

The goal for most schools is one to one, and I certainly see the benefit for one to one environment. We'll often pull all of our resources together, so every child will have a device in a specific session. But we're actually a school that has a one to two ratio, and that's been a deliberate decision. It allows some of our key learning behaviours that underpin everything we do answer to continue. So one of those key learning behaviours is collaboration, and the ratio gives us the opportunity to encourage that we use talk partners and all four lots.

We have ways that we bring creative ideas together, and because the curriculum is often built so that we capture learning through film, such as in science experiments or video reporting or diving into green screen history projects, it's part of a collaborative approach, and so we work together. We create together. We learn together, and having that ratio of devices works for us, particularly with some of the language needs that we have in the school and special educational needs that we have in the school over time. It may be that this evolves we've certainly seen over the last twelve months the benefits of having one child with one device that can seamlessly transition to home learning and back to school again.

But while we're in a situation where our learning behaviours really underpin everything, that ability to collaborate, to think together, to plan together, to work together, to create together is really important.

So in our schools in year three to six, we are one to one devices, and that's very much because we were really fortunate to be able to procure quite a few from the Department of Education during lockdown for us when our children went one to one, all of our children will be on Google Classroom. All of their learning will be delivered through Google Classroom for their lessons. And it then meant that in terms of when a teacher designed a lesson, more scaffolds and models are provided digitally, it actually saves money on paper, because if a child got a device, they can view their math questions on there instead of having to print out a worksheet.

And in our classes that aren't one to one, the devices are more used for children to create their own content.

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Lots of filming and presentations are still made. But in terms of having that one to one device, meaning that all of my learning is delivered through this device and shared with me, it makes it more effective in that way. But there are times in our one to one classes. If the children are working on a project together, they'll share an iPad between two, three or four of them because they'll be filming and creating something. But then if they have to hand it in on their own device and they're able to share that completely project with one another and then hand it in on their own device as well, also for devices going home in terms of homework being delivered on.

For us, it's Google Classroom and then the quizzes that they do on. There are all self marked so for teachers to be able to track and Mark homework. It's amazing because it's marked for them and then they can just keep an eye on the progress of learners through this producer created children.

Having their own devices can make workflow much smoother. Organisation of files less complex management of devices are certainly much simpler, and you can do all of the talk partners and supporting children with one to one devices. But for us, the deliberate ratio choice of having one device for two children means it really does help us with some of our speech and language development in a much more accelerated way because it's built into the culture of the classrooms that we're going going to talk to each other, that we're going to learn together and that we're going to create together.