iPads for learning at HGS
Frequently asked Questions, Version 3, 24 September 2012

The following document has been built up slowly over the last year in response to the many issues that have been raised with regard to the iPad scheme, it is designed to try and answer questions as clearly and simply as possible. Please feel free to contact the school directly if you have any further concerns.

As an outstanding comprehensive school, Harrogate Grammar School strives to provide the highest possible standard of education for all our students. We are preparing our students for a world where digital technology is transforming social and work life at an ever increasing pace.
Technology has transformed almost every aspect of life from how people work in offices to how entertainment is consumed at home, yet to date this explosion of innovation has somehow bypassed education. However, technology has now reached a point where it is so easy to use that it can start to be effectively applied in mainstream education without the technical difficulties encountered in the past.

We hope to introduce a scheme which will ensure that every student has a personal iPad 2 that they use both in school and at home to support their learning.

The objectives:
1. **We will use IT to enhance learning**
2. **We will have fast, instant access everywhere**
3. **All students will have equal access to resources**

Why?

a) Why change the current way we work?:

There are many answers for this and they include the following:

Improve the Quality of Teaching & Learning:

The most effective lessons are those where students receive highly personalised feedback and where the level of challenge is high for all students, so that they are self-motivated and develop as independent learners. The content must be engaging and any processing of information must be at a deep level. Used effectively the iPad provides the teacher with a greater set of tools at their disposal to facilitate outstanding lessons. The device in itself will not turn a poor lesson into a good one, nor does it in any way replace the professional judgement of the teacher to determine how best to support their students.

However, if you ask teachers what would make the biggest difference to student progress they will say that it is the student's self-motivation, engagement and independent learning skills that will have the biggest impact on their success. A personal device such as the iPad offers new opportunities to motivate and engage students of all abilities. It empowers the student to take control of their learning and to work in a more individualised way. Additionally the opportunity to work collaboratively with other students both within school and beyond has the potential to greatly enhance a child's understanding and educational progress.

There are many functions provided by the iPad that can support effective teaching and learning, just a few of them include:

1. A web browser - extension tasks, wider reading, film clips, research skills can all be developed in short bursts and where appropriate, rather than having to take a whole lesson in a computer room.
2. A Camera - The production of rich media resources by students will lead to more innovative and varied presentation styles in lessons. It will allow learning to be consolidated and developed in a different way. Students film/photograph work for their BTEC portfolio. Students can be filmed carrying out activities so that they can receive coaching from teachers, and others. Techniques can be filmed by the teacher to support the skill development in their students.
3. Apps - there are many subject specific Apps that can enhance the quality of provision. Obvious examples include GarageBand in music lessons and the many art creation Apps. However, there is an ever increasing supply of subject specific Apps for all areas.
4. Productivity software - Pages, Keynote and Numbers are compatible with, and share much of the functionality of Word, PowerPoint and Excel.
5. iTunes U - it is early days in this area but has the potential to provide a straightforward way to create courses and share interactive resources with students
6. iBooks - the opportunity for teachers to create interactive textbooks provides a unique opportunity to ensure that our students arrive at lessons fully prepared so that lessons can be delivered in the most challenging way possible (the flipped classroom).

Research Evidence:

There is very little direct evidence available about the impact of iPads on learning as the technology is still in its infancy, particularly in this country, however we are working with York University to engage in action research that would allow us to evaluate the impact of iPad use at HGS and ensure that they are only ever used to enhance provision.
Some information on studies completed so far can be found at the following webistes:

http://community.pepperdine.edu/it/tools/ipad/research/results.htm

http://www.acu.edu/technology/mobilelearning/research/ipad-studies.html

http://multiplepathways.wordpress.com/2012/02/16/confirmed-ipads-extend-a-teachers-impact-on-kindergarten-literacy/

http://www.hmheducation.com/fuse/pilot-1.php

http://www.doe.virginia.gov/support/technology/technology_initiatives/learning_without_boundaries/beyond_textbooks/index.shtml

https://news.okstate.edu/press-releases/929-ipad-study-released-by-oklahoma-state-university

The Harrogate Grammar School Approach:

There is a wealth of long term studies which look at what has the greatest impact on student progress, and it is these documents that we have used to support us in developing a training programme for iPad use and in ensuring that the technology will be effectively employed at HGS.
Various large scale meta-analyses have been carried out over the last few years:

Hatties work on effect sizes and the Sutton Trust Report will provide some simple background information into the findings from this work.
http://www.suttontrust.com/public/documents/toolkit-summary-final-r-2-.pdf

The top three teaching approaches that have the biggest impact on student progress are:

Effective feedback
Meta-cognition & self-regulation
Peer tutoring/peer assisted learning

These three strategies have been shown to have a potential gain on students' attainment of +9, +8 and +6 months respectively.

The focus of the trial was to look at how the iPad might support these approaches in order to further develop teaching and learning at HGS, and ensure that whole staff training and use is focused on the areas where there are potentially the greatest impacts.

Whist the full potential is still being realised here are some very simple examples of how iPads could help:

Effective Feedback

eClicker App - allows a whole class to be quizzed quickly and the data analysed by the teacher to pick up on individual misconceptions. The level of questioning can be moderated to provide different levels of feedback; a report of student responses is emailed to the teacher.

Email - the opportunity for assessed tasks (whether tests or broader responses) to be completed electronically and then emailed to the teacher provides huge potential. These tests can be marked quickly, returned to the students for improvement and then resent in a much more timely and effective fashion than currently possible.

Show Me App - allows the iPad screen to function as a mini-whiteboard which students write on with their finger, to give the teacher instant feedback.

Verbal feedback - staff can produce more detailed responses to student work by recording audio feedback which the student can then listen to in their own time. An App called Explain Everything can allow a video to be made of the marking process. Work does not need to be typed to be marked in this way, it can be photographed and emailed to the teacher.

Metacognition/self-regulation

Interactive text - whether students are reading worksheets or textbooks, the iPad allows them to check their comprehension by clicking on keywords and defining them. It also allows notes to be written while the text is being read to support the student in gathering their thoughts, and securing their understanding.

Animation software - some subjects require large amounts of abstract thinking. By building and animating 3 D models of complex processes students can form a far greater understanding and recall of the process.

Mind map software - essay planning and revision can be greatly supported by the student developing mind maps of key concepts. These can be produced alone or collaboratively.

Show me - this App can also be used for students to draw or write and then speak and record, therefore providing them with a means to articulate a thought process. It is particularly useful if students provide a voiceover to a sequence of events or film.

Electronic sharing of exam questions - students are more likely to take a risk with answers if they know that the work will be quickly returned to them for improvement. By emailing their answers the students can receive faster, more relevant feedback and be expected to have improved their answers before the next lesson.

Peer tutoring/ peer assisted learning

Students are frequently asked to produce interesting, imaginative pieces of work for homework; assessing these can be difficult as a computer room would be required. When all students have an iPad they can bump their work to each other for peer assessment.

Students can collaborate on shared resources.

Model answers can be instantly shared with the whole class.

High quality staff training will be provided to ensure that iPads are used effectively.

Students with Special Educational Needs

Students with specific learning difficulties can benefit enormously from using iPads. Our learning support team have been trialling iPads with a small group of students and have been very enthusiastic about their initial findings.
Students have been able to follow video instructions which they can stop and restart if they are having to follow a complex method. They have been able to produce their own video and photographic evidence for portfolio work. Students with poor reading and writing skills have used the Dragon Dictation App to dictate notes. The colour and size of text can easily be adjusted and the students have been extremely motivated by using such an interactive and user friendly device.
When students see the quality of the work they are able to produce on an iPad it has an extremely positive impact on their self-confidence and ability to tackle the next challenging task.

Maintain opportunities for students to have access to digital resources:

As government funding falls we need to find alternative ways to ensure that our students are IT literate and that they can continue to access the Internet when they need to, and produce digital resources where appropriate.
Even if the funding were to remain and we could afford to maintain our current ICT suites, this approach to using technology is outdated, inflexible and does not facilitate effective learning. Whole lessons have to be spent in the computer room, when they may only really be needed for 20 minutes of research.

Equip students with the skills they need for the future

We have a duty of care to our students and our role extends beyond ensuring that they pass exams. Students at HGS need to leave us confident that they can safely navigate the wider world in which they live and will work.

Universities and businesses are expecting students to be digitally literate and have an awareness of their personal digital footprint. Many employers will now study a person's online presence before deciding on whether to employ them, we must ensure that we support parents in helping our students understand the difference between what is public and what is private. Developing trustworthy individuals is extremely important.

Leeds Medical School students all use iPhones to support their studies and this practice is growing throughout academia. Many corporations are also looking at the ways in which new technologies can support them. We want to give our students the life skills and understanding to be ahead of others in terms of employability.

More effective home learning

It is a constant concern to parents, staff and students that the link between school and home learning is not always clear. A device which is used both in and out of school to facilitate longer term projects, challenge-based approaches and the ability to learn anytime anywhere has the potential to transform our approach to home learning for the better.

The trial has seen some interesting uses of the iPad to give students access to resources prior to their lessons in the form of video, textbooks and podcasts, so that they arrive at the lessons better prepared to focus on the higher level thinking skills aspects of the course.

This area is one that will receive a great deal of study if the scheme if fully adopted.

Literacy and communication skills

A group of students run an online school newspaper called Atticus. At present it is quite difficult for students to read this newspaper in school. If all students have iPads they will be able to read the newspaper during form time and this will hopefully encourage more students to write their own articles for the newspaper and have an exciting forum to share information.

b) Why iPads?

An extensive comparison of various devices was undertaken and the iPad proved to be the most competitive in a number of key areas:

- 10 hour battery life
- Lightweight and portable
- Extensive range of cheap/free Apps, developed specifically for educational use on the iPad
- Familiar and desirable
- Intuitive to use, as there is only one input method
- Range of inbuilt sensors and two cameras
- Competitively priced
- Apple's closed ecosystem, means that only certified Apps can be installed, giving some degree of confidence in the Apps to which students have access. The Apps will not contain viruses and can be restricted by age group.

c) Is it possible to write essays on an iPad?

Yes it is, this FAQ document was produced entirely on the iPad using Pages, however there will not be an expectation that students will type work anymore than they currently do.

All documents produced are compatible with Word and students can move between PCs and the iPad easily when working on the same document.

It is possible to buy a separate keyboard which can be used with the iPad.

d) How will the iPad impact on the quality of students' hand writing?

Students will still be expected to hand write work. There will be no need to word process all their work, in the same way that there is no advantage to doing so at present. However there is an argument, in terms of sustainability, that work stored electronically would reduce paper wastage.

e) Exams still take place on paper, so how will the iPads help with this?

As mentioned above practice exams and essays will still be handwritten. If these would benefit from electronic marking then they can be photographed and emailed to the teacher. Consequently providing an electronic backup of the work. This is much the same as the way in which exams are actually marked.

f) Why 1:1 as opposed to a class set of iPads?

Each student with their own device means that they take real ownership of the device and look after it, learn how to use it effectively and develop appropriate skills in its usage.

The link between home and school learning means that projects can take on much greater depth and not be restrained by the 55 minutes in the classroom that are available to work on them.

Parents can play a greater part in supporting and understanding the work that students are doing in class.

By carrying the iPad from lesson to lesson it is easy to develop cross-curricular projects: real data gathered in science can be analysed in maths, three teachers involved in the trial with a year 8 class decided that this provided a great opportunity for a cross-curricular project between drama, art and music. Students' engagement and involvement in a subject can be fostered and will increase their levels of self-motivation.

There is clear evidence, in Humanities lessons, that providing students with more open ended homework tasks has greatly increased their motivation and effort levels, however the presentation and peer-assessment of these projects is often limited as they are produced electronically and have to be printed off or watched one at a time with the whole class. This would no longer be an issue if each student brought in their own device.

h) Why not wait for a few years until more schools have gone down this route?

At present there is a huge amount of support and enthusiasm available to help us drive forward this initiative. Digitally literate students are required now and any stalling in the process may leave our current students at a disadvantage.

i) How will you measure the impact of iPads on learning?

We are rigorous in our approaches to assessment at all key stages, across all subject areas. Regular assessment that is consistent year on year will provide some data on the impact of iPads, however we are aware of the challenges in linking this data solely to iPad use. More meaningful information will be gathered during our current school self-evaluation procedures, which include regular lesson observations, learning walks, work scrutiny and student voice surveys. The focus in all of these processes is to evaluate the amount of progress that students are making, we will be diligent in ensuring that we are assessing the use of iPads and their impact.

j) Most businesses do not use iPads, how will you ensure that students have all the IT skills they may need?

The iPad does not replace the need to teach ICT, this will still be delivered at KS3 to ensure all students can use Microsoft Office effectively. We also feel strongly that we should offer Computing to students, and we have GCSE and A level groups. Whilst there are Apps that facilitate programming, e.g. Codea, The school is looking to purchase Raspberry Pi computers for these students. The iPad can function as a screen for these devices, either by VPN, or an App like Air Display.

Staff Training

The training requirement of staff will vary widely and some staff will feel much more comfortable than others about using the device in the classroom. The most important aspect is that staff have ample time to learn how to use the device and only do so if they feel it would improve learning in that lesson.

a) When will training take place?

Opportunities will be provided throughout 2012/13 to ensure that all staff have time to learn from experts, each other and the students.
This includes:

• Early distribution of iPads to staff with a very simple overview of how they work.
• A full days training in mid-September, supported by Apple Distinguished Educators, with a focus on basic uses of the iPad and some clear links to effective pedagogy.
• A full staff and student super learning day in February which focuses on Creativity and Challenge based learning, allowing all staff and students to learn together.
• The development of a team of 'iPad Pioneers' including staff members from each faculty who receive additional training and are enthusiastic about the device.
• Half-termly meetings for all teachers, in small groups, led by iPad Pioneers to share good practice and provide an opportunity to learn the latest techniques. These Teaching and Learning Community sessions will have a clear pedagogical focus, eg feedback, and the session will improve staff understanding of how to use the iPad for a specific task.
• A Genius Bar - run by a team of enthusiastic students, and network support, that have a deeper understanding of how iPads work and can support staff with bespoke training, App development etc. This would be available at lunchtimes to solve quick technical difficulties.
• A user guide, in the form of a wiki, will be accessible to all staff to support them with simple processes.
• Close work with York University to develop research opportunities for staff into the effective use of iPads.

b) Will staff have to spend hours rewriting resources so that they work on iPads?

Word, PowerPoint and Excel are all compatible with the iPad.
Any paper copies of work can be scanned and converted into digital documents, or photographed for use on the iPad.

Student Safety

There are many risks in this area and it is important that all students engage fully with the risks before any iPads are issued. A series of Assemblies and Guidance sessions have been organised which ask the students to develop a responsible use

protocol which they will all adhere to. The students ideas will be feedback to Senior Leaders in the school through the Year Council and School Senate.

a) Will our students be in danger if they are carrying an expensive iPad to school?
We take this concern very seriously and our advice to students will be to hand the iPad straight over if they are challenged. The iPad can be remotely tracked, it will be labelled with Smartwater, it is insured so can be replaced and all the students' work will be backed up. Issues of this nature will be referred to the police.
A large number of our students currently carry expensive smart phones to school and are not under threat because of this.
The fact that we are researching this in conjunction with our Alliance Schools and that 500 secondary schools are in a similar position to us, means that it is likely that students carrying iPads will be commonplace across most schools in the future.

b) How will we ensure that students are not in danger when using social networking sites?
It is possible to block access to certain sites within school on iPads, in the same way that it has been with PCs. If necessary this will happen, however we are mindful of our duty of care to our students and the responsibility that we have to educate them so that they understand the risks associated with social media and use it safely and positively.

c) Will students spend all day staring at a computer screen?
Staff training will focus on effective short term use of the iPad. It will not be used in every lesson, all lesson. Many of the uses will involve using the video camera or working collaboratively with other students. A lesson with heavy iPad use may see it used as a quizzing tool at the start, to carry out 10 minutes of independent research in the middle and to photograph written work to swap with a fellow student to peer assess at the end.

d) Will students sit in uncomfortable positions throughout the day that are bad for their backs?
We have enlisted the support of an ergonomist to help us select the most appropriate case and advise us about safe use. Students will be involved in a campaign to ensure that information is shared on how to use the iPad as safely as possible.

e) What risk assessments have been completed to look at Internet misuse, copyright and privacy?
These are currently issues for all organisations and are covered in our current policies. The iPad does not change the fact that our students use the Internet in school, carry out research and create resources.

Behaviour Management

All students will sign an Acceptable Use Policy which clearly sets out how the iPads should be used.

a) How will the teacher stop students playing games?
The teacher will still be in charge of the classroom, and set engaging, challenging activities with expected outcomes that drive the focus of the class just as they do now.
Anecdotal reports from the trial have indicated that students enjoy using the iPads and are motivated by the independence and creativity that they afford.

However, there will of course be some abuse of the device and it will be dealt with by following the Positive Achievement System in the same way that poor behaviour is dealt with at the moment.

Teachers will always have the right to remove Apps from an iPad during the lesson, ask students to close the case or put the iPad away.

b) What will happen at break and lunchtime?
Students will only be allowed to use the iPad at break and lunch when they have permission and are working on extended project work. A situation where students spend their break and lunchtime playing games is completely unacceptable.

We start the process from a position of trust, if we find that students abuse that trust then we will react accordingly and develop a stricter policy if necessary.

c) What if students use the iPad to photograph each other without permission.
This issue is covered in the Acceptable Use Policy and will be taken very seriously. In the same way that it is now if a student uses their phone in this way.

Playing games and taking photographs/video are possible now, as the majority of our students carry mobile phones. iPads would fit into our existing policies for dealing with such incidents.

Infrastructure

a) Will the WiFi be able to cope with over 1000 iPads online at once?
Yes. The school is currently in the process of installing a new wireless network to provide full wireless coverage across the school. We are also going to be replacing our physical infrastructure and both of these replacements will be designed to cope with a large number of wireless devices being used at any given time.

b) How often and complex will it be to login?
iPads do not have separate user accounts like computers so there will not be the same requirement to login. Any access to services like school email, files, iTunes or other Apps that hold personal information will store any required username and password details within them so will only need to be changed whenever you change that password. However, if someone were to find an iPad they would be able to access this information without needing to enter these details so it is important that the iPad has a password lock on it. This can be as simple as a 4 digit code to a more complex alpha-numeric password.

c) How will new Apps be deployed?
The vast majority of Apps will be downloaded as and when required. Each iPad will be considered to be for both personal and school use so students will be able to install their own Apps – with the understanding that only school related Apps will be used during lesson time.

While there are a lot of very good Apps that are free, some Apps will need to be purchased. To cover this cost, everyone will be given a £30 iTunes voucher together with a list of required Apps to download and install.

There will no additional costs to parents for APPs beyond this £30.

d) Where will students' work be saved
Depending on the type of work, it may be stored in several locations. Some files will still be stored and accessed from existing school resources like Spaces or network drives and

others files will be stored in "the Cloud" using services like Dropbox. Some files will be stored on the iPad itself and these will be backed up automatically to the iCloud.

e) What happens to the students work if the iPad is lost, broken etc

It is envisaged that most work would be stored either in "the Cloud" or on Harrogate Grammar School servers and these files would not be affected. As the iPad will have been backed up recently, students will be able to restore the files and settings onto their new iPad using iCloud.

f) What happens if a student forgets to charge their iPad?

Students are encouraged to ensure their iPads are fully charged at the beginning of each school day. Should an iPad need to be charged, it should be left at Network Services where it could be collected later. Students will be issued with a spare iPad which would only have access to the basic apps and would not be setup for their personal use.
Due to financial constraints, there will only be a finite number of these spare devices and there may be situations where they have all been issued. In this instance, the student would have to share with their classmates until their iPad is charged.

g)What happens if a student forgets their iPad?

Should a student forget their iPad, the same procedure as above would apply. They would be issued with an iPad for them to use until the end of the school day when they would return it to Network Services. They should ensure that any work they need to keep has been emailed to themselves. Once the iPad has been returned, it will be wiped to ensure it is ready for the next student to use it.

h) How will students print from iPads?

Whilst there will still be the need to print certain documents, students all have a school email account and any work that is created on the iPad can easily be emailed to their teacher. By using email as the main method of handing in work, we will be able to reduce the amount of printing that needs to be done and also reduce the amount of paper that is wasted, something that will be of benefit not just to the school but the environment as well.

i) What will happen to Flash based resources that are currently used?

iPads will not be able to display Flash based resources. However, there are certain Apps that could be used to enable Flash based resources to be accessed but this would need to be evaluated on a resource by resource basis. The number of Flash based resources will diminish over the coming years as Flash itself is phased out and, while this transition occurs, teachers will be able to guide students accordingly.

j) Will the battery life decrease over the three year period?

It is possible, but unlikely, that there may be some decrease in battery life over a three year period. To what extent this will occur is unknown and will depend on how a particular iPad is used.

k) What happens if a student does not have Internet access at home?

If a student does not have access to the Internet at home then the iPad can still be used but will lose some of its effectiveness. While the student will not be able to access services like email, they would still be able to work on most Apps that are installed on the iPad and create new files\content. They will have to save this content on their iPad and then back it up once they return to school and are connected to the Internet.

Essential resources such as textbooks made by their teacher can be downloaded directly onto their iPad whilst they are at school.

l) How can the iPad be used for presentations, without various iPads being able to interfere with what is projected?
There are various ways around this including using Apple TVs which have a passcode, or plugging the iPad into the projector directly.

m) Can parents upgrade to iPad 3?
There are advantages to the iPad 3, however we feel that the iPad 2 offers huge amounts of educational potential and it's discounted cost has made this scheme more affordable. Consequently, our scheme will only include the iPad 2, at the moment. If students wish to bring their own iPad 3 they may do so.

n) Will the pool of iPads be kept and charged overnight?
The spare iPads will be stored in a secure location within the school when they are not being used. They will be fully charged during the night to ensure they are ready for use first thing in the morning, should they be needed.

Financial arrangements

a) What are the principles of the 1:1 iPad scheme?
We have looked very carefully at the options for the 1:1 iPad scheme and aim to propose a solution that delivers the following objectives:

Fairness – we want all students to benefit from the iPads, regardless of financial circumstances. We hope that all parents who are able to contribute will do so.

Sustainability – we want a scheme that will be sustainable for the school in the light of tough budgets ahead.

Affordability – we want the monthly donation to be as low as possible.

b) How does the scheme work?
Each student will be given access to an iPad for use in school and at home. It is not a lease scheme or a purchase scheme.

Parents will be asked to pay a voluntary £40 security amount for each iPad. This will be returned at the end of the scheme providing the iPad has not been lost or damaged.

All parents will be asked to contribute a voluntary monthly donation to our partner charity the e-learning foundation. Once costs have been deducted for administration, the charity will pass over the donations and gift aid to the school. Taking part in the e-learning foundation donation scheme will allow the student to take their iPad home as well as use it in school.

The school will purchase the iPads and associated items in the iPad bundle including the case, the insurance, the warranty and the starter apps.

The iPads remain the property of the school for the duration of the scheme (normally 36 months). **Parental contribution is a charitable donation towards the programme, not a payment towards the iPad.** To make the scheme affordable to all, the amount we are suggesting does not cover the full cost of running the programme. Additional money will be provided from school funds, and grants we may win from other sources. However, the school has no intention of keeping the iPads after the three years is up, and we will then make them available at their market value in line with HMRC guidelines to all our families.

c) How much do we need to pay?

We ask that you make a donation of £10 a month (which is equivalent to £2.30 a week) over 36 months (although you can pay more if you like). The good news is that because we are offering this programme to all the students in the year group, the e-Learning Foundation can claim Gift Aid worth 25% of all donations made by parents who are UK taxpayers and have signed the Gift Aid declaration.

d) What happens when the scheme finishes?

At the end of the scheme it is likely that parents will have the opportunity to make a separate payment to buy the iPad outright. This will be based on the market value at the time and we estimate this is likely to be in the region of £40. Otherwise the iPad will need to be returned to the school. We anticipate a new iPad will be issued to students after the 36 month period is up and we would seek to enter into a new scheme agreement with parents at that point. When the student finally leaves the £40 voluntary security deposit will be returned assuming there has been no loss or damage during the loan.

e) Can I make my contribution for the iPad upfront?

We would be delighted if parents were able to make a one-off donation of £360 at the start of the scheme and there will be an option to do so on the direct debit form. This would assist the school with the cash funding of the scheme. It is important to realise that the iPad would belong to the school until the end of the scheme at which point we expect to offer the chance to transfer ownership outright at market value.

f) What if we don't want to take part?

While we would encourage all families to take part, it is your right to choose not to do so. Please be fully aware however that by opting out your child will not be provided with their own iPad to take home, we shall ensure that they have an iPad to use during lesson time.

g) Why can't the school provide these for nothing?

The school receives limited funding for ICT, and this gets spent on our network, ICT suites, printers, etc. Equipment for use at home and for personal use by your children is over and above this, which is why we have to ask our families to make a contribution. Without that help the programme would not be able to go ahead.

h) Why should I pay if others don't?

We will only run this programme if parents want it, and are prepared to contribute. While a small number of families in difficult circumstances can be accommodated, unless there is widespread support for the programme then the school will not be able to provide it to your children. If you are interested in the school doing this then please encourage other parents to support the programme too.

i) What happens if I can't make the regular donations?

No child will be excluded from the programme because of their financial circumstances so please come and talk to us so we can ensure your child is included. We do have limited funds to subsidise the scheme for those in very challenging circumstances. We recognise that some families with several children may not be able to donate the full suggested amount for each child. We know from other schools with similar schemes that virtually all parents donate at least some of the suggested monthly amounts.

j) What happens if I change my mind in a few months time?

This would give the school a big problem as our decision to go ahead and buy the devices for the children will be based on the initial level of support from our parents. Changing your mind halfway through the programme would compromise the school's finances. This is a commitment to the children that needs to be seen through.

k) Why am I paying my donation to the e-Learning Foundation?

The e-Learning Foundation is a registered education charity that is collecting monthly parental donations on our behalf to save us administration costs. They will collect your donation every month, apply for tax relief where applicable, and then grant the money back to us to pay the bills.

l) Can I pay by cash or cheque?

Collecting cash involves a lot more work and administration costs for the school so our overwhelming preference is for you to sign a direct debit. However, if this is not possible then the school will be able to make arrangements to make sure you can contribute in a way that works for you and the school.

m) Do I have to sign the Gift Aid declaration?

It is **vital** that you do this if you are a UK taxpayer, otherwise the cost of administering the collection of monthly donations has to come out of the donations themselves. **Gift Aid applies to cash and cheque contributions as well as direct debits so please do sign it if you are a taxpayer.**

n) What happens when I sign the Gift Aid declaration?

The school sends the declaration to the e-Learning Foundation. We keep the form on file as proof that we are able to claim the additional 25% in Gift Aid from the Inland Revenue. Higher rate taxpayers will be able to claim further personal tax relief through the self assessment process and will be offered the opportunity to donate this back into the scheme. Those parents receiving tax credits may deduct the annual value of grossed up 1:1 iPad scheme donations when calculating their annual income which may lead to increased tax credits being received.

o) Who do I tell if I change my bank account?

Please let us know, as soon as possible if you change your bank account, by writing to us with your new bank details.

p) What happens if the iPad gets damaged or lost or develops a fault?

The school will have a limited pool of iPads to lend to students if they temporarily need a replacement device. Where feasible, a damaged or faulty iPad will be repaired. Otherwise a replacement iPad of a similar age and condition will be provided. In all cases of loss or damage the £40 security deposit will be retained by the school. Families may be asked to

pay further sums towards the cost of replacement or repair caused by inappropriate use or lack of care.

iPads with faults will normally be repaired free of charge or replaced with a similar device.

q) Can't I go and buy a cheaper computer on the High Street?

Yes, almost certainly. But this isn't just about the device. The e-learning programme we are providing will involve a device that is covered in case of loss or damage or if repairs are needed. It will come with a case and a package of initial Apps. We will provide technical support whilst at school and your child will have access to learning resources on the schools learning environment. Lessons will be planned with the understanding that each student has the same device.

These devices can be used at school during the day as well as at home in the evenings and weekends. In contrast, personally owned computers cannot be connected to the network at school or supported by our technical team, and to purchase the educational software we use might cost you several hundred pounds more.

r) What if I already own an iPad?
If your child already has access to an iPad device with an inbuilt camera that they will be able to bring to school each day they would be free to do so. The device will be able to access the school network and all other resources required in lessons, however the device will not be supported by our Network team, i.e. it would not be covered by the school warranty so could not be fixed free of charge in school.