



Device ratios – what difference does it make?

Our journey at Heronsgate with devices is that we started off with a small set in a couple of classes, but we always found that the device wanted to be one for every child. So even if you had a couple in a class, the teachers would club them together so that every child has an iPad. So we ended up having class sets across the school and you'd, every year buy a few more sets so that they could be used more often. But we found you just keep hitting up against the admin problem of where are the iPads? Are they charged? Who's got them at the moment? Can I get them next? And actually, every child's got a device. All of those problems disappear because 'Where's the iPad?Well, it's in the cupboard because that's where you left it' and it's available for this child all day, every day and you can just pick it up and carry on with what you are doing.

But I think it really opens up the possibility of what you can do with technology. So rather than being we're doing an iPad lesson because we booked the iPads and we've got to use it for the whole lesson. It's just a resource that's available, and you can use it for a small part of the lesson or the whole lesson, it doesn't matter because it's always going to be there. And that, I think, has made a real difference. And it also means that you can slot in the use of technology in those idle moments. Oh you've got ten minutes before play, just get out of digital book, start reading or practise your times tables or carry on working on that project. But because the device is always there, you can make use of it in really powerful learning moments, throughout the day.