

Appendix 1



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Jade Bissmire			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Faculty/School/Centre:		ITE: Yr ATHROFA, UWTSd			
Campus:		Carmarthen			
E-mail address:		1706761@student.uwtsd.ac.uk			
Contact Telephone Number:		07923344624			
For students:					
Student Number:		1706761			
Programme of Study:		BA Primary Education (QTS)			
Director of Studies/Supervisor:		Dr Sioned V Hughes			



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SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
			Date	
If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in)	☒	06.02.20	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research, (2018)	☒
The Research is within the bounds of the normal classroom and in accordance with the ATHROFA guidelines for parental consent as per ATHROFA letter.	☒
Education Workforce Council (EWC) Research and Ethics Guidelines 2019	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☒	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☒	
Is your research externally funded	YES	☐	NO	☒	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
	Employed	YES	☐	NO	☒
Is the research being undertaken within an existing UWTSD Athrofa	If YES then the permission question	YES	☒	NO	☐



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Professional Learning Partnership (APLP)	below does not need to be answered.				
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How are schools supporting the up skilling of teachers in digital competency? Sub questions: How has the new curriculum impacted the use of technology in the classroom? Are teachers equipped to deliver digital competency to a suitable standard? Are teachers as confident in digital competency as they are in literacy and numeracy?		
Proposed start date:	10/02/20	Proposed end date:	1/07/20
Introduction to the Research (maximum 300 words) Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how Existing Research has informed the proposed activity and explain • What the research activity will add to the body of knowledge • How it addresses an area of importance.			
Purpose of Research Activity To explore what support is available for teachers with a regard to digital competency. To further develop professional knowledge and understanding in order to improve my personal practice. (this box should expand as you type)			
Research Question How are schools supporting the up skilling of teachers in digital competency? (this box should expand as you type)			
Aims of Research Activity The research aims to capture the views of schools, teachers, and senior staff with regard to the support available for developing their digital competency. With the recent implementation of Donaldson's (2015) curriculum, it would be expected that the importance of digital competency would be raised. I am going to uncover if the level of available support has been raised in order to support teachers in improving their digital			

competency at this time. I aim to find out if teachers feel sufficiently supported in order to confidently deliver and encourage digital competency as a skill.
Recommendations will be made if insufficient support is available.

(this box should expand as you type)

Objectives of Research Activity

- To explore the digital competency support available for teachers in order to deliver the skill effectively.
- To observe the use of digital competency in lessons.
- To interview teachers and senior staff members to capture their views about professional development with regard to digital competency.
- To interview 8-11 year old learners to find out if they feel as though their teachers are able to support the development of their digital competency.
- To critically reflect on findings and consider how they can be used to transform my professional practice.

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

Interviews – teachers and senior members of staff will be involved in interviews where they will be invited to respond to key questions. For example, have you recently received any training in digital competency? Do you feel that there is sufficient support available to you with regard to digital competency? How do you think the introduction of the new curriculum will impact the importance of digital competency in the classroom for both teachers and pupils? The setting will be informal, and notes will be made about their responses. **Exit:** All participants will be asked if they wish to take part and will be made aware that they are able to withdraw from the study at any point. No names will be used in the writing.

A group of Key Stage 2 pupils will also be interviewed in an informal setting to explore their views on their teachers' levels of digital competency and how this impacts their use of technology in the classroom. The children will not be forced to participate, and no direct, individual questioning will take place if a child does not wish to respond. **Exit:** All children will be asked if they wish to take part. They will be using traffic light fans and if at any point they wish to leave or withdraw then they may do so. No names will be used in the writing.

Written and digital recording will be used in interviews, consent and ascent will be requested before doing so.

Observations/ Field notes – I will observe the general teaching of classes, allowing me to observe good practice of the use of technology in the classroom. I will make note of how both the teacher and the pupils use technology in the classroom and record the information in my observation book. Both the children and the class teacher will have access to the diary. **Exit:** following all observations, I will share the notes with the class teacher and each child. The child can make a written indication of if the data can be used in the study. Observations will be recorded both in a diary and digitally, consent and ascent will be requested before doing so.

Questionnaire – Depending on the responses received in interviews with both children and staff, I may create 2 questionnaires to distribute between pupils and staff respectively in order to collect quality data. When creating the questionnaire, I will adhere to the training provided by the university in my second year of study when the design of a questionnaire was necessary for a specific module. The questionnaire may focus on qualitative and quantitative data, depending on the focus. The questionnaire will be anonymous as no personal information will be collected.

A cover letter will accompany the questionnaire which will explain the purpose of the questionnaire to the participant, as well as the nature of it. The questionnaire will be physically distributed, and once completed responses will be pooled for analysis. **Exit:** before the participant submits their response, they have the right to retain it. However, once submitted, there will be no fair means of identifying and removing their response from the response pool. This will be explained in the cover letter.

Learning Walk – To support my research, I may conduct a learning walk through the school to observe displays and discuss aspects of provision with staff and pupils. These may be self-directed or facilitated by a learner, group of learners or member of staff. **Exit:** prior to the learning walk, I will obtain consent from a member of staff. Prior to evidencing the walk (by means of written, photographic or audio methods) I will ask the participant who hosted the walk for their consent to use the information they provide in my research.

Examples of Pupils' Work – Where I feel that examples of pupils' work will support my research, I may request samples. **Exit:** Prior to gathering samples of work, I will ensure that I have the consent of the class teacher and the pupil who's work it is. Upon gathering these samples, I will take responsibility of the work and ensure that their confidentiality and security is upheld.

At no time will participants' names be recorded.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.		
The proposed study will take place in Maes Yr Haul Primary School within the Athrofa. <i>(this box should expand as you type)</i>		
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.		
Not Applicable <i>(this box should expand as you type)</i>		
Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. <i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☒	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording? (Interviews)	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.		
Details of any other primary data collection method: Learning Walk Observations (this box should expand as you type)	☐	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: Children between the age of 8-11	☐	☐
(this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	Approximately 40 participants (this box should expand as you type)
Who will the participants be?	Teachers, Teaching Assistants, Senior Staff, and pupils. (this box should expand as you type)
How will you identify the participants?	Prior to conducting the research, I will discuss and seek advice from the head teacher or senior mentor in the school setting. (this box should expand as you type)

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SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?	Yes	☐
	No	☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

- May affect self-esteem through not being chosen to participate in the research;
- Participants may feel under pressure to provide 'correct' answers to questions;
- Safeguarding issues could arise in the research;
- Anonymity

(this box should expand as you type)

How will you mitigate the Risk to Participant

- All potential participants will be provided with consent forms. Pupils will be told that there will be a selection of children chosen at random.
- Participants will be told that there is no consequence for anything that they say. I will make it clear that I would like open and honest answers. It will be clear that the answers given will not affect their education and there will be no repercussions for their responses.
- If any safeguarding issues arise during the research, I will inform the safeguarding officer in the school, immediately.
- Pupils will be made aware that all data will be anonymised and will remain confidential. They will be aware that no pupil will be able to be identified from the research.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Risk to Investigator:

- Allegations from pupils in the classroom whilst completing the research.
- Possibility of being accused of favouritism by pupils who are not part of the focus group.
- Accusation of fabrication or falsification of data.
- Possible power imbalance with myself as a teacher researcher.

How will you mitigate the Risk to Investigator:

- The majority of the research will be during a normal classroom activity. During the interview, there will be another researcher in the room.
- All potential participants will give in consent forms. All will be made aware that selection is at random.

<i>(this box should expand as you type)</i>	• I will ensure that I follow the UWTSD and BERA ethical guidelines when conducting this research. • Participants will be aware that involvement is voluntary, and they may withdraw at any time. Consent and ascent will be attained. <i>(this box should expand as you type)</i>
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: • The need to uphold the good name of the University • Not falsifying any data which could impact the representation and standards of the university. • Not behaving in a way that could impact the relationship between school and university. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to University: • I will make sure that I follow the UWTSD and BERA ethical guidelines when conducting my research task. I will behave in a professional manner at all times. <i>(this box should expand as you type)</i>

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☐	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
I will not be providing feedback to participants as it will not be relevant for the research. If the participants request feedback from the response then I, as the author, will provide a summary of the data collected. <i>(this box should expand as you type)</i>
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
Participation consent – Children I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children if they would like to participate and provide traffic light fans so they are also able to respond non-verbally should they wish. Children will be encouraged to answer honestly with their wellbeing in mind. Children will be made aware that they are able to approach me at any time to discuss their participation and explain whether they would like to participate. Participation consent – teachers I will ask teachers to sign a document to consent to participating in the research. If they are not willing to sign the document, then I shall not use them in my research. The document will contain information about the study and how their responses will be used, as well as reminding them that they are able to withdraw at any time. It will have a tick-box and space for a date and signature. <i>(this box should expand as you type)</i>
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
I will ensure that no individual data are made available to schools/ parents etc. Only non-identifiable data can be provided in this way. I will also place a statement on the consent form explaining that if the participant would like to remain anonymous, then every precaution will be taken to ensure that. All materials containing audiotapes and transcripts will remain confidential. These materials will not be collected from participants who would like to remain anonymous. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
<i>"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),</i>	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☒	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
Confidentiality will be upheld by not requesting participants names on any collected data. Data will be stored in a locked cupboard and password protected computer. Any correspondence between my tutor and myself will be through a password protected e-mail account.		

<i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
Raw data will be available to the university module lead and external examiner, on request. All data will be stored until the relevant research assignment goes through the university exam board. After this point, the data will be destroyed. All data will be archived on the university one drive and password protected in line with the UWTSD data management guidelines.		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
Researcher (Jade Bissmire), supervisor, marker		
<i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Researcher (Jade Bissmire)		
<i>(this box should expand as you type)</i>		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
Any electronic data will be held on a password protected USB stick. Only I will have access to the USB stick. Any hard copies of work or data will be stored in a locked draw. Only I will have access to the key. All data will be stored until the relevant research assignment goes through the university exam board. After this point, the data will be destroyed. All data will be archived on the university one drive and password protected in line with the UWTSD data management guidelines.		
<i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (Most relevant to academic staff)		
N/A		
<i>(this box should expand as you type)</i>		
	YES	☒



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Confirm that you have read the UWTSD guidance on data management (see https://www.uwtسد.ac.uk/library/research-data-management/)	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐



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SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:	J. Bissmire	Date: 06/02/20
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For STUDENT Submissions:

Director of Studies/Supervisor:	Dr Sioned V Hughes	Date: 06/02/20
Signature:	<i>S.V.Hughes</i>	

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

Appendix 2

 **Prifysgol Cymru**
Y Ddindod Dewi Sant
University of Wales
Trinity Saint David

Consent form

Student teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Jade Bissmore as a representative of Yr Athrofa to:

Take photographs ☒	Interview ☒
Take video ☒	Quote school policy documents ☒
Tape-record ☒	Questionnaires ☒

(Tick accordingly)

Name of Head teacher K. Stroud Signed [Signature]

Name of school Mae'r Yr Haul Primary School

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: Jade Bissmore

Signed: [Signature]

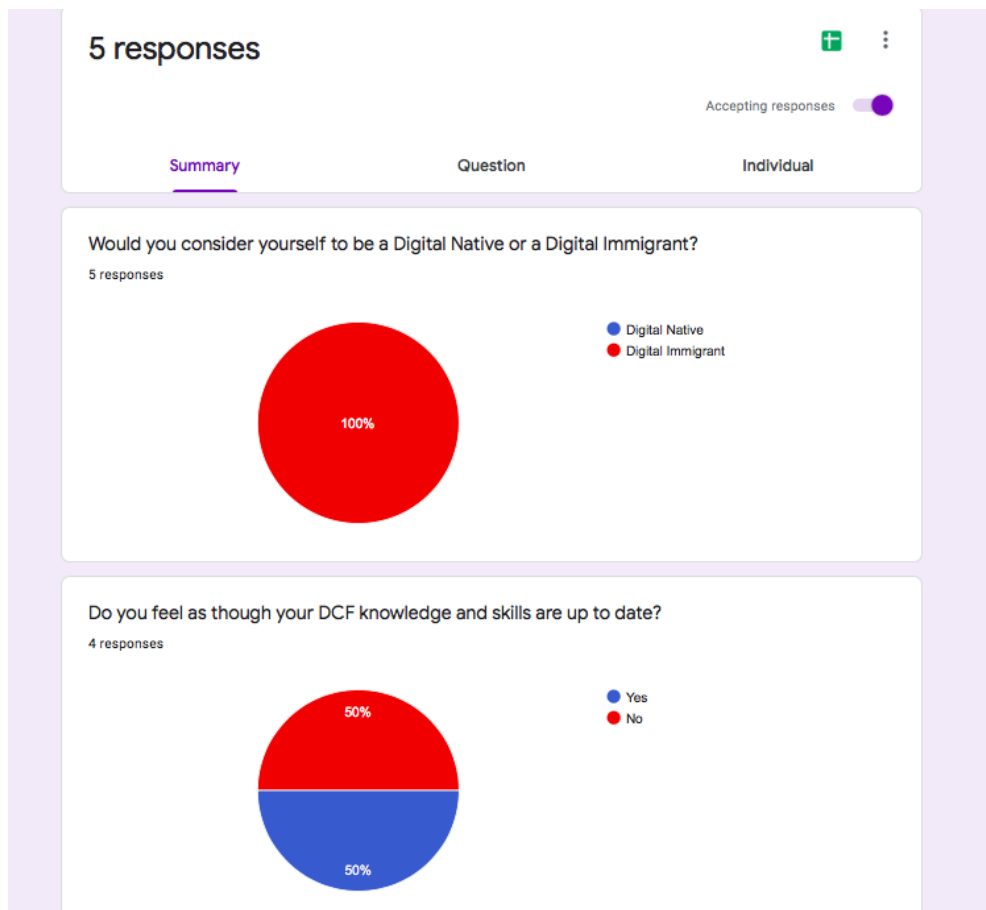
Telephone number: 07973344624

Email address: 1706761@student.uwtsd.ac.uk

Programme (e.g. BA Ed/PGCE Primary/PGCE Secondary): BA Primary Education

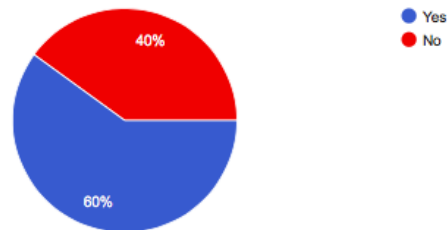
Date: 9/3/20

Appendix 3



Have you received any training relating to the implementation of the DCF?

5 responses



If you answered yes, what training have you received? How long ago was it? Did you find that it helped to improve your delivery of the DCF?

4 responses

Have had INSET training and staff meeting time dedicated to improving DCF skills fairly frequently over past few years.

N/A

Various courses offered by csc over the last few years plus school inset from Alison Howells on hwb

In house and training offered by CSC

What do you believe to be your strongest area of the DCF?

4 responses

Producing

Citizenship and Producing

Coding... but only using beebots

In which area(s) of the DCF would you like to improve?

4 responses

Interacting and collaborating

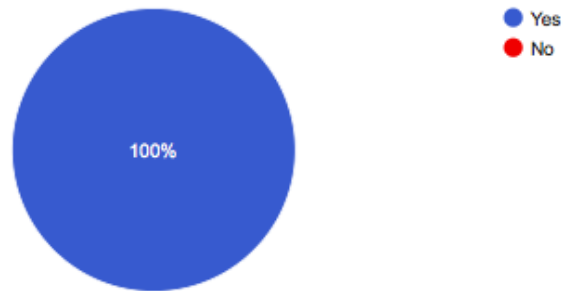
All of them!

Data and computational thinking

Collaborating

Do you think that you would benefit from further DCF training?

5 responses



Are you aware of any other opportunities for professional development with relation to the DCF?

4 responses

There are courses available through Hwb on Cronfa.

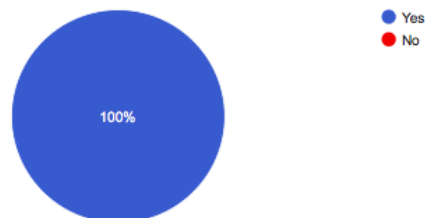
Not really

Yes

CSC

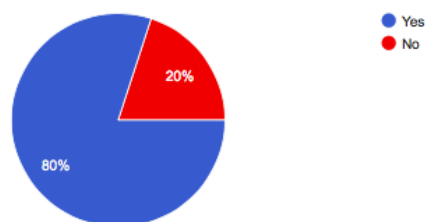
Do you feel that you are encouraged to implement the DCF wherever possible in your teaching?

5 responses



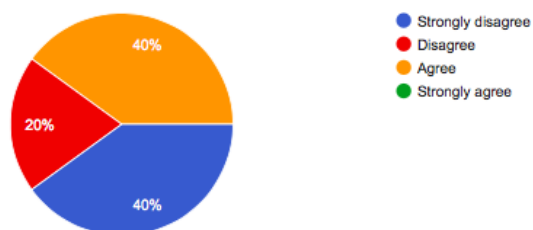
Would you feel comfortable in beginning to use a software for learning if pupils were likely to be more experienced in using it than you?

5 responses



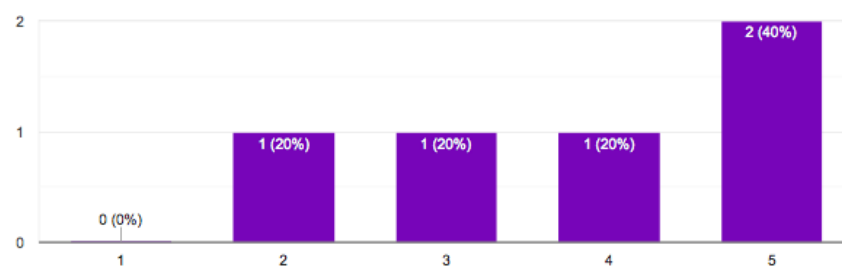
It has been suggested by Estyn that practitioners find it more difficult to deliver DCF skills in Key Stage 2, than in Foundation Phase. Do you agree?

5 responses



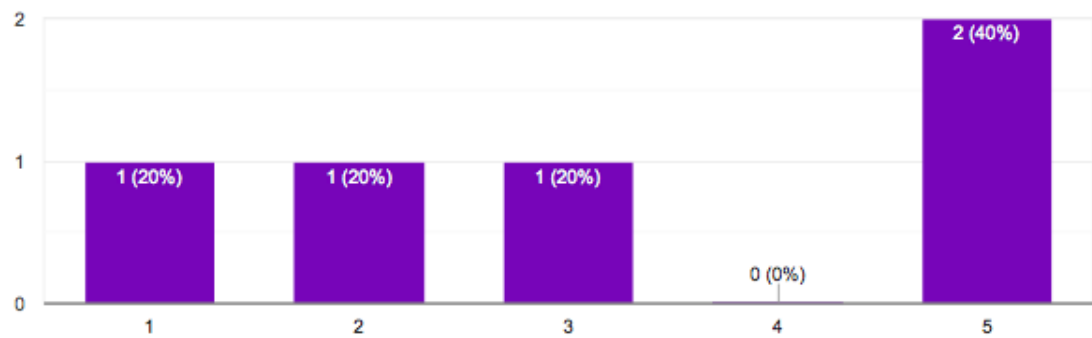
How confident would you feel in delivering a session based on any of the Foundation Phase DCF skills?

5 responses



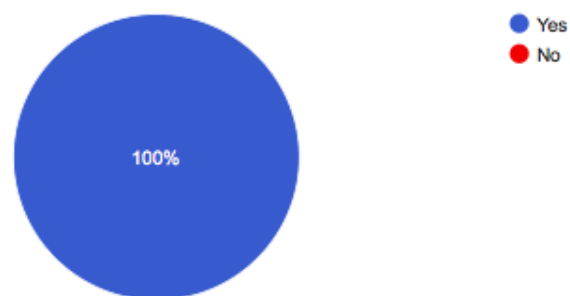
How confident would you feel in delivering a session based on any of the Key Stage 2 DCF skills?

5 responses



Would you consider a team teach approach when delivering a DCF skill that you were unfamiliar with?

5 responses



Do you believe that the implementation of digital skills will have an impact on traditional literacy skills? Please provide a reason for your answer.

5 responses

I believe that there is a fine balance between using traditional skills and technology.

If you spend time developing digital skills and then allow children the opportunity to apply literacy skills through digital tasks then that has lots of benefits. However, I do believe that this then means there is less time available in the school day for the teaching of traditional literacy skills such as grammar, punctuation and spelling.

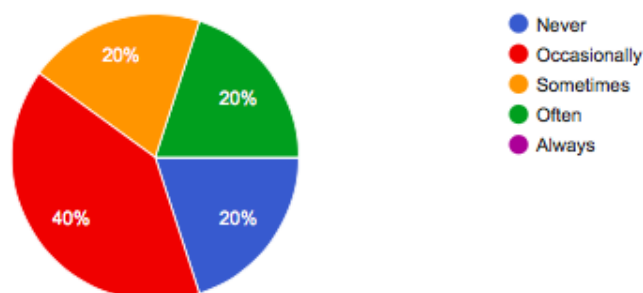
Yes, too much on digital resources and less writing in classes usually. Handwriting not being prioritised.

Yes, it lifts writing off the page and gives it a real purpose. It removes barriers such as handwriting or spelling. It's engaging for pupils

Yes. Through engagement and bring purpose. Choice in presenting etc.

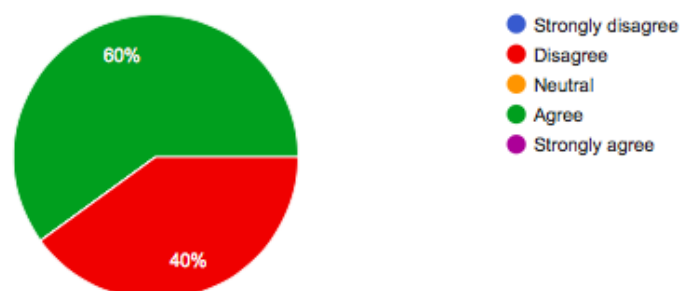
How often do you differentiate the digital skills required during a digital-based task to cater for higher and lower ability learners?

5 responses



It has been suggested that in order to effectively differentiate, a good subject knowledge is required. To what degree do you agree with this statement?

5 responses



Appendix 4

Observations

Observation 1 – Reception

An interactive whiteboard is used to show videos from the ‘Pen Pals for Handwriting’ software. This software contains tasks and activities to encourage pupils to develop their fine motor skills. The pupils were completing the actions required on the carpet, but the practitioner was using the application themselves. This relates to B Steps from the DCF Routes for Learning as they are observing someone online and using gestures to react to a stimulus on-screen. When completing phonics tasks, some examples of work were evidenced by the practitioner taking pictures on an iPad.

One group at a time is taken to the ICT suite, by 2 teaching assistants, where they were able to play maths games using the ‘Top Marks’ website. The devices were set up ready for the pupils to use by the Teaching Assistants. During this session, ‘drag and drop’ skills were highlighted to pupils so that they were aware of the skills that they would require to play the games. The games were demonstrated on the interactive whiteboard beforehand. These pupils were developing Progression Step 1 skills of the DCF by exploring familiar software.

The walls of the ICT suite showcased work completed by the Foundation Phase, including that of the Nursery group, where they had been drawing using the ‘2 Simple’ software. In this task, the children were developing the C Steps skill of selecting icons, for example, the paint tool. This work also exemplified the development of a Progression Step 1 skill as the children had added their name to their work.

Upon speaking to the children, they explained that they enjoyed using the computers as it made the work more fun. They stated that they used computers frequently for maths and drawing activities, and they have recently used them to make Chinese dragons. Less frequently, children are able to use iPads.

Observation 2 – Year 5/6

As it is Safer Internet Day, Year 5/6 were tasked with making an informative presentation to promote e-safety to children. The children suggested the use of Vlogs, Films, Videos, Poems, and Raps. The encouraged message was for children to ‘Stop-Block-Tell’, when they are exposed to negative behaviour online. The children were very aware of the dangers of the internet and were well versed in remaining safe online. In this task, the class were using the Progression Step 4 Skills of identifying unacceptable behaviour online, as well as understanding the implications of online actions. The children were also asked to complete an anonymous school survey with regard to online safety and their experiences online. This is another Progression Step 4 Skill as learners are analysing simple data sets and grouping them appropriately.

When discussing with learners, it was made clear that the school encourage the development of digital skills as a range of hardware and software is available for children to express themselves using technology. Children discussed having used:

- Seesaw
 - They are able to upload their work themselves to be viewed by the rest of the class and the class teacher.
 - Learners can make comments on each other’s work – viewed by a teacher first.
 - Have conversations with the teacher regarding what they have done.
- QR Codes
 - Access Seesaw
 - Access Online Dictionary, Picture Dictionary, and Thesaurus
- Digital Leaders
 - Not necessarily MAAT pupils
 - Pupils with a passion for technology
 - Deployed to help staff who need support
 - Digital problems are brought to the leaders, they discuss with the team and lead teacher to solve, e.g. new chargers being needed.

- HWB is used to record work online
- Adobe Spark
- Minecraft
 - Building rocket ships in space theme
 - Projects
 - Free time
- Doodle...
 - Maths
 - English
 - Spell
 - All related to age
- Green screen
 - Used for projects
 - Entire corridor painted green to be used for green screen
- Apple Hub
- Ozzobots
 - Programming around a maze
- Scratch
 - Making animations
 - Making games
- Micromix
- Digiclub
 - Club on Tuesday lunchtime
 - Year 5/6 teach Year 1/2 how to log on to HWB
 - Half an hour
 - 6-weekly course
 - Different children being taught every half term
 - Teacher present to ensure that only relevant information is being passed on
 - Differentiated for age and ability by speed taught
- Coding club after school
- PowerPoints
- Some teachers require more support than others

- General consensus was that most teachers are digitally competent enough to support learning, but some are not able to and require extra training and support.

Observation 3 – Year 2

The topic of discussion was Safer Internet Day. It was apparent that some children were not aware of what is involved with the term ‘the internet’ as many children said that they have only used it at home, despite having used HWB frequently in school. Pupils were very familiar in what devices are able to access the internet and were able to describe a comprehensive list from mobile phones to smart watches and smart speakers. The class were exploring what is appropriate to be shared online, a concept which some were able to grasp more quickly than others. Progression Step 2 Skills were being developed here as learners were identifying personal information and when to disclose it. Learners were also discussing the importance of passwords and why they should be kept private.

Some were using the ‘Thing Link’ app to sort information that should and should not be shared, whilst others were using Microsoft Publisher to make a poster detailing what should not be shared online. These learners were able to log themselves into the computers and also identify the software that they would need.

Observation 4 – Year 5

This lesson was also based on Safer Internet Day. A class survey had been completed where pupils were asked about their favourite apps and games, if they were allowed to use their devices in bed, what their devices are used for, any negative behaviour that they have witnessed online, and any age restrictions that their favourite apps and games have. The class had also handled and discussed the recorded data and discussed the implications of the responses, for example, that using a device in bed may contribute toward a lack of sleep, which may impact on their mental health. The discussion of this can be identified as a Progression Step 5 skill of the DCF as the children are identifying responsible steps to avoid health problems associated with the use of technology. The class plan to compare their results with the national average and share their results with parents to make it a family discussion topic.

The focus of the lesson was for the children to educate people their age on how to deal with negative behaviour online. The class discussed the impact that issues such as trolling, leaving people out of games, and leaving people out of friendship groups, has on the victims. By the end of the week, pupils will have created a media piece to share with others, to encourage the message of ‘Stop-Block-Tell’. This task requires the use of a Progression Step 5 skill from the DCF as pupils are evaluating online behaviour, considering the consequences of it, and taking action to minimise risks.

Planning squares were used for children to organise their ideas in a way that was visual and clear. The children were asked to write about their purpose and audience, effects on audience, success criteria, and vocabulary. The vocabulary for the task was decided by the class using ‘Mentimeter’, a resource that creates word-clouds for groups based on the most popular responses that the group entered. The planning of the class’ project also promotes the pupils’ ‘traditional’ literacy skills. Pupils are writing their plans and storyboards on paper and working in groups to promote their oracy skills. When creating their final piece, the class will be able to use whichever apps they choose, they will be able

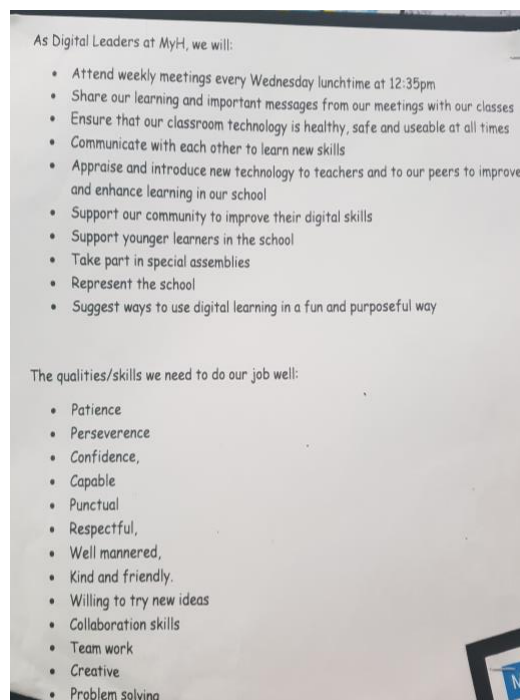
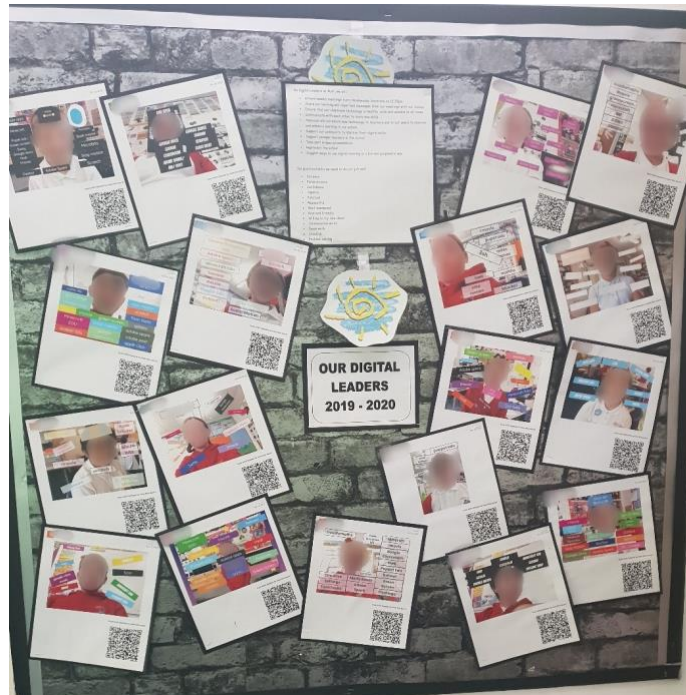
to apply their pre-existing skills to an area that they are interested in, as they are familiar with the software that is available.

The class teacher for this group is the lead teacher for DCF in the school. This may be a contributing factor to the children being exposed to use more digital skills, most of which being identified as Progression Step 5 skills of the Digital Competency Framework.

Observation 5 – Assembly

The observed assembly was with Key Stage 2, based on Safer Internet Day 2020. The focus of the assembly was 'Free to be Me', where internet safety and pupils' online identities were discussed. The assembly was primarily aimed at Years 5/6, although the overall message is important for all. The teacher promoted the importance of the pupils being good digital citizens and knowing when they should 'Stop, Block, and Tell'. It was mentioned that some parents may not understand the dangers associated with the internet, seemingly agreeing with Prensky (2001) implying that many adults are 'Digital Immigrants'. The PowerPoint and script for the assembly was provided by the Safer Internet Day group.

Appendix 5



Appendix 6

Interview with Digital Leaders

Wednesday 12th February 2020 – 12:40

1. What year groups are you in?

We are a mix of Year 2 to Year 6. Most of us are Year 6. To be a Digital Leader, we are interviewed to make sure that we have the right qualities to fulfil the role. We need to be resilient enough to keep working at a problem until it is solved. Some of us have been Digital Leaders for up to 4 years.

2. What are your roles?

We have a range of roles and responsibilities in the school. We are responsible for ensuring that laptops and iPads are connected to their chargers at the end of the day and are charged before use.

In our meetings, we are able to ‘tinker’ with new and updated apps, so we are able to use them well. We do this for a while before the teacher demonstrates how to use the app, including all of its different features. Once we have tinkered with the app and understand how to use it effectively, we then report back to our class teachers to explain how the app works and what it can be used for.

We are also responsible for making sure that all pupils know the rules for apps and games, to promote good behaviour. An example is making sure that Minecraft is not played in ‘Survival Mode’ as it may damage their work.

Additionally, we are able to suggest new apps that we believe would be beneficial to be used in class. We are also able to bring suggestions from other children in our classes.

3. How can teachers/pupils ask for you?

a. Is there one in every class?

There are Digital Leaders in every class in Key Stage 2. All Year 6 Leaders are paired with a younger child from a Foundation Phase class to make sure that messages are passed onto all classes. Older children also have a 'Buddy Class' where they act as a Digital Leader for a Foundation Phase class.

We have also created a notice board in the school for teachers to refer to when they need digital support. It makes note of the different issues that we are able to assist them with and identifies which pupils are Digital Leaders. We also have badges to ensure that we are easily identifiable.

4. How often are you asked for?

This depends on the teacher. Some teachers do not call on their Digital Leaders at all, whereas others rely on them a lot. Some teachers, who are not at all digitally confident, have really increased their use of technology in their teaching as a result of having support from Digital Leaders in their class.

5. Have you ever been involved in teacher training for digital skills?

Yes. As part of a Computational Thinking Teacher Training session, we set up stalls advertising different ways in which technology could be used in teaching. We used 'Ozobots', 'Spyros', 'Scratch', and 'Lego Reading'. This was an after-school session where we stayed behind to encourage teachers to try out these new technologies in class.

6. Have you had any special training to help you in this role?

a. Was this training with an external company, or was it run by a teacher?

We have training in meetings. There is no 'official' training, we learn on the job. We did have training from the 'Digital Heroes' group, where we were planning on visiting a retirement home to help elderly people with their technology. In this training, we were shown how to use the accessibility features on devices to make them more user-friendly for the elderly. Unfortunately, we couldn't allocate a day where the retirement home would be able to accommodate us which also suited the school's timetable.

7. Are some teachers in school less digitally confident than others?

Yes. We have noticed that there are certain members of staff that they are asked to support more frequently than others.

8. Do you think Foundation Phase teachers are more digitally confident than Key Stage 2 teachers?

a. Why?

Key Stage 2 teachers use more technology on a day-to-day basis so would be more confident in its use. Foundation Phase teachers will be less confident in their use of technology due to a combination of being based on play, and having no digital leaders. Foundation Phase use Puppet Edu, SeeSaw, ChatterPix, and Hwb.

9. Do you think Foundation Phase (Nursery – Year 2) teachers would be able to teach Year 6 digital skills?

The group explained that some would be able to, provided that they were made aware of the expectations of the year group. It was stated that the apps at this age are more sophisticated and that some teachers would be stronger in different areas.

10. Do you think Key Stage 2 (Year 3-Year 6) teachers would be able to teach Foundation Phase digital skills?

The pupils explained that most teachers could teach certain digital skills to Year 1 and Year 2. However, many pupils believed that Key Stage 2 Teachers would require specific training for this, especially when going below Year 1.

11. Would you be happy to lead a lesson teaching a digital skill or using an app, in your class, if you were more experienced in using it than the teacher? For example, Minecraft.

We would be comfortable with this, providing that a teacher was in the class to make sure that the rest of the class were listening and behaving.

12. Do you think other pupils would like this?

Some learners may find it better to have software explained to them by a classmate, we might use language that they are more likely to understand.

Appendix 7

Interviews with teachers

DCF Lead Teacher

Friday 14th February 2020 – 9:15

1. What does your role entail?

Initially, my role involved deciphering what DCF actually meant and decoding the trickier bits. I then educated the staff and shared the meaning of DCF with them. The task following this was to raise staff confidence and promote the use of the DCF for learning. To begin with, staff completed an audit to identify in which areas they required additional support, with the most common area being Computational Thinking. We then discussed how I would be able to support them, resulting in training, team teaching, courses, and the selection and training of the Digital Leaders.

I also work with the school technician who is here once a week, although I am in regular contact with him. I organise technology for the school and make financial cases to attain more technology. As lead of DCF, I aim to lead from the front by being a good role model for how to use technology in teaching and learning, with my class often being guinea pigs to trial new tech before it is rolled out across the school. I have developed an action plan for improving the implementation of DCF across the school and looking for new and interesting ways to implement it.

I have noticed that the role of DCF Lead crosses over with ICT frequently. ICT is the acquisition of skills, whereas the DCF is concerned with applying these skills across the curriculum.

2. How long have you held the role of DCF Lead?

Since I started at the school 3 years ago.

3. As DCF Lead, have you received any additional training that is not available to other members of staff?

Yes. I have completed a CSC Leadership course which was free to complete. As part of this course, I have formed partnerships with key people in the field, as well as with schools who set a good example, to whom I can ask questions and get ideas of good practice to share with staff. It was a 2-part course with Cadoxton Primary School. It was a brilliant opportunity that a surprisingly low number of people take advantage of, I would highly recommend it. The training has allowed me to work toward developing a team in school. I have also completed an NVQ Innovative Change in Leadership course as portal training.

4. Are you responsible for planning staff training for DCF?

Yes. Although, staff must be proactive in their own professional development. If they find a course that interests them, it is down to them to discuss this with the SLT to arrange their attendance. Every year I collaborate a spreadsheet of DCF courses that CSC are running that year. If a member of staff is interested in attending that course, they are able to put their name down on the spreadsheet. The head then decides who he would like to attend each course. Once members of staff have attended the course, they are then able to share their experiences and collaborate with other staff members.

5. When DCF training is arranged, are teachers asked what areas they would like support with?

The audit when I first started was useful, however it is likely to be out-of-date at this point. The courses that are on the spreadsheet offer all staff members the choice of different skills that they could develop.

6. Is DCF training usually run by an external group or a member of staff?

A bit of both. Where possible I do like to invite an external training company in. For example, Lit Film Fest often attend to complete projects with us. When they last attended, they lead whole school training using Adobe Spark for stories. I aim to lead 1 DCF staff training session a term and sometimes hold a 5-minute spot in staff meetings to raise awareness of any new apps or software that they could use. I believe that little and often is the key for development.

7. Do you believe that there is sufficient funding for staff DCF training?

Most courses are free, for example with CSC. Often it does depend on the head teacher's willingness to release staff. Luckily here, the head does view DCF as a priority so accommodates this where possible. Some heads do not share this view and prefer an old school approach.

8. How often is DCF training?

Little and often. I lead 1 session a term and hold a 5-minute slot in some staff meetings.

9. When was the last DCF training session?

Last Monday (3rd February 2020).

10. What do you think was the most influential DCF training you have received?

Leadership in Digital Technology in Cadoxton Primary.

11. Have you noticed an improvement in staff confidence as a result of DCF training?

Yes. Particularly with Year 6 staff as they often used to avoid using DCF in their teaching. For this reason, children's digital skills were beginning to slip in Year 6. To resolve this, I took time out with both teachers and helped them to plan how they could use DCF in lessons effectively. As a result, these teachers are now more inclined to have a go. Some teachers do still reserve the use of iPads etc for 'Golden Time'. The Foundation Phases would benefit from new iPads as they are not able to use all of the new apps that we have found as the iPads are too old.

12. Have you noticed an improvement in pupil confidence as a result of staff confidence?

Yes. There has been a massive improvement.

13. Do you think that at this moment in time, all members of staff would be able to run a session that requires the teaching of any of the Year 6 skills?

No. Many would struggle to teach Data and Computational Thinking as it is very difficult to decipher the meaning of a lot of the vocabulary. I do however think that all members of staff would be able to teach the producing element of the DCF.

14. Do you believe that teachers are more digitally confident in Foundation Phase, or Key Stage 2?

a. Why?

Key Stage 2. However, I do not get to see a great deal of the Foundation Phase DCF as it is difficult to get time out of class to observe. This is also linked to tech as a lot of the apps that we use as a school do not work on the Foundation Phase iPads, hopefully this will be resolved soon. Naturally, Foundation Phase use less technology anyway as there is a lot of focus on skills such as writing etc.

15. Do you feel that a sabbatical style scheme for developing the teaching of the DCF would be a valuable option for schools?

It depends on the duration of the course. I believe that the best way to learn is by having a go. Developing your use of DCF is not only knowing how to use the technology, but how to apply it and give the children the best possible experience of it. It is difficult to learn this without having constant access to a class.

Appendix 8

Year 5/6 Teacher

1. Are you confident in the teaching of digital competency at your age group?

Mostly. I find Computational Thinking to be the most challenging element of the DCF. I find that I need to work it all out for myself before I teach it. I feel confident in all other areas.

2. Have you received any DCF training?

Yes. I was on a course in October and November based on Data and Computational Thinking.

3. How much training have you received?

I have had in-house training on different apps and 2 or 3 DCF training sessions.

4. Has your training been run by an external company or a teacher?

There has been a mix.

5. Has any of your training been subject area specific?

Yes. I am involved in a project that is based on using the producing element of the DCF in Welsh.

6. Prior to DCF training, have you been asked which areas you would like to develop?

No. However, we were given a list of available CSC courses to choose from if we wanted to.

7. What is your strongest area of DCF?

Producing.

8. Which area of DCF would you like to improve?

Data and Computational Thinking.

9. Would you be confident in teaching digital competency skills to younger children?

Yes, I've done it. Last year I was the DCF Support teacher in Foundation Phase.

10. Would you be confident in teaching higher level digital competency skills in order to extend MAAT children?

No. However, it does depend on the area.

11. When teaching digital skills, do you differentiate for lower and higher ability children?

Depending on the task. I tend to use mixed ability groups when promoting the DCF so pupils are able to support each other. I do differentiate when I am teaching the skills though.

12. Do you track children's digital skill development?

No.

13. How do you make use of the school's Digital Leaders?

I use them a lot. I work with a very good Digital Leader who comes up with some fantastic ideas for using DCF in lessons.

14. How often do you develop digital skills in your teaching?

Constantly. I doubt that there has been 1 week where my class have not used their digital skills. If they have not been using equipment, they have been using the unplugged aspects of the DCF. The DCF is so entwined with education now that it is just part of it.

15. How often do you use new apps and software in your teaching that you are less confident in using?

I do use new apps, but it depends on if I have had time to tinker with them first. If I have some children in my class that are confident in using the app then I will introduce it to the rest of the class as I know that there are children there who can help if I or anyone in the class gets stuck. I would also be more comfortable introducing a new producing app.

16. If the children in your class were more familiar with a software than you were, would you feel comfortable in allowing them to lead that aspect of the lesson?

Yes, definitely.

17. How does the implementation of the DCF impact on a learner's ability to succeed in the 21st Century?

It definitely does have a huge impact. The research shows that 20% of all future jobs don't even exist yet, so the digital skills that children are picking up is so valuable. Things have changed so much over the

past 20 years, more is set to change. Children need all of these skills but it is difficult to decide what skills are the most important. Problem solving is one of the most valuable because it encourages them to work things out on their own.

18. Do you feel that a sabbatical style scheme for developing the teaching of the DCF would be a valuable option for schools?

Yes. It would definitely be helpful for less confident teachers.

Appendix 9

Year 3 Teacher

1. Are you confident in the teaching of digital competency at your age group?

Yes.

2. Have you received any DCF training?

Yes. 1 in-house training a while ago. I have been on maternity leave so I may have missed some.

3. How much training have you received?

1 session.

4. Has your training been run by an external company or a teacher?

In house.

5. Has any of your training been subject area specific?

No. It was a general session.

6. Prior to DCF training, have you been asked which areas you would like to develop?

Yes. We were given a questionnaire a while ago that we had to fill out. We had to write down where we were struggling and where we are confident. There was a lot of talk about DCF when it first came out but there has not been a great deal since.

7. What is your strongest area of DCF?

Producing.

8. Which area of DCF would you like to improve?

Spreadsheets and Computational Thinking.

9. Would you be confident in teaching digital competency skills to younger children?

Yes.

10. Would you be confident in teaching digital competency skills to older children?

No.

11. When teaching digital skills, do you differentiate for lower and higher ability children?

No. However, I do give some pupils more support than others and pair a higher ability child with a lower ability child.

12. Do you track digital skill development?

In my head I take note of where pupils are with their digital skills, but I don't write anything down.

13. How do you make use of the school's Digital Leaders?

They go to meetings and teach us how to use new apps when they get back. They bring back new ideas for how to use apps for learning.

14. How often do you develop digital skills in your teaching?

I use it throughout. At the beginning of Year 3, pupils are introduced to a lot of apps at once. Afterwards, a new app is introduced every half term, whilst also reinforcing the apps that the children can already use.

15. How often do you use new apps and software in your teaching that you are less confident in using?

Not very often, our iPads don't have a lot of storage. I want to use a lot of new apps, but there are a lot of barriers. I am not able to download apps directly onto the iPad, I have to speak to the technician for him to do it. We have also been warned not to use many new apps, it is preferred that we use the same ones that we have used before, so the pupils are more experienced in those apps. I feel as though we are discouraged from introducing new apps to the pupils.

16. If the children in your class were more familiar with a software than you were, would you feel comfortable in allowing them to lead that aspect of the lesson?

Yes.

17. How does the implementation of the DCF impact on a learner's ability to succeed in the 21st Century?

I think the implementation of the DCF is good, children need to be able to use technology. If the technology that is available is good, then it does help the learning. However, if the technology is not up to scratch, it can hinder the learning and ruin a lesson. It is important that technology is not just used for the sake of it, it should only be used if it suits the lesson.

18. Do you feel that a sabbatical style scheme for developing the teaching of the DCF would be a valuable option for schools?

Not sure. I think that it would only be beneficial for the teachers that go. If all of the staff went, it would benefit the school. Passing on information doesn't work, people need to learn for themselves. It is hard to learn from second-hand information.

Appendix 10

Interview with Year 2 Pupils

Thursday 13th February 2020 – 11:20

1. How often do your teachers use technology in lessons?

Group 1: 'We use a lot of technology in lessons: PowerPoint presentations, videos, Class Dojo, computer for printing, Read-Write-Ink, and maths. Our teacher uses technology nearly every day.'

Group 2: 'We use technology a few times a week.'

2. What types of technology do they use?

Group 1: 'Computers, iPads, iPods, Spell Shed, Doodle Maths, Blue Bots, Bee Bots, Google Classroom, City of Relic, Doodle Spell, Doodle English, Doodle Tables, Chatter Pics, Chatter Kids, Morpho.'

Group 2: 'Minecraft, Spelling Shed, Doodle Maths, Doodle English, Literacy Shed.'

3. Do you enjoy using technology to learn?

Group 1: 'Yes. We learn a lot by using technology, it makes the learning fascinating and makes it competitive.'

Group 2: 'Yes. It makes learning more fun and its quick.'

4. Do you think that your teacher should use technology in class more?

Group 1: 'No. Our teacher is always on the computer; her eyes will go square.'

Group 2: 'No. She uses it every morning, and a lot in the day for Hwb.'

5. Do you think your teachers are digitally confident?

Group 1: 'Yes. The teacher sometimes asks for Digital Leaders to help other pupils on iPads but their main role in the class is to plug in iPads and laptops.'

Group 2: 'Yes. She answers all of our questions and solves any problems we have with computers and iPads.'

6. How do you help your teachers with technology?

Group 1: 'Sometimes we help her get onto Hwb.'

Group 2: 'No. She doesn't usually need help. When she does need help, she asks other teachers. She asks Digital Leaders to plug in the iPads.'

7. What new digital skills have you learned this year?

Group 1: 'How to race on Spelling Shed.'

Group 2: 'How to make book reviews on an app'

8. Do your teachers have good digital skills?

Group 1: 'Yes. She likes to use Twinkl.'

Group 2: 'Yes. She is brilliant.'

9. Have you used any new technology/apps/software/websites this year that you haven't used before?

Student Number: 1706761

Group 1: 'Safari, Spelling Shed, Doodle Tables, Blue Bots.'

Group 2: 'Adobe Spark to make a book review.'

Appendix 11

Discussion with DCF Lead Teacher

It was discussed that whilst many teachers within the school are eager to embrace new technology and software to gain a new angle into learning, some are less enthusiastic. A provided example was Minecraft for Education. Many children in the school have played the game for recreational purposes and are experienced and confident in its controls. Some teachers find this intimidating as they feel as though they are not able to teach the children how to use it if they have more experience in it. It was highlighted that encouraging a positive mindset is vital to avoid these issues as a willingness to learn with the children is a skill that allows pupils to lead the learning.

When discussing training, it was stated that fewer apps are introduced to teachers in order to use them well. There is only 1 app available on the iPad for each function. For example, although there are many good quiz apps available, Kahoot is the only 1 available on the iPads to avoid over-facing less tech-confident teachers. Apps are also distributed according to age groups, so practitioners are aware of which apps are appropriate for their classes.

It was mentioned that some upper Key Stage 2 practitioners tend to require digital support frequently and consider themselves to be “digital dinosaurs”. However, as more tech-savvy pupils are joining their classes, they are feeling more confident in their use of technology in lessons. After being taught by digitally confident teachers, pupils have a tendency to arrive at their new classes the following term with improved digital confidence. With a class of digitally confident learners, teachers are encouraged to let children lead the learning when using technology.