Report Form

Completed by: Dan Whieldon

Position: Assistant Principal

Keywords of project for online search:

1) Reporting back on progress this year- 2014

Please review your milestones for 2014, and report back on the outcomes and the evidence collected to support the findings. You are welcome to include retrospective milestones to help review your progress over the last year, if applicable. When completing the form it may be useful to think about how the project has impacted upon:

- **students** (improved subject knowledge, scholarship, attainment, enjoyment, learning e.g. attitude, motivation and confidence, metacognition);
- **staff** (knowledge and understanding, classroom practice, skills and strategies);
- **faculty** (status, uptake, subject specific CPD, professional discourse); and
- the impact **beyond school** (networks, sharing of ideas including publication on websites/journals and contribution to professional associations).

Milestone 1

Confidence of staff in delivering subject through devices

Office use only #slpm20141

Outcome and Impact *To what extent was this milestone successfully reached? What were the challenges? What has been the **impact** on students/staff?*

An architecture of support for staff has been put into place to ensure confidence has risen, whilst at the same time redesigning elements of the curriculum to embed opportunities for incorporating iPads into the learning experience. Alongside these developments we have used findings from action research projects conducted within the school with the support of Leeds Metropolitan (Beckett) University, as well as visits to other academies to inform and reshape our 1:1 offer. So in summary the milestone has been achieved in some ways, but we perceive this to be more of a continuum as we are dealing with ever developing technology and thus ever changing development needs. We now have full coverage in Year 7 of Academy owned devices that are controlled by a mobile device management system, allowing us to retain focus and direction of the iPads as learning devices and also safeguard against misuse. The introduction of the 1:1 scheme in Year 7 is alongside the introduction of a new curriculum for Year 7 (IMYC) which will then roll out to Year 8 next year again in tandem with incorporating another year group into the 1:1 scheme and providing iPads. The new scheme began officially from September 2014.

Numerous challenges faced staff and our implementation began with a full assessment of the network, particularly the Wi-Fi network which the use of an additional 300+ devices would make increased demands upon. We completed a full network survey and heat map of the academy, knowing our Wi-Fi capacity needed strengthening, we added additional access points in strategic positions due to the geography of the academy with different buildings across the site. A vital area we knew needed development was the capacity to allow staff and students to view what was on individual devices via the projectors in classrooms. Apple TVs were an essential element in allowing this to happen and had additional benefits with being fully connected to the Apple community, access to iTunesU etc. However this was also not without challenge: as not all projectors in school were HD we needed to find a work round so using Kanex HDMI converter, which converts the digital audio and visual from the Apple TV to analogue inputs. Apple TVs at the install time didn't support cross subnet network traffic, so rather than being able to rely on Apple TVs, we converted the network to V-Lans and then installed a Cloud Core router to handle the traffic between the networks. Once we were happy and had fully assessed the challenge and addressed key issues around the architecture of the network needed to ensure the technology was viable and that we could support the implementation, we then pressed on with the process of securing the devices prior to the new Year 7s starting in September.

To ensure we could anticipate potential challenges we made a handful of classrooms 'iPad ready' installing Apple TVs, providing staff with iPads and training for 3 iPad experts from within the staff and class sets of iPads were provided for this trial. One of the first challenges that arose from this was how to save the work from the iPads which have a limited memory and storage capacity. We researched and trialed various apps based on what we for example Showbie before finding Foldr which allows the staff and students to log directly into their area and save into their files. This was a really important challenge to overcome, as staff and students can save directly from their iPad into their network area meaning the iPads wouldn't need to be relied on to store work. Additionally this opened up the possibility of being able to create a digital resources and homework areas for staff, allowing

students to access resources and save work into these areas for marking and feedback if the work was specifically set using the iPads.

A further challenge was around our VLE which is on Frog 3 which is not entirely compatible with iOS. We therefore trialed what was FrogOs (since updated to Froglearn) in the background behind our existing VLE and saw an improvement in the opportunities this might provide. As a long term project we are looking to move the VLE onto FrogLearn and strengthen the symbiosis of our VLE and iPad usage. We identified however, that it was important to provide 24 hour support for staff, students and parents as they were being provided with a 24 hour device. We designed and set up our own Website and rebranded all elements of the 1:1 package as 'Digital Abbey' (www.digitalabbey.co.uk). When setting this up we ensured that a weekly traffic report was generated allowing us to monitor usage and engagement with the site, which has been an invaluable resource in monitoring engagement of staff, students and parents. Pleasingly this has remained high throughout since the site's launch in September 2014 with peaks of over 450 weekly visits and with a weekly average of 260 since September. The site has grown as a resource and includes: policies, subject specific apps, eye care, instructions and guides, e-safety, tutorial videos, staying safe from the school police liaison, FAQs, our Star Tech section (student experts) sanctions, videos of lessons and interviews with staff and blogs. The site grows to meet demand and address new challenges but is an invaluable resource for staff, students and parents.

Staff expertise has increased exponentially with the targeted support and training. Different levels of expertise amongst the staff presented a real challenge and we tackled this with a clear process. To begin with, having identified this as a future initiative we would engage with, we incorporated training into our Professional Learning Community CPD and introduced 1:1 technology and developed this into a focus on unlocking the potential of iPads as a learning device. We benchmarked staff expertise through surveys and a working party explored the potential. Senior leadership visited other academies who had already successfully introduced 1:1 schemes. We appointed iPad experts and to complement our own training were supported by Apple Distinguished Educators who delivered staff training. Our iPad experts were developed into Digital Leaders who deliver departmental training to our Department Learning Communities and support staff in the preparation of resources, as well as model lessons that incorporate 1:1 technologies into the learning experience. To ensure our Digital Leaders are a constant resource for staff we created a Digital Abbey Bar, which was modelled on the idea of the Genius Bar in Apple Stores. This is manned by our Digital Leaders to support staff and deliver training to small groups or one to one. Each Digital Leader supports a different level of staff who have categorized themselves as novice, intermediate or expert thus to an extent, differentiating the training offer and support. The Digital Abbey Bar has an Apple TV and large TV screen for demoing to facilitate the training process. To parallel this staff support we appointed our team of Star Techs who are timetabled at lunch and break to support students with technical issues. We have worked closely with Apple who are the direct provider of our iPads and have taken our experts from staff (Digital Leaders) and student body (Star Techs) to the Apple Store to receive expert training. Additionally we have run parent training sessions on evenings with our Digital Leaders and Star Techs.

We have transferred our Accelerated Reader programme completely onto iPads and this has shown greater engagement with reading with more

hours, greater rates of progress.

Staff have responded to the layered support by engaging in developing iPad opportunities in schemes of work and incorporating their use to enhance and augment learning. As the coverage of iPads continues to progress throughout the year groups we expect the Staff expertise to continue to develop in parallel. Students have also grown in their confidence and are using iPads as a natural part of their learning experience. We have designed the delivery of the IMYC to enable students to engage with and develop their understanding of key apps. Each end of theme students must produce a piece of work which is presented using a key app e.g. Keynote, iMovie and then hand this in via the Foldr and into the Digital SResources section of their allocated member of staff thus training bot staff and student in the procedure and enhancing their expertise in using the fundamental apps. This then should prepare students through almost an induction programme in using the iPads effectively and independently to enhance and support their learning.

As our MAT develops it is an important stage for use to cascade this across where/when deemed appropriate.

Office use only #slpo20141

Evidence Give a **summary** of the data you have collected to demonstrate progress and impact e.g. % improvement in exam results or subject take-up, data or some quotes from student /staff surveys, extracts from minutes of meetings, attendance at extracurricular events
NB Lengthy reports might be included as appendices where relevant.

All of the above gave us opportunities to collate data from feedback and, survey and quality assurance procedures as well as working closely with other schools such within the PTI such as Mounts Bay. We have collated a wealth of data to measure the impact of the devices but as this is still early in the process this is an ongoing process of collation, assimilation and measure. The data has been collected from the following sources:

- *Student, staff and parent surveys/questionnaires through Survey Monkey (aggregate attitudinal statements/questions)*
- *Measuring the mean of progress of a randomized 2014 Year 7 cohort (using iPads) against a randomized 2013 Year 7 cohort (pre-Ipads)*
- *Digital Abbey traffic and engagement surveys*
- *Observations and learning walks monitoring staff and student engagement*
- *Use of Foldr and Digital Resources to set and collect work*
- *Training programme and schedule*
- *Attendance of staff at personalized CPD sessions and evaluations and feedback*
- *Engagement survey*
- *Accelerated Reader diagnostics*
- *Student Voice*
- *Curriculum redesign*
- *Staff research team focus and feedback*

Ability to respond to challenges within the system -The school are making some excellent choices as the initiative morphs and reshapes.

Filtering system on the wi fi helps control the content that the students are accessing.
Trust given is given back by students so they are not seeing an increase in abuse of the wi fi system.

FrogOs - is making resources available for students and capacity is good for students to save work and create content. The group recognises that this is a short term technology but are harvesting the benefits now.

Well placed funding used for funding the apple concept rather than the PC battle to continue to keep things updated.

Sixth Form use - BYOT is working well.

Suggested Pathway from now:

This group have made outstanding progress through this exciting project. I fear that this is a project that is likely to run and run and morph constantly with the nature of technology. My advice is for them to create now a fixed outcome which they would like to see for this time next academic year. This does not mean that the project or the exciting initiative will end but that sustainability will have been achieved for this.

My advice is that the second milestone have some clear evidence of impact under a number of categories which will indicate a 'healthy' state.

1. Number of staff recruited during the last 2 years to the schools because of this initiatives towards exciting teaching and learning. Evidence of impact.
2. Number of staff staying in the school because of the impact of this initiative.
3. Progress measures of Year 7 and Year 8 students as they move through with a particular focus on vulnerable students.
4. Statistics of low level behaviour incidents are in decline because of this initiative.
5. Reading ages of more vulnerable students on the accelerated reading programme have shown progress.
6. Addition of additional academies to the trust with a specific aim of being involved in this initiative.

7. Student Voice - is this a gimmick or does it help students learn?
8. Parent Voice - do they feel more engaged in the students learning journey now that learning is coming home in an organised way.

By setting clear desired outcomes from the processes above the project will have closure and can be written up for the PTI annual publication in 2016.

Milestone 2

Confidence and autonomy in learners

Office use only #slpm20142

Outcome and Impact *To what extent was this milestone successfully reached? What were the challenges? What has been the **impact** on students/staff?*

Learner engagement has increased and as their confidence with the technology has improved, we have seen a further development of independent learning skills and increased autonomy. A key development in this process has been aligning the implementation of 1:1 devices with our academy ethos, which is designed around empowering our learners with the key skills they need to develop their own learning. Our iPad scheme has been an important step on a wider journey for the academy as we have strived to put the learner at the heart of their own learning experience, and to nurture key learning skills. iPads were a next logical step in the process as they furnished our learners with the opportunity to lead creatively through technology.

To empower our learners we redesigned the curriculum to incorporate further independent learning opportunities, with departments looking at opportunities in schemes of work and then thematically tying the learning through the International Middle Years Curriculum (IMYC). As mentioned above we have an effective and highly trained team of Star Techs who support their peers through organized training that mirrors the key app focus and also drop in sessions every lunchtime.

Within the context of lessons the use of the technology has supported the learning that we encourage through our academy vision for learning with enquiry based learning and developing a consistent language of learning through exploration and the development of FLIP learning.

Office use only #slpo20142

Evidence Give a **summary** of the data you have collected to demonstrate progress and impact e.g. % improvement in exam results or subject take-up, data or some quotes from student /staff surveys, extracts from minutes of meetings, attendance at extracurricular events
NB Lengthy reports might be included as appendices where relevant.

- *Student, staff and parent surveys/questionnaires through Survey Monkey (aggregate attitudinal statements/questions)*
- *Measuring the mean of progress of a randomized 2014 Year 7 cohort (using iPads) against a randomized 2013 Year 7 cohort (pre-Ipads)*
- *Digital Abbey traffic and engagement surveys*
- *Observations and learning walks monitoring staff and student engagement*
- *Use of Foldr and Digital Resources to set and collect work*
- *Training programme and schedule*
- *Attendance of staff at personalized CPD sessions and evaluations and feedback*
- *Engagement survey*
- *Accelerated Reader diagnostics*
- *Student Voice*
- *Curriculum redesign*
- *Staff research team focus and feedback*

This is all process so what is the evidence of impact that is going to bring this project to an end?

There is sustainability within the project. middle leaders are leading as well as senior leaders. There is fascination growing within the school from staff and students leading learning with these devices.

Parent voice is positive - they are being exposed

What is the checklist of evidence of impact which says this is a success?

The group needs to bring this to a close.

It is a fascinating project which has transformed the way students learn and the way staff teach.

Milestone 3

Increase use of iPads across the curriculum

Office use only #slpm20143

Outcome and Impact *To what extent was this milestone successfully reached? What were the challenges? What has been the **impact** on students/staff?*

We feel this has been successfully achieved but also is an ongoing process. The development of a new curriculum offer thematically linked and incorporate opportunities for iPad use to enhance the learning experience has been a success with positive feedback from focus groups and surveys of staff, learners and parents.

Much of this section is detailed in the first section as it was difficult to isolate from the delivery of the subjects using iPads and the impact was evidenced in the improvement in staff and student expertise.

To empower our learners we redesigned the curriculum to incorporate further independent learning opportunities, with departments looking at opportunities in schemes of work and then thematically tying the learning through the International Middle Years Curriculum (IMYC).

Office use only #slpo20143

Evidence Give a **summary** of the data you have collected to demonstrate progress and impact e.g. % improvement in exam results or subject take-up, data or some quotes from student /staff surveys, extracts from minutes of meetings, attendance at extracurricular events
NB Lengthy reports might be included as appendices where relevant.

- Student, staff and parent surveys/questionnaires through Survey Monkey (aggregate attitudinal statements/questions)
- Measuring the mean of progress of a randomized 2014 Year 7 cohort (using iPads) against a randomized 2013 Year 7 cohort (pre-Ipads)
- Digital Abbey traffic and engagement surveys
- Observations and learning walks monitoring staff and student engagement
- Use of Foldr and Digital Resources to set and collect work
- Training programme and schedule
- Attendance of staff at personalized CPD sessions and evaluations and feedback
- Engagement survey
- Accelerated Reader diagnostics
- Student Voice
- Curriculum redesign
- Staff research team focus and feedback

Office use only #slpe20143

2) Milestones for next year –2015

Please review your milestones for next year, and outline the intended outcomes and evidence that will be collected to support the findings. You can amend these or include new milestones if you wish. When reviewing these milestones you could perhaps consider ‘what do I need to do to increase the impact of my project?’ and ‘what do I need to do to enhance the evidence in my project?’

Milestones <i>Milestones for Jan 2015 - Jan 2016</i>	Outcomes <i>Please predict the intended outcomes</i>	Evidence <i>Please outline the evidence you will collect for this milestone</i>
Effectiveness of delivery of subjects through 1:1 devices	<i>iPads making a definable impact in engaging learning in all subject areas and developing resources across the academy.</i>	<i>(As above – though this should develop as to improve the research and investigation element of our assessment we are working as a RISE school – this should enhance the quality of the evidence collected as our expertise grows) Quality assurance evidence of use of iPads within learning</i>
Office use only #slpm51	Office use only: #slpo51	Office use only: #slpe51
Student learners and student leaders using devices to effectively develop their own learning.	Student leadership growing and becoming more visible as part of our wider learning experience and embedded within our offer of a world class education that prepares learners for their future	<i>(As above – though this should develop as to improve the research and investigation element of our assessment we are working as a RISE school – this should enhance the quality of the evidence collected as our expertise grows) Quality assurance evidence of use of iPads within learning</i>
Office use only #slpm52	Office use only: #slpo52	Office use only: #slpe52

MILESTONE 3		
Office use only #slpm53	Office use only: #slpo53	Office use only: #slpe53
MILESTONE 4		
Office use only #slpm54	Office use only: #slpo54	Office use only: #slpe54
MILESTONE 5		
Office use only #slpm55	Office use only: #slpo55	Office use only: #slpe55

3) Reflecting on the year – 2014

Please provide any further reflections on your project this year and any information that you feel will be useful for other schools to know.

Please type directly into this box, expanding it as necessary

The project has been a really powerful way of engaging with the impact and action planning for the development of our initiative. It has ensured a focus on measuring the impact but has also raised important questions and challenges to safeguard against complacency in acceptance of an initiative. It has really helped increase the rigour in our assessment and to ensure that each step of this process was planned and prepared for with reference to what the evidence was telling us.