For me, the effective use of digital technology should be driven by the learning and the teaching goals rather than the specific technology. So where we have iPad because it links with our vision, it isn't about finding apps that solve a problem. It's about embedding iPad into the workflow for teachers and the workflow for learners as well. So the iPad doesn't become an end in itself. And as a school, you have to be really clear about how any new technology will improve teaching and learning interactions.

At Anson Primary School, we utilise iPad for teacher workflow because it gives teachers a great way to showcase learning, to demonstrate, to capture learning, to assess work really quickly, and it helps them become more efficient and reduce workload. And for the learner, it gives them the tools to showcase their ideas so they can explain their thinking. They can create work for an audience really easily. For example, in science, we can use camera and slow motion to study moments of change or impact or explosion.

In maths, we can use videos to capture shapes around us in the school.

In history, we can go back in time using green screen and in geography we can utilise maps and satellites to study Rivers or landmarks, coastal erosion.

And then we have the tools that give pupils a voice so we can publish newspaper reports in pages. We can create app prototypes in keynote, and we can even create our own soundtracks for poetry that we've written in an English lesson using GarageBand pupil's motivation for us doesn't always mean that technology immediately translates it into more motivated children.

But if you get the effective learning going, the embedded use of the devices tends to make for a more engaging curriculum and helps us to engage our children and achieve the vision.

So for us, the power of the iPad has to be that it's instant, it's intuitive and it's in the classroom where the children are. In the days of technology suites, they don't provide you with the ability to pick up a device and share your learning or explain your thinking immediately. And it's the immediacy and the intuitive nature of iPad that gives it the edge in the classroom. When we work with people that are implementing technology at the very early stages, we get them to look at their core teaching practise.

What do they do as a teacher in the classroom?

Traditionally, that actually could be much better workflow if it was used using technology. When we started out, we started very small. We started with four teachers, literally in year five and six. We gave them an iPad and we worked together as a team to work out how this could be an effective learning tool. What is it that it could bring to our teaching that would enhance it, engage the children more, but also give them the voice and the audience that we were looking for in their work, allowing them ways to explain their work in different ways.

Often, teaching and learning gets very narrow. You have a teacher that stands at the front of the classroom and goes through a task, and then the children go off and they do what they've just been shown. But what we want to do is to make learning more open, more investigative. We want children to really delve into projects or ideas and explore learning for themselves without this fixed end goal. So for us, it's about thinking.

How can technology help us with that? We've got a lesson that we would traditionally do on paper and pencil. But actually, how can we be more creative with that? How could we utilise an app to do something differently, not just as a substitution, but actually of taking it a little bit deeper, a little bit further, the children having more of an impact on it.