



TOWNSEND

CHURCH OF ENGLAND SCHOOL

# Development at Townsend

- Lesson observations
- Child centered learning
- Chrome books in school
- Researched schools
- Ofsted

# Achievement for All



# Townsend as a flourishing school

A vision centered on dignity and respect enables flourishing children to learn and grow from each other.

Children are consistently well taught and empowered to pursue academic excellence.

## **School:**

- Financial
- Training
- Resources

## **Family:**

- Financial
- Opportunities
- Enthusiasm

Kristian Taylor

**academia**  
the technology group

# How can they change learning?

- iPads inspire curiosity and creativity in the classroom
- As we move deeper into the digital age it is more important than ever that students are empowered to use technology.
- It encourages students to take ownership of their own learning.

# Other Advantages

- Accessibility
- Collaboration
- Organisation
- Reduces the need for phones in the classroom
- Schools will use less paper

edulinkone



# What are we offering?

- Loan of iPad for use at home and at school
- iPad protective case
- A bundle of apps
- System management and support
- Safety and security

# What are we asking from parent/carers?

The annual cost of the programme will be £30 per term per student, £90 per year.

**There will be two options for payment for the year.**

- Pay the full **£90** (**£67.50** for Pupil Premium students) for the year on School Gateway.
- Pay termly in three installments of **£30** (**£22.50** for Pupil Premium students).

**Year 7 , 11 and sixth form students** will have the iPads released to them on **18<sup>th</sup> October 2024**. For your child to receive their iPad at this point the first payment is due by **4<sup>th</sup> October 2024**.

# Your personal circumstances

- This is a project for everyone.
- There will be special funds set aside to support Pupil Premium students
- Please contact us to arrange a meeting if you have unique circumstances you wish to discuss please email: [ipadpayments@townsend.herts.sch.uk](mailto:ipadpayments@townsend.herts.sch.uk)
- For technical support please email: [ipadsupport@townsend.herts.sch.uk](mailto:ipadsupport@townsend.herts.sch.uk)

# Townsend Teaching 5?

## The Townsend Teaching 5

Our Guiding Principles in Every Lesson (FACES)



### Feedback & Assessment

Including: Feedback methods e.g. questioning



### Autonomy

Including: Thinking hard strategies / Thinking hard for Memory / Independent learning / Oracy / Metacognition



### Curriculum

Including: A curriculum that is right for the students at Townsend Buzz or Focus / Integrating iPads



### Engagement

Including: Teacher modelling / Explanation / Pedagogical practice(s) / Active student learning / Climate for Learning / Integrating iPads



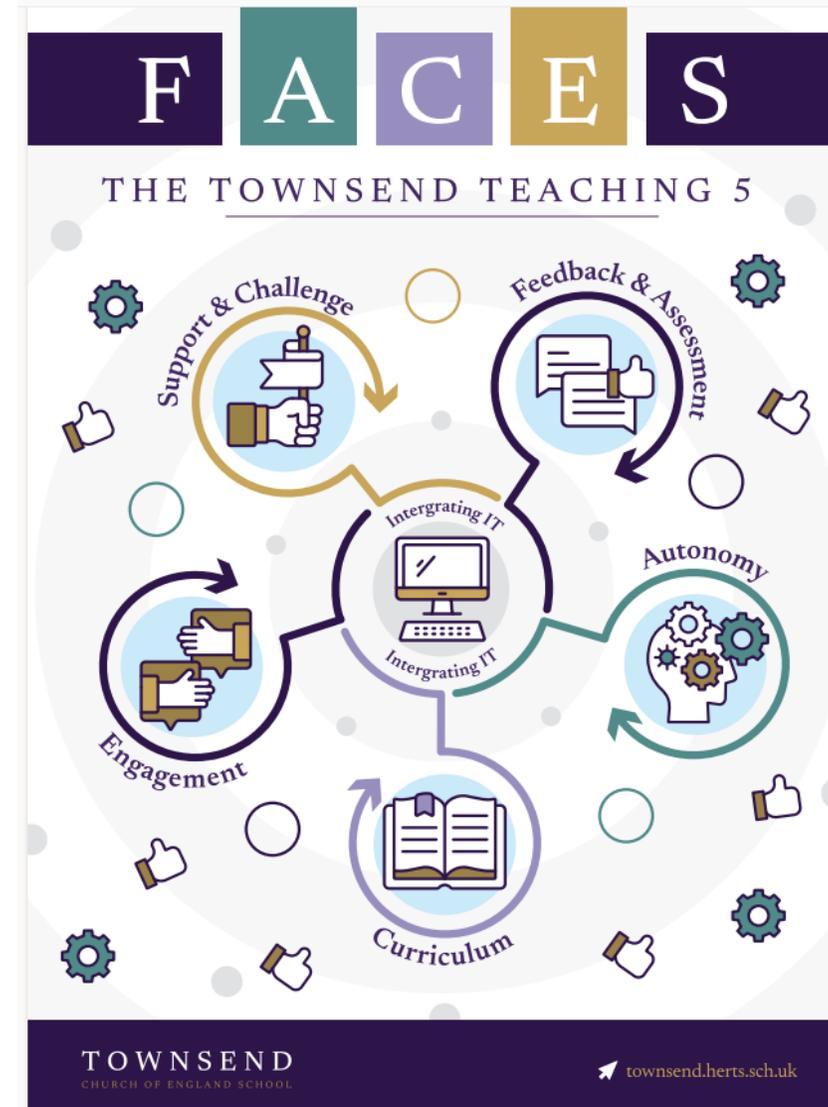
### Support & Challenge

Including: High expectations/ meeting the needs of all students/ Adaptation/ Closing the gap for PP students/ Literacy.

All enhanced by our increasing use of technology in the classroom

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[townsend.herts.sch.uk](http://townsend.herts.sch.uk)



TT5 – FACES	Immediate	Long term Goals
Feedback and Assessment	Using the iPads to support with 'Do Now Tasks' and memory recall – test retest	Moving assessments so they are centralised and bring in ways to reduce marking goals
Autonomy	Independent learners being responsible for their own iPads and the organisation of their work	Students able to engage in their own learning and seek support and challenge when they are ready.
Curriculum	Homework to be planned out with the aid of technology. Texts books to move online to save money and photocopying	Curriculum mapped out and accessible to all teacher and students. Cover lessons ready if needed. Students who are ill/isolation can access work immediately.
Engagement	Students engaged with iPads. Learn to use responsibly.	<ul style="list-style-type: none"> <li>- Development of IT skills, subject -</li> <li>Development of different apps for engagement in lessons</li> </ul>
Support and Challenge	SEND students to be supported with reader and colour screens etc. Challenged questions to be available on screen.	Development of resources, links, apps, programmes to stretch learners and give access to challenging activities and resources

# Support and Challenge

**Marion Buckland** Assistant Headteacher (Teaching and Learning)

Expertise: Literacy and Support



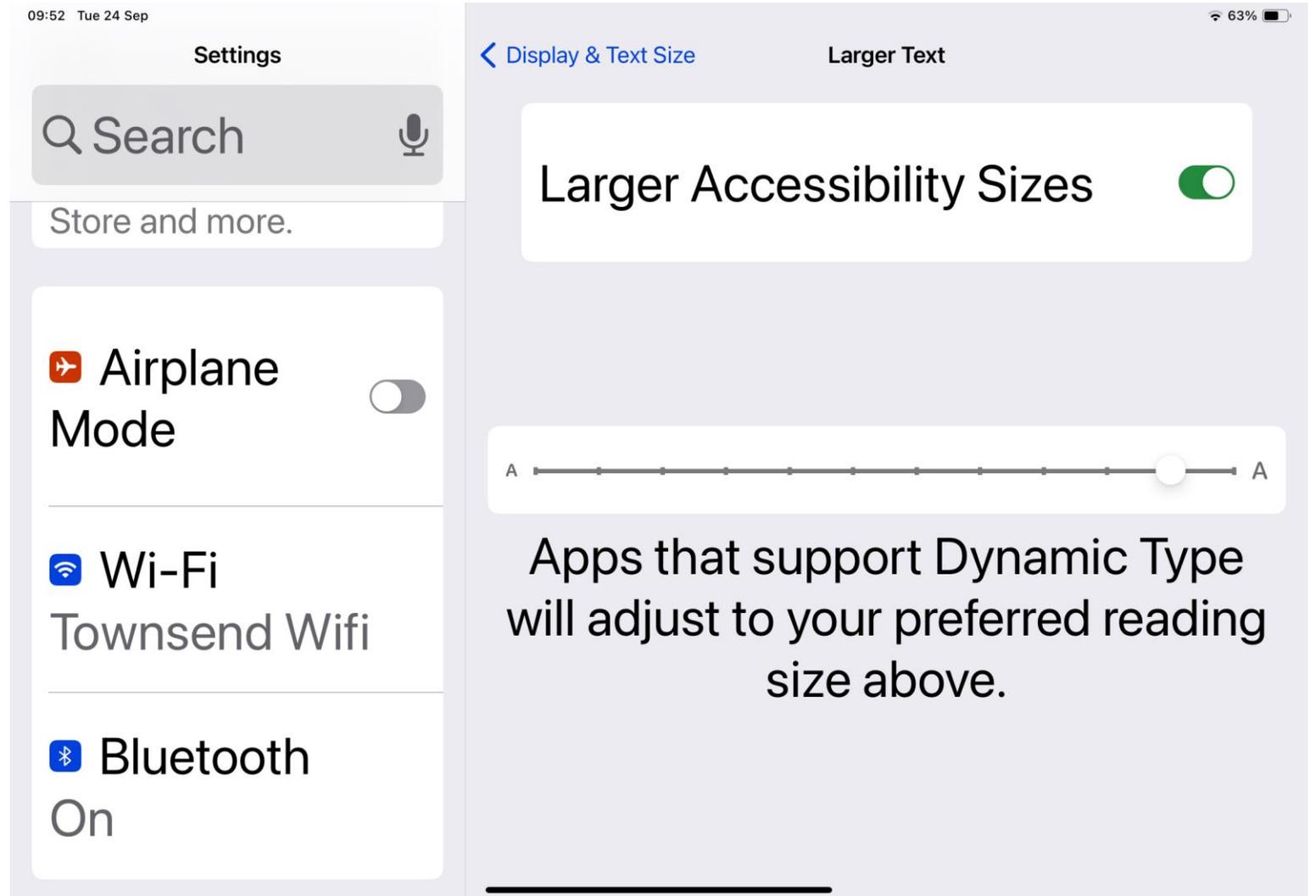
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# How iPads can support & challenge our learners and aid their literacy...

- I am speaking to you about how iPads will help to develop the **SUPPORT & CHALLENGE** element of the **Townsend Teaching 5**
- iPads will not replace **writing, reading or speaking...**
- iPads will offer a lot of **literacy support** to students, such as students with Dyslexia, vision impairment, processing issues or information retention
- iPads will provide opportunities for increasing the **challenge** in lessons, for example enabling a range of reading material and by making a number of resources instantly accessible, e.g. enabling the development of our supracurriculum



Screen  
colour filters,  
text size and  
inversion:



# Reader function to clarify complex backgrounds (e.g. articles online)

bbc.co.uk

## NEWS

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### Heavy rain set to bring floods and travel disruption



BBC WEATHER WATCHERS/STORMCHASERLIAM

Maidstone in Kent is one of the areas affected by heavy rain

Anna Lamche Matt Taylor

#### Top stories

- LIVE** Reeves says no return to austerity, after criticism for 'doom and gloom' message
- LIVE** Israel tells people in Lebanon to move from Hezbollah targets as 'extensive' strikes begin

Heavy rain set to bring floods and travel disruption

53 minutes ago

#### More to explore

BBC INDEPTH



THIS...

### Heavy rain set to bring floods and travel disruption

23 September 2024, 08:13 BST



BBC Weather Watchers/Storm Chaser Liam

TO THIS...

# Scan/Speak/Translate

distributions. Data from the Centre for Research on the Epidemiology of Disasters (CRED) and the International Red Cross shows that the number of disasters reveals a complex pattern when either viewed by world region or by level of development.

**How good are disaster statistics?**  
There is neither a universally agreed definition of a disaster nor a universally agreed numerical threshold for disaster designation. Reporting disaster impacts, especially deaths, is therefore controversial for a number of reasons:

- 1 It depends on whether direct (primary) deaths or indirect (secondary) deaths from subsequent hazards or associated diseases are counted.
- 2 Location is significant because local or regional events in remote places are often under-recorded.
- 3 Declaration of disaster deaths and casualties may be subject to political bias. The 2004 Asian tsunami was almost completely ignored in Myanmar but perhaps initially overcounted in parts of Thailand, where foreign tourists were killed, and this played down to protect the Thai tourist industry.
- 4 Statistics on major disasters are difficult to collect, particularly in remote rural areas of low human development countries (LHDC); for example, the earthquakes in Kashmir in 2005 and Haiti in 2010, or the Caracas landslides in 2003–04 in Venezuela.
- 5 Time-trend analysis (interpreting historical data to produce trends) is difficult. Much depends on the intervals selected and whether the means of data collection have remained constant. Trends (deaths, numbers affected, economic impacts) can be upset by a cluster of mega-disasters, as happened in the 2004 Asian tsunami or the 2011 Haiti earthquake, or even in the 2015 Kathmandu earthquake.

**Tectonic mega-disasters**  
Tectonic mega-disasters have several key characteristics:

- They are usually large-scale disasters on either a spatial scale or in terms of their economic and/or human impact.
- Because of their scale, they pose serious problems for effective management to minimise the impact of the disaster (both in the short and longer term).
- The scale of their impact may mean that communities, but usually governments as well, often require international support in the immediate aftermath as well as during longer-term recovery. This may be at a regional level (for example, the Asian tsunami of 2004) or globally (for example, Japan 2011). These events can affect more than one country either directly or indirectly.

Figure 3.4 illustrates how a large volcano, for example, can have significant impacts in both time and space.

Tectonic mega-events and disasters are often classified as high-impact, low-probability (HILP) events. So, one-off, high-profile crises such as the 2010 Haiti earthquake and the 2011 Japanese earthquake and tsunami were all mega-disasters requiring rapid responses at a global level.

**Figure 3.4** Diagrammatic representation of the likely range of impacts following a large VEI 6 (or above) eruption

3 Management of tectonic hazards and disasters 35

MB This means....  
Marion Buckland Friday 12:09

MB Definition MEGA DISASTER...  
Marion Buckland just now

BBC Weather Watchers/StormChaserLiam

Maidstone in Kent is one of the areas affected by heavy rain

Matt Taylor  
Lead Weather Presenter

**An amber weather warning has been issued by the Met Office. England and Wales are braced for heavy rain.**

The warning for rain is in place until 21:00 BST across parts of central and southern England and large parts of Wales, while yellow rain warnings are in place more widely across much of the country, the Met Office says.

Affected areas could experience flooding as more than a month's worth of rain is expected to fall on Monday, the Met Office says.

Rain warnings were in place over the weekend as summer officially ended on Sunday afternoon.

**Translate**

Detected as English (US) [more](#)

**The warning for rain is in place until 21:00 BST across parts of central and southern England and large parts of Wales, while yellow rain warnings are in place more widely across much of the country, the Met Office says.**

Chinese (Mandarin, Simplified) [more](#)

英格兰中部分地区的降雨警告一直持续到21:00 BST, 而英格兰其他地区大部分地区 and 威尔士大部分地区都发布了黄雨警告。

Copy Translation

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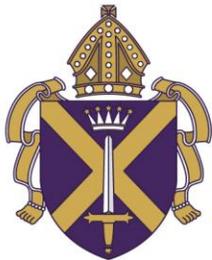
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Download Languages

# Feedback and Assessment

**Kerry McIntyre:** Lead Practitioner:

- Expertise: Technology in classroom
- Leading on staff engagement and iPads in the classroom – staff training



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# Feedback and Assessment

How can iPads support assessment and feedback?

1. Pupil Progress
2. Quality of Feedback
3. Responding to Feedback

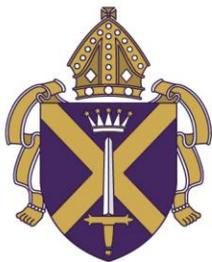


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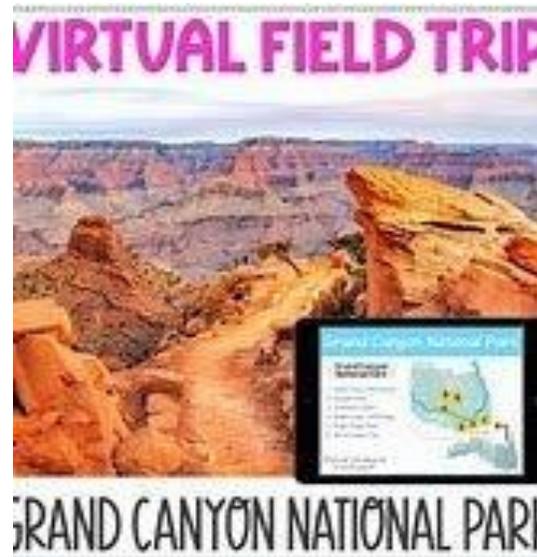
# Engagement

**Emma Scott: Lead Practitioner:**

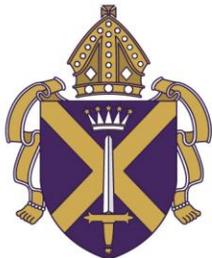
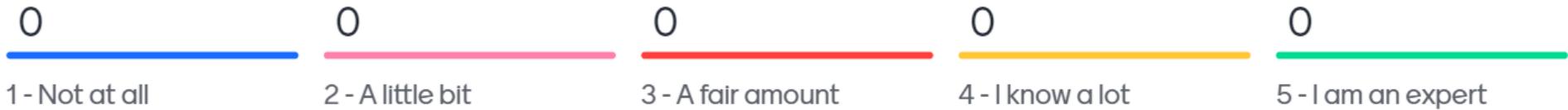
- Expertise: Technology in classroom
- Leading on student engagement – iPad Champions/ staff training



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# From 1 to 5, how confident are you with the sequence of events in Act 1 of An Inspector Calls?



# Engagement



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# Apple Classroom

- Allows teachers to monitor iPad usage by accessing a virtual classroom
- Teachers can take control of students iPads and send them directly to apps or webpages to enhance the learning experience
- Teachers can share and showcase pupils work easily via screen mirroring allowing for instant and effective feedback



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# Key Dates

	Information Evening	Release Date	First Payment Due
<b>Year 7</b>	24th September	18th October	4th October
<b>Year 8</b>	3rd December	10th January	20th December
<b>Year 9</b>	3rd December	17th January	7th January
<b>Year 10</b>	3rd December	24th January	10th January
<b>Year 11</b>	24th September	18th October	4th October
<b>Sixth Form</b>	24th September	18th October	4th October

# Optional Extras

Stylus (**optional**):



They range in price from £8 to £150. We would not recommend buying an expensive one.

Headphones:

They may use their own bluetooth headphones they already have or wired (USB C) ones compatible with the iPad are about £9



# Optional Extras - links

**Stylus** – [Click Here](#)

**Headphones** – [Click Here](#)

# Frequently Asked Questions

What happens if they are broken?



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# Frequently Asked Questions

What happens if they are lost?



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# Frequently Asked Questions

How will they be identified?



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# Frequently Asked Questions

Do they get to keep it?



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# Frequently Asked Questions

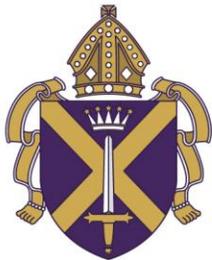
Will students spend all day staring at a computer screen?



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# Frequently Asked Questions

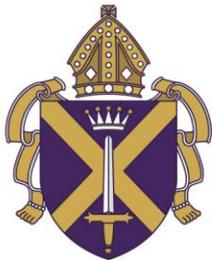
Can they use them to write essays?



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# Frequently Asked Questions

What if I already own an iPad?



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# Next Steps

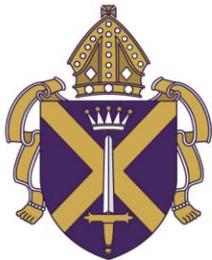
- **We will send a letter home this week**
- **Year 7 , 11 and sixth form students** will have the iPads released to them on **18<sup>th</sup> October 2024**. For your child to receive their iPad at this point the first payment is due by **4<sup>th</sup> October 2024**. Via School Gateway
- Document needs to be signed and completed on school gateway where payments can also be made.



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# Frequently Asked Questions

After the presentation, please feel free to ask anymore question to the team.



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