So because we are a learning school, our teachers have all done a research project, and over the last two years, those research projects have all had an aspect of it in there. And with that, they have shown us how they've used tech in their classes to support the learning of children. And we've seen children on videos who are able to explain things that we don't get to see in books.

Now, the way we measure the impact is through quality first teaching, it has had a great impact on our students. We see that the students, for example, our sand students are able to access the learning.

We've seen children in science lessons who are on the SEND spectrum, who are able to talk about science experiments in a way that we would never have seen before. And QR code that. So we can actually assess that child's ability in science, not their ability in writing down a science experiment. We've seen our children's times tables improve with times tables Rockstar and that's really important as well, because our year fours will be doing a multiplication test online. We've seen our children's writing in year three improve when we have used computers to support the writing process and the editing process on that as well.

So we use the Chromebooks to change the writing process around. So instead of them writing their stories out and then publishing using a computer, we would use the Chromebooks to write their stories out and then publish using a pencil. So we were changing the way in which writing was taught. And the impact that had was great for our sand students because they were able to actually see what they were writing, they were able to see the spelling, they were able to see the grammar that they were using.

They were able to have access and access a whole new dynamic to their writing as well. And it had a greater impact with the amount of writing as well. So that's just one way we've seen the impact.

We've seen children use computers to support their knowledge in how to do a maths problem where they go and watch a video because they didn't know how to do it before. So I think what we also do is we speak to the children and our children love using computers. So yesterday I was speaking to a young man and he was talking about going on a trip to a museum. And I said 'that's so exciting that you're going back to go and do trips. And he said, yes, but we can use the computer to see it as well'.

And I think that is the aspect that actually, if I can't go out and do things, I can use a computer just as quickly to learn about what is out there. So I think we've seen children learn more access, more knowledge. They've widened the resource base that they've got. And so although we haven't seen a huge increase in data in the way of where they are coming. At the end of the assessments, what we have seen is children more proficient in using it across. We've seen children who are able to explain things that we would probably not have known that they were able to do in their writing.

We've seen children who have learnt new aspects of things based on the fact that they've gone out and learnt themselves. So what we are seeing is more independence and that independence has come through their ability to resource their own learning on a day to day basis. So I think the impact has been

that children are now more proficient in using it to learn, and that has widened their repertoire of what they can do, their knowledge base, their skill base, and also the joy of learning.

Another way is with Oracy has been a real drive for our school. I'm using Flipgrid has been a real success to do Oracy assemblies in a different way. So instead of the students just standing up and talking during the Oracy assembly, they've been recorded and then they're able to like each other's work, they are able to comment on each other's. Oracy. Feedback and Oracy answers as well. We've just seen a great impact with students confidence in the classroom.