Chromebooks

We are very lucky to be in our third year of a Chromebook rollout programme, where each student will have 1:1 access to a device. Current research suggests that effectively using this technology can lead to an improvement in progress and feedback. Having access to this 1:1 technology has allowed each department to provide a way to independently support and challenge students, as well as use them creatively to further the progress of all students. Chromebooks allow our students to access a range of online learning resources to support their learning both in the classroom and at home. Our Homework Policy is heavily focussed on using these resources at home.

Listed below is a short summary from our core subjects of how they use Blended Learning in their departments, as well as an example policy.

English:
Within English, Chromebooks are used for research (social, historical and political) of the varied texts we study. They are also used for etymological studies and to consolidate their knowledge of accurate grammar and punctuation.

Science:
In Science lessons, we use 'Blended Learning' to engage students in practising and deepening their learning. Students are given specific tasks that involve watching YouTube videos or Science Podcasts, using BBC Bitesize or Seneca Learning to complete quizzes, preparing their own presentations and, most importantly, using Google Forms to complete in-lesson short-assessments to check for understanding and identify any gaps.

Maths:
In Maths lessons, students will use a Chromebook as a mechanism to challenge and deepen understanding of topics and enhance mathematical fluency. It may also be used as a way of supporting students with any misconceptions.

In a lesson, all students will have quality teacher modelling of questions and concepts, articulated in their books. Following this, a teacher may use a range of resources, such as DESMOS, Dr Frost, Corbett Maths, Seneca Learning and YouTube to enhance learning. The use of technology will not be a replacement for the teacher. As part of our strategy to develop deeper understanding, students will need to conduct research tasks, flipped learning activities or homework set by the individual teacher.

We offer a balanced approach of both real-time and independent learning, which enables teachers to focus on developing each individual student. This ensures that all students have the chance to reach their full potential. We have also implemented research from the Educational Endowment Foundation as a basis for our approach to remote learning.

The EEF found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching:

- ensuring students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling students to receive feedback on how to progress