FALKNER HOUSE GUIDE TO TECHNOLOGY

Technology is an integral part of our lives and will, undoubtedly, be a huge part of the lives of the next generation in ways that we can't yet imagine. At Falkner House we aim to develop independent learning and problem solving skills, preparing pupils for this ever-adapting technological world.

All children follow the computing syllabus using MacBooks. In Years 4, 5 and 6 parents are asked to purchase through the school an iPad for use in the classroom and at home. The curriculum for these years is tailored for the iPads as are many of the school resources for Year 4 and the majority of resources for Years 5 and 6. Further information about the iPad programme is at the end of this document.

Children are not allowed to bring mobile phones or other electronic devices to school other than their school iPad. They are not allowed to use their school iPad for anything other than school prescribed educational purposes. Children's use of the iPads outside of school is discussed with parents and internet use restricted (for further information please see the Falkner House Internet Policy and the Pupil Internet Code of Conduct). Use of the internet at school is strictly controlled and monitored.

Technology outside school
We are aware that many children at Falkner House are now increasingly using personal devices (phones/iPads etc.) outside of school, often unsupervised and unregulated. We are very concerned about the implications of this for their wellbeing.

We believe passionately that whilst children are young we should use the very limited window of time that we have, to influence how they use technology. Although our stance may be deemed old fashioned, current research, advice from professionals and the feedback we are receiving from secondary schools convinces us to believe that this is the way forward.

Our key points are that:
- No child under 11 should have their own personal device that can connect to the internet.
- Children should not have free access to their parent's devices.
- If they are using your device, children under 11 should be closely supervised when accessing the internet.
- As adults, we should be aware that children mirror our behaviour. The importance of modelling good "tech etiquette" (e.g. no phones at a meal) cannot be underestimated.
- No screens should be allowed in a child's bedroom (apart from a Kindle with the correct ambient lighting and parental controls for a Kindle Fire).
- Discussing e-safety topics, such as cyberbullying, the dangers of sharing images, and the addictive quality of gaining 'likes', is extremely important.
- Excessive 'entertainment' screen time (watching TV, gaming, social media) can be addictive, especially for young children and teenagers, therefore setting time limits on these can be hugely beneficial.
- The rules you impose now will help your children to develop a healthy attitude towards technology when they become teenagers.

Setting Boundaries
When children are young, it is essential to devise a series of rules for technology. Putting these boundaries in place at an early age is hugely important otherwise parents will not be able to exercise a level of control over how their children use devices when they are older. If parents adopt the same rules it is far more

likely their children will follow. Adults have to lead from the front; we are all aware that most of us spend too much time on our devices and if children see their parents glued to their phones or devices they will, inevitably wish to copy.

When asked at school, children suggested family tech etiquette rules which included:

- Adults should not look at their phones when talking to their children.
- No use of a phone at meal times.
- Adults should not have their phones/devices with them constantly.

We are very proud to have developed the use of technology within school and for homework to a very high level. We believe that Falkner House will teach your child what he or she needs to know about technology. Parents should thus be able to "leave the tech to us" without disadvantaging their child. Clearly, if for example, a child develops a passion for coding or loves researching a topic, then, like any other passion of value, this should be supported at school and at home. We would, however, encourage parents to have a very, very careful view as to the value of tech at home. In our view, and the view of the professional advice we have been given, any unsupervised access to the internet at this stage can be hugely damaging in many ways and can encourage bad habits later on.

We believe that primary school children gain NO benefit from gaming or using social media, messaging or emailing each other. **Falkner House does not allow pupils to use social media or to message each other at home or at school.** Such forms of communication at such a young age can go wrong very quickly, and it is almost impossible to supervise effectively a child's personal social media account or messaging account.

The rise in the production of immersive gaming is a key concern for us. As recent research has indicated, gaming is highly addictive and can also be damaging in more subtle ways. When gaming, children are exposed to high adrenaline levels and constant stimulation, which can make it hard for them to find enjoyment and fulfillment in everyday tasks and can especially affect their ability to focus and concentrate at school. As exciting as our lessons are they cannot compete with virtual worlds and adventures. The content of popular games is also of concern for us. Many games contain violence and inappropriate language that children will naturally start to mirror in their own life. Storylines and scenarios begin to creep into their English writing, having a negative impact on their work.

We do understand that gaming is hugely popular and that, realistically we cannot expect parents to ban it completely. However, we would recommend following the suggestions below:

- Ensure all relevant restrictions are in place;
- Set a strict time limit, you can set time limits on the devices themselves so that they stop after a certain amount of time;
- Only allow your child to play age appropriate games; and
- Where possible choose games that are multiplayer and more physical i.e. require you to 'play' tennis, dance etc. If you can play games like this as a group or family then it helps removes the isolation that can occur with gaming addictions.

We do suggest that as your child prepares to leave Falkner House, it is important to discuss together how or indeed if, you will allow your child to game or to use social media at secondary school and to talk about the potential pitfalls. This allows you to discuss the importance of how they should comment or

post, without exposing them to the potentially hurtful and upsetting comments or arguments that WILL arise if children of this age have access to social media. It also allows parents to introduce children to the dangers of becoming overly concerned about the number of 'likes' their posts gain and the truth about air brushed unreality. This is the only opportunity that parents will have to influence how their child understands the world of social media. If children grow up believing that this type of social media is 'important' and defines them, it can only fuel natural insecurities. Understanding that real interactions and experiences are far more valuable is something that they can only learn from you and your attitude towards social media. In Years 4 - 6 there is a whole unit of the IT curriculum dedicated to gaming and social media, however, your approach and attitude will be what influences your child the most.

Clearly there are moments when devices are a godsend; watching a film on a rainy afternoon or while on a long plane journey, researching topics for homework, but all of these can, and should be, monitored.

We thus have a strong dual view: we believe passionately in the positive value of technology used in an educational context but we are also convinced that too much exposure to the wrong things can have a negative effect on a child's development. If your child is pestering you for their own phone, you are welcome to use the line, 'Falkner House does not allow it.'

E-Safety
E- Safety is discussed in computing lessons from Reception up but, clearly this should also be reinforced at home. Despite our recommendations above, you may allow your child some access to a device or they may gain access without your knowledge. At this point they are automatically and unavoidably vulnerable. Just as you would discuss dangerous or difficult everyday scenarios with your child, like crossing the road or playground bullying, it's important to include internet safety and etiquette. Whilst these topics are taught at school, as they are not going online socially at school it is essential that there is further discussion at home because this is the environment where it will be used in the future. By beginning the dialogue when your children are young, the door is open for them to be able to admit later on (to parents or teachers) to mistakes and errors made by themselves and others. Areas to consider discussing are:

- Cyberbullying
- Grooming - if someone happens to be talking to your child online what are the things that they should watch out for, should they talk to people online if they don't know them?
- Inappropriate websites - what should they do if they come across something that makes them feel uncomfortable? Why should they avoid particular websites?
- Internet porn – it is said that 90% of boys under 9 have already seen internet pornography.
- Losing control over pictures and video - why might they want to think twice about the photographs they post of themselves online?
- Gaming and its addictive nature.
- Viruses, hacking and security - it's very easy to give away personal information on the internet so the importance of not revealing anything should always be stressed.
- The tempting dangers of pop-up windows, questionnaires, free giveaways and contests.
- The addictive nature of technology and why it is good for all of us to 'disconnect'.

Finally we would strongly recommend that children should never use screens in their bedroom. All devices should be left charging in a communal space by a given time of day. Children should have time to just think, talk to you, play, read and never be left unsupervised with a device.

Restrictions

What are device restrictions?

Restrictions are limits that can be imposed on devices in order to manage the content that is consumed on them and to help influence healthy digital lifestyle choices. It's important to remember that restrictions are not a replacement for parenting. No method of restriction is perfect. Adhering to best practices, like not allowing devices in bedrooms, supervising internet use and regular audits are all part of a balanced approach to keeping children safe online.

Why do I need to put restrictions in place?

- to prevent children from actively seeking material that is not appropriate
- to prevent children from accidentally stumbling across material that is not appropriate
- to help enforce good technology decision making skills thus avoiding digital dependence

There are two places to restrict content

On the device:

Use parental controls on an iPhone, iPad, and iPod touch
https://support.apple.com/en-gb/HT201304

Setting time limits on apps (iPhone, iPad and iPod touch)
https://9to5mac.com/2018/10/16/time-limit-app-limit-iphone-ipad/

Setting restrictions on games consoles
https://www.esrb.org/about/settingcontrols.aspx

At a network level:

Circle with Disney
https://meetcircle.com/

KoalaSafe
http://koalasafe.com/

Tp-Link
https://www.tp-link.com/uk/home-networking/deco/

At a mobile level:

Circle with Disney
https://meetcircle.com/

iPad programme
At Falkner House we aim to develop independent learning and problem solving skills, preparing pupils for an ever-changing technological world. When pupils enter Year 4 parents are asked to buy a school iPad Pro and Apple Pencil which will be used at Falkner House until the end of Year 6.

Benefits for teachers:
- During lessons, teachers use a number of resources, on worksheets, within their interactive notebook presentations and teach pupils a number of different learning methods, techniques and skills. We have spent a number of years collating all this information into personalised iBook textbooks which further the learning and show the way in which the topic has been taught. These iBooks are released to the children throughout the year. If a pupil is absent from a lesson they can easily catch up by reviewing these books.
- In a typical lesson, basic tasks can waste time: handing out and collecting in exercise books, handing out worksheets, cutting and sticking work into books, replacing glue sticks that run out, ink pens that spill or run out of ink and dealing with the inevitable problems of not enough coloured pencils, pencils that need to be sharpened, the lack of a sharpener, the loss of an eraser! Using the iPads is a huge time saver: work is instantly handed out, worksheets don't have to be stuck in and stationery, or lack of, is no longer an issue. Teachers are thus gaining precious quality teaching time.
- Although teachers take the utmost care with pupil work, occasionally work on loose sheets of paper can get misplaced, exercise books can be lost or have liquid spilt on them. Having all the exercise books on the iPads makes it much easier to access and mark pupil work.
- Because written work is completed on the iPad, teachers can use an app which allows them to view all the class iPads at the same time and see pupil work in real time. This means that teachers can instantly see if pupils are not completing a piece of work correctly or if they are producing work of excellence. Work can then instantly be mirrored onto the board to model for the pupils.

Benefits for pupils
- Do not have to carry around a bag full of heavy exercise and text books.
- Homework is posted so that pupils are never unsure what work has been set.
- Pupils have everything they need in one place. Worksheets, extracts from books etc. are easily stored on the iPad and can be accessed at any time and kept for revision purposes.
- If a pupil is absent they will still receive homework notifications and so can catch up at home if appropriate. They are also able to read through the relevant iBook textbook for any lessons they may have missed.
- Work is backed up so can never be lost.

- The iBooks allow pupils to revisit topics, explore them in more depth if they are interested and provide all the relevant research so that pupils do not need to waste time searching for information before beginning homework.
- Problem solving skills, folder organisation and a general understanding of technology is developed.
- Pupils have the ability to zoom in to worksheets or text for easier reading.

Benefits for parents
- The iPad provides a link between the school and home allowing parents to have instant access to pupil exercise books at all time.
- Parents can see clear homework instructions so that they understand what their children are being asked to do.
- The iBook textbooks enable parents to see how a teacher teaches, for example, there is a step by step guide for every maths problem. Pupils can also show parents what has been learnt in a particular lesson.
- Parents have access to all tests, model answers and worksheets used during the lesson.

Method
- The app Showbie is used to distribute resources. Within the subject folders are all the resources for that subject as well as any homework posts.
- The app GoodNotes is used to create exercise books, which kept in the relevant subject categories.
- Split screen can be used to view information in two different apps at the same time. This is accessed by dragging a finger from one side of the screen until a line appears and adjusted as needed.
- Google Drive is used to store pupil work and allows pupil work to be accessed by staff members.

Screen time
Can be broken down into 'entertainment' and 'working' screen time.
- 'Entertainment' includes watching videos, playing games or using apps where media is being consumed. This creates significant changes in brain chemistry, most notably, in the release of dopamine. 'Dopamine' is produced when we see something that is interesting or new, but also has a second function. Dopamine is also the neurochemical involved in most addictions – it's the reward chemical. It's use should be thus be strictly limited as too much can result in children not getting enough exercise, losing the ability to concentrate and, when consumed close to bedtime, the brain being so overstimulated that children find it hard to sleep.
- 'Working' screen time includes, typing, writing or reading on the iPad. As long as the lighting is correct, these activities are the same (in terms of focus, eye strain and brain activity) as reading a hard copy of a book, or writing in an exercise book. The majority of screen use for our pupils is 'working' screen time.

Light
- Blue light. iPads, LED lights and most electronic devices produce blue light similar to sunlight. These blue wavelengths are beneficial during daylight hours boosting attention, reaction times and mood. Blue light is 'bad' before going to sleep. If exposed to blue light in the evening one is tricked into thinking that it is daytime; getting to sleep becomes more difficult.

FAQs

- **Will all work be completed on the iPad?**
  Where pupil's previously used exercise books, these exercise books are now on the iPad.

- **Is writing on the iPad different to writing on a piece of paper?**
  Much testing has shown us that the experience of writing on paper is accurately replicated on the iPad and Apple Pencil. Pupils are able to rest their hands on the iPad while writing and can even put a ruler on the screen to draw a line. We have a few rules when writing with the Apple Pencil – pupils are not allowed to use the eraser function as we feel they need to learn to cross out work and carry on working, they are also asked (in English in particular) to use the iPad in portrait mode so that the paper size is accurately represented.

- **Will my child do any work with a normal pen?**
  Pupils will still complete some work with normal stationery, in art, when completing exam work or if a teacher feels work needs to be completed on paper. By Year 5 pupils have developed the fine motor skills needed to write neatly with a pen or pencil, to underline with a ruler and to take stationary in and out of a pencil case. If, at any time a teacher feels that a pupil is writing any differently to how they would write on paper, they are asked to write on paper and scan it in instead.

- **What happens if the iPad runs out of battery?**
  Pupils are asked to plug their iPad in every night and the battery lasts all day. If the battery was not charged for any reason there are charging cables in the classroom.

- **What happens if the Apple Pencil runs out of battery?**
  The Apple Pencil charges very quickly and pupils can see how much charge it has. Pupils are encouraged to plug them into their iPads during break time. If they run out during a lesson or when completing homework they continue on paper and scan it in.

- **How will my child have their exercise book and textbook page open at the same time?**
  Pupils can use split screen to view two apps at once. If this does not work for them they can have the textbook or worksheet open on the iPad and write on paper and then scan it in

- **How can parents monitor homework?**
  In Showbie parents can view all pupil assignments and the date they are due. Assignments will often have attachments showing the work to be completed. Some parents like to sit down with their child and go through homework. If you find want to look at a particular worksheet while they work in their book, you could ask your child to complete the work on paper so that you can view the sheet on the iPad. Alternatively, parents can airdrop any relevant documents to their device or print them out.

- **How to print documents from the iPad?**
  Any documents can be printed from the iPad using a wireless printer. Alternatively, documents can be airdropped to another device or accessed through your child's Google Drive account.

- **I'm worried about my child's eyesight**
  Too much close up work, whether it is writing in an exercise book, drawing, and reading a book can lead to eye strain. At school, pupils are encouraged to look up after every 20 minutes and focus on something in the distance for a few seconds. Frequent breaks will lessen the chance of eye strain. It is very important when completing close up work, be it on the iPad or any other type of close up work, to ensure that the ambient lighting is correct. It is important that whenever close up work is being completed the room is well lit and, when using iPads, the ambient light should not be significantly brighter or dimmer than the screen light. Glare from sunlight on a screen means that an iPad should be turned away from the sun.

- **I'm worried about posture**
  When pupils work at school they spend a significant portion of the time writing in an exercise book. This causes pupils to lean over and can cause shoulder or back pain. Whenever pupils are in a classroom they are encouraged to sit properly at their desk, no crossed legs, backs straight, arms in their laps or on the desk. After sitting for any significant period of time at home or school pupils should stand up and stretch. When working on the iPad, it should, where possible be put on the table or on a stand rather than held.

- **Not all 11+ exams will be written on an iPad, how will my child be prepared for these?**
  Any tests, comprehensions, English creative tests, science tests etc. will all be completed on paper exactly as they will be taken in the 11+ exams. They will be scanned into the relevant book when completed so that parents have access to all tests taken.

- **My child says their hand hurts after writing an exam with a normal pencil**
  When pupils enter Year 5 & 6 they will be writing more practice exam papers. Writing at intensity for a long period of time has always caused hands to ache – thankfully a few minutes rest and it is back to normal!

- **Why isn't there a complete textbook?**
  Before iPads were introduced, one of the problems staff faced was pupils reading ahead through textbooks or parents trying to be helpful and teach ahead. Having electronic copies of the textbooks allows distribution of the relevant chapter at the relevant time.

- **Can parents see their child's exercise book without using their iPad?**
  Parents can download the Google Drive app or log in via the web browser and you can sign in with your child's details (all pupils know their username and password). There is a shared folder with your child's name where you can view the exercise books. This folder is used to back up your child's work from the iPad and also links to the staff computers. Parents should only view documents and not make any changes to the folder itself.

- **The iBook textbooks are full of information, are pupils expected to know all of this?**
  The iBooks are there as a resource and to extend pupils who want to know more. They demonstrate how a teacher explains a topic to a class. The maths textbooks contain Keynote presentations with worked examples of every maths problem so that if your child needs help with homework, you can use these to help teach them in the method they have learnt in class.

- **What happens if the iPad is damaged?**
  Any damage occurring on the school site will be covered by the school insurance. Damage caused at home would need to be covered under your home insurance.

- **Can my child use an existing family iPad / buy a second hand iPad?**
  We understand that buying a new machine for over £1000 is annoying when one can purchase second hand for much less. However, we do have strong reasons for asking parents to purchase a new device. The Falkner House iPad programme is phenomenal its' success is due to many factors – principally, of course, how they are used by the Falkner House teachers but a key factor is that all the tech for all of the children works properly 99.9% of the time. This means that the teachers spend minimal time resolving tech issues and the maximum time teaching. New machines are inevitably more reliable than second hand and, by the time children leave Year 6, their device will already have been heavily used over the three years. We purchase all the school iPads through our suppliers (the school itself gets no financial benefit). They are educational iPads that come enrolled on our device enrolment programme. These iPads also have a 3 year warranty which is incredibly useful. One of the reasons why our iPad scheme has been so successful is that we are able to ensure that all pupils have the same type of iPad, with the same software, same set up etc. which makes the classroom experience the best it can be for the girls and teachers alike.