

Q Julia Bishop (researcher)

A Heidi I (teacher at Abbeycliff Primary School)

Q We'll just, thank you very much for agreeing to take part in this, it's absolutely great.

A No problem.

Q Um, so we're working on a list of questions that we've got and we're asking all teachers the same things. So I've met, I've talked to Irina [another teacher at the school] a little bit. I'm aware of her role.

So we're thinking of technologies in the widest possible sense. So things that children might encounter in their everyday lives, and the kind of content that comes in with that as well, what they're getting from films and phones and YouTube and, and everything. Totally inclusive, not just access to devices.

A Yeah.

Q Okay. And the same in your, your classroom as well. So I wondered how technologies and media feature in your own planned curriculum, in your class teaching.

A So throughout the day we through all the lessons that we do, so we use iPads every session nearly. We do a lot of sort of Spelling Sheds. So they'll go away, you've seen Spelling Shed in action, where they're actually using whiteboards as well to write the spellings and learn them off by heart.

Q Yeah.

A And they're tested on the spellings. Then we use things like, for the multiplication, we're doing Times Table Rockstars. Again, iPad-based. Mostly iPad based though. and with that they're taking the same thing home, and it's increasing the times table knowledge, so that's brilliant.

We do lots on safeguarding and looking at any issues that might come up online. So we have lots of P4C [? Philosophy for Children?] sessions, talking about dangers online. So we talk about that a lot. And it's interesting to see that children obviously don't realise quite how dangerous it can be online.

Q Yeah? Yeah, is that coming out in discussions, that they're things they're saying...?

A Yeah, more so when they're on computer games. And obviously they're interacting. Whether it's on the Xbox or whatever else, and they're talking to a stranger. So it's making sure they're aware of who they're talking to, and it's [unclear] going to be the friends that they're talking to.

Q Yes.

A So that side of it. We're currently waiting for some new laptops, so that was, yeah, that side of it when we do get new laptops, whenever that is, we can teach

the programme side of it more, and look at using Word, PowerPoint, everything. We've got a new programme where we look at using ICT at the computer and away from it, so we're just starting that now. So it might be looking at databases and doing a lesson first of all that's not at the computer, and then a lesson where it is. And that'll be weekly when that starts, so that's something new that we're starting to do as well.

Q Do you have iPads for the whole class or are they sharing?

A Yeah, we've got 15 iPads, and we use it across both classes. So they work in pairs normally, or we'll do it so that half the class have the iPads, and then the other half have it in the second session. So we do it like that.

We're also using guided reading, so in guided reading they'll have some text on there that they'll read, and answer questions. And if, and have you heard of Rainbow Readers? Rainbow Readers, they have a text as well, and a pen, I don't know what the pen's name is, but a pen where they scan the text and it reads it for them. So that, it is massive, cos they actually want to do it, cos it's something different. And they do that five times before they read to you, so they're confident with the text.

Q Oh, that's interesting. Thank you.

A And obviously the whiteboard, in the class. There's so many things that you do automatically, don't think about.

Q Exactly, you don't think about it, no, it's come through in every interview. So are you relating to across the national curriculum...?

A Yes.

Q Then basically, yeah. Is that sort of prescribed in the curriculum or are you just... Is it up to you, sort of are you free to bring in the technologies you see fit?

A It is prescribed as well. So we have like an overview of the theme that we're doing. But then we also have specific ICT elements that we're going to cover as well. So whether it's research-based or whether it's to create something online, or... So it is linked to the curriculum.

Q Yeah. And is that some of, you know, the way that you do it, is that something similar to your colleagues in the school, or are you all doing your own thing a little bit, or...?

A I think probably similar sort of thing throughout the school. And then obviously the new curriculum that we've just, we've just actually purchased, not new curriculum, but new scheme if you like, that is used throughout school and we've all just had training on that. So that's a, I can't remember the name of the website, Irina will be about to tell you. But that's what we just...

Q Yes. SSEL [Sheffield South East Learning Partnership]. Is it that one?

A Yeah.

Q Yeah. But presumably, I mean, she's Key Stage One, isn't she, and you're obviously in Key Stage Two, so it's about rolling it out across the school then.

A It's rolling it out, but there is a Key Stage One and a Key Stage Two programme, but obviously we're finding that there's still gaps that they've not covered in Key Stage One because we've not used the programme before. So we're making sure those gaps are filled in first before we move on to the Key Stage Two ones.

Q Right. Can you give me an example of something that would be a gap?

A Well, we've only just started. I'm just thinking from the training course, you see, that we had. I think it is things like databases and oh gosh, what was the other one? Oh, can't think what the name of it's called. It's to do with programming. That side of it.

Q Yeah. So is your...? The use of technology, I presume, and I understood from Irina, it's something that the leadership of the school very much endorse and support and want to bring in?

A Definitely.

Q Right. so which so you've mentioned the sort of devices that you use, and some of the apps and games and things that you have. Do you use film at all in the classroom? Are you using YouTube and things like that?

A Yeah, so we use a film a lot. So we film... if we're doing drama in class they'll film it and then watch it back. So we'll film it in groups and then play it on the interactive whiteboards. We do that quite a lot...

Q On the iPads?

A Yeah. we take lots of pictures and the children take pictures as well, and then we put them in a class book. So you don't think about these things, you're doing them all the time.

We also use a lot for communications with parents. So we've got something called Marvellous Me, Irina mentioned it... Yeah, and that's good cos it might be that you've got messages to send home, but, or reminders, but then also if children have some something brilliantly on that day, or you want them to learn a certain times table, we can send those home as well. So that's...

Q Okay, so you might upload a photo or something to that to the parent.

A Yeah, can do that to the parents.

Q Yeah. And can the parents...? It's just to, you to the parent of the...?

A Yeah.

Q Yeah, sort of one-to-one, as it were.

A One-to-one. You can select more children if it's a message that you want to get out to more. So we can, if it's... 'Don't forget, it's our trip tomorrow, and what we're [unclear]', you can do that to all your class. So the whole school, while you select who you want to send it to, so it's good.

Q In your own class are you able to use YouTube? Do you use anything like that? Or films from, I don't know, BBC or something like that?

A Yeah, constantly through, especially in literacy. We have lots of short clips that we use, all the time.

Q Okay, where're they coming from?

A Or pictures. From YouTube. It's YouTube. It's only the teacher's computer that accesses YouTube because it's filtered in school for everything else. So they can't do it on laptops. But on our computers we can. Cos obviously we can filter it.

But a lot of the children we discuss what they want to be when they're older do say, I want to be a YouTuber.

Q Yes, that's interesting.

A So a lot of the children are using it.

Q That's coming into the class there.

A Yeah, definitely. And when you say, what do you want to YouTube on, it's all different things like the making things, a slime, or different things, or games that they're playing, Fortnite, they're all playing the game Fortnite, aren't they? So everybody's talking about that game. So, interesting that they want to blog.

Q Yes. Do you find that does any of that come across in things like the drama, are you seeing those kind of, you know, almost, yeah, vlogging kind of skills coming out in...?

A Yeah, not in some of the vloggers, but from specific computer games comes up. For instance, we're doing volcanos as our theme and when we talked about a crater in a volcano they talked about the crater that was in the computer, the game that they're playing, in Fortnite, where there's a crater in the ground. So they are playing other things from... So there is positives as well that they've seen in the game.

But we also have, on the negative side, we also have a lot of children that are very, very tired, that are maybe playing their computer games quite a lot. So there's the negative effects from it as well. Where they're not going to bed till very late cos they're on computers. So we get both sides really.

Q Yes. Do you sort of actively ask for that kind of knowledge or does it just come up? The positive knowledge [overtalking].

A It just comes up. Yeah, it just comes through. Definitely the vocabulary. There's a lot of vocabulary there from volcanoes that they'd got from that. And mentioned asteroids and things like that that was in the game.

Q Did that surprise you?

A Yeah, it did. It shocked me, yeah, that they actually got that from the computer. Yeah. And then they also began to question things. So they said, 'oh, there's a crater in the ground but was it a volcano, was it just a hole that an asteroid hit?' So they started to think about things from the game and extra things we'd learnt in class. So that was very interesting.

- Q Very interesting, yeah. When that comes up, that kind of thing, are you able to, do you draw on it?
- A Yeah, definitely. Expand it further.
- Q Extemporise, as it were, with that knowledge coming through.
- A Yeah. So then that can also affect our planning. So we might change the direction where we're going to go the following lesson, so that we do bring it in. Definitely.
- Q Yes. Yeah. And will you go and sort of have a little research on that sort of thing after class?
- A Yeah, yeah, definitely.
- Q You know, that they've drawn your attention to.
- A Yeah. And then also we watch Newsround every day, so if anything comes up on Newsround, obviously we can go further into those issues as well. So that's something of interest.
- Q Is it like, I don't know, kind of social issues, type stuff, you're thinking, or just topical?
- A It can be any topical new... So it's the BBC but it's the child version. So there might be a football match that happened the night before, or it could be the election or Brexit. And so it can start discussion as well. And that's usually just when they're having the snack, when they're coming from break, we do that every day.
- Q Okay, yeah. Is that something you've instigated, or is that something that...?
- A A lot of people do it throughout school as well.
- Q Yeah, that's interesting. And so what are your aims in, let's just say the Newsround one, I'm interested in that. What are your aims in sort of using that session?
- A So that they're aware of what's happening in society at the moment really. So that they can discuss. And to encourage that discussion. Cos we've got a big thing on using our voice. So that we've got a topic to start discussing.
- Q Right, okay. So you'll use it and then there will be, you'll sort of start to do a bit of a debate when you're with them?
- A Yeah. Yeah, definitely. All the opportunities, yeah. Because they might be worrying about something, or there might be something on the news that's happened recently. Terrorists, anything like that that they might have seen and they're not quite sure of it, and then it's a safe environment for them to discuss it, which is really good.
- Q Right, yes. Yeah, no, it's really interesting. So supposing you had limitless funding and limitless support, are there any technologies or programmes, apps, you'd like to have?

- A The laptops is what we really need, so that online. So what you find is children can pick up an iPad, they can open up any online, so they go onto the internet or open up apps very easily. But when you give them a laptop they struggle to use the mouse. They struggle to turn the computer on and off again, and to load a programme. So that side of it they're struggling with.
- When it comes to either a mobile phone or an iPad they can load up programmes and apps. They can go on YouTube, they can video, they can use cameras, but can they actually use an application like PowerPoint or Word? They will struggle.
- Q They don't have those more perhaps formal sort of skills?
- A Yeah. It's really interesting.
- Q So that's something you're aiming to use and to teach when the laptops arrive.
- A Yes, definitely.
- Q Yes, yeah. Brilliant. And you feel those are important skills?
- A Definitely.
- Q Yeah, that they need to have as well. This is towards sort of employment or...
- A Employment for, for the future, really. I mean, obviously the direction of technology is changing. So especially they want to do the YouTube and whatever else, they're in the right area, but if you do want other skills for jobs then it would be useful for them to use those typing... And we also have lots of issues with spelling where they have difficulty in spelling, which is why we're doing the Spelling Shed. Where they're learning them online. So obviously the use of spell check and things like that would be interesting when they're at the computers.
- Q Yes. Yeah. It'd be interesting to see how that goes over. Do you have any barriers that you have integrating technologies into your classroom planning and...?
- A I think it's like you say, the main thing is the funding. So making sure we've got everything available that we need. Cos ideally we'd like every child to have an iPad when they've sat down. So that they've got that. Things like green screens would be brilliant if you could use things like that in the classroom.
- Q Oh yes, what would you use them for?
- A Well, we had them in my last school and, for drama and different things, it was brilliant to show different things in there.
- Q Can you give me an example? I'm trying to...
- A For an example, you might be studying, a different country. So it might be China or something, so you could act things out, and you could be in China.
- So, yeah, the different element.
- Q Amazing, yeah. Do you find, I mean, things like that suggest to me, but perhaps wrongly, that it could, you know, really inspire them. It could be creative for them.

- A A lot of our children lack those experiences of actually exploring them, going somewhere different. So when you've got the internet it's opening their world a bit wider, isn't it, really? And that's the main thing that we want it for. Cos a lot of them live in a narrow surrounding, so there is just around them that they know and don't, even to the countryside, don't travel to the countryside. So obviously we try and offer those experiences on trips but there's a lot of sort of choice online that we can do with that. Yeah.
- Q Yeah, got that in your mind as well. No, it's really interesting to know all the reasons which aren't necessarily curricular ones that you'll use these technologies.
- A And also we've had a lot of parents, we talk from the parent side of it, who want extra help. And the main thing they want help on is putting things in place so that children can't go on certain websites. So they're protected, cos they do... They're not always aware of what they're watching or what they're looking at. And they're not aware of how to block them, or to use child-friendly sites. So that's something that we're, we're looking at doing as well with parents.
- Q Yes. And I know Melanie [school safeguarding officer] said she ran some workshops but I wondered if you as a teacher had been approached, you know, by individual parents to provide some advice.
- A We've definitely discussed them with parents. And then my husband also works for a [telecommunications] company, and he's coming in to do some bits on how to use different programmes that would allow them just to use, so it's child friendly.
- Like Child YouTube as well, cos you can filter that. It's putting those filters in place that they don't know about.
- Q Yes. So we're interested in different pedagogies in the classroom, and I wondered how far you feel your use of technology and media contributed to, and the ones that are down here: collaborative learning, enquiry-based, problem-based, and project-based learning, whether you use technologies for any or all of those.
- A Just about all of them really. So the enquiry, so as soon as we're researching a new project that we're doing, or a new theme, straight away they've got iPads. And for instance we're doing volcanoes at the moment, so looking at volcanoes in the world. So they're using the iPads to locate them, then using a map to put them where they need to be. But a lot of the children will say they've been looking on Google Maps at home and locating different things. So they're doing it online rather than with a book, aren't they? They're finding that information.
- Q Yes. So when you say they do it on a map, in a classroom, you mean a physical map?
- A We'll give them a physical map [overtalking]. From the ones that they're doing online, yeah. So it's very interesting. [overtalking] the collaborative role is working in, in groups and, within those groups it might be that they've got other things available, so they've got the text available, but then they've also got the online option that the, the iPads are the main source that we use really. That's the main thing that we've got to get on there.



Problem-based, we do a lot of open-ended problems. We might give them something to investigate. So what do you think. So we've been talking about T Rexes at the moment, and about whether they were predators, or whether they were scavengers. So they might, they started to use Google as a main source, so they had to find out whether they're scavenger or not. Cos we've had a geologist in who mentioned it.

Q Oh, I saw him the other day from the University, wasn't it?

A Yeah, yeah. So as he mentioned it, we started delving deeper, straight... And it's so instant, so quick that we can do it.

Q Yeah. And the other one was project, problem-based enquiry, have we done them all?

A Project-based, we do quite a lot. So we have something called Proud Books. so it's a book with a piece of writing in there. Based on the theme. And from that some of them have been getting the images and things like that from online. So they've searched for volcanoes or dinosaurs and then used the images and copied and pasted them, and put them in the books as well.

Q So have you got facility to print stuff out?

A Yeah.

Q Yeah, in the classroom. So you do that actually in the room. Yeah, so again it's an instant...

A Yeah.

Q Product, from Google searches. Thank you. Any other uses of technology that you'd like to tell us about? Assessment, documenting learning?

A Oh, [overtalking] for hours, yeah. So obviously all of our planning's done online, everything's done, assessment's done online. So we've got tracker, we've got one that links up to the register where we're putting all the assessment in. We also put emotional wellbeing data in, so there's loads of data that we put in, then it tracks it. But also we track, any tests that we put in, there's like a reading test that we do and it tracks each question so you can see where the errors are, and which children are getting those errors, so you can group them in class. And then fill those gaps really, with the children straight away, it stands out a mile.

Q I know they're used in Golden Time as well.

A Golden Time, yeah, Golden Time they have iPads, when they can choose to do that. We also have Go Noodle. Have you heard...?

Q Yes, I've heard about that, yes.

A So they're all in the hall doing the dancing which is online again.

Q Okay. So is that in the hall, not in the classroom, they'll do that?

A In the hall, yeah, Golden Time.

Q Is that the year group or...?



A No, so it's Key Stage One. Key Stage One have one in their Golden Time, and we have one in our Golden Time, so Year 3 to 6. So they can choose to do that, yeah.

Q Yeah, yeah. How do you find all that? I mean, there's so much online stuff now.

A Yeah. I mean, you just rely on it, don't you? It becomes the norm, that you use it constantly. Constantly using ICT, yeah.

Q Yeah. We've got some questions about emotional wellbeing and, as you mentioned it, I just want to jump to those. Because is that based on sort of, are you making observations that you then log? Is it kind of a...?

A Definitely, yeah. So if anything springs out that they need extra support on, as a family, or it might be something that they viewed from an older brother or sister, when they've been watching something they shouldn't. So yeah, instantly we can then talk to parents and log it where we need to log it.

And that's something we've got a few different systems where we log, something called CPOMS [a brand of safeguarding software for schools]. So we use CPOMS every day, quite a lot of the time. And if there's any emotional problems or any concerns with the family, concerns with the child, might be behavioural problems, it's logged on CPOMS. And that's then accessed by whichever staff you tag, if you like. So then all the heads and everybody else can all be in there and add to those comments. And it's also an evidence log for the children that need it as well really.

Q So do you have any particular concerns about technology? Do you think any of them are negative for your children?

A I think the only negative, like I said, is the ones that play things that are not a suitable age for them. So there might be children that are going onto games and everything's R18. And seeing that violence and the swearing and different things like that, that's not suitable. But to be honest, as well as that, some of the children might also be getting that from home anyway, as well, so it's a mixture of both. What, what their family would see as acceptable, I suppose.

Q Yeah, yeah. Okay. Other than that though do you have...?

A Other than that, no, it's something that we can instantly communicate with parents to and from and we're also on Twitter. So the school's on Twitter, got the school website. So we put pictures on there. Obviously we've got to get the consent so that we've got all the consent from the parents. But we put on pictures so they can see what's happening, so that's really good and up to date and quick.

Q Yes. Apart from what you've just mentioned which is a bit of a negative impact, do you feel that technologies impact positively on children's everyday lives?

A Definitely. Oh gosh, yes. Yeah, massively. And it's so instant for them. So instant. And it just broadens their knowledge very quickly. And so many children and families have got mobile phones so they're able to do their own research and different things from a mobile phone now. It's so quick, isn't it?

Q Yeah, yeah. So in terms of information I wondered if you felt they were picking

up anything else, getting other skills that are being transferred in from that type of engagement with medias and technologies outside of the classroom.

A Well I think a lot of our children are using their voice quite a lot. So they're using it, there's lots of broadcasting and different things like that. Especially from Newsround, like we said before. So they begin to discuss a topic and different things. as you said before, blogging [vlogging?]. A lot of them are saying they want to do their own blogging, and I think probably a few of them probably are. So they are actually talking about topics, usually about video games or girls might be things that they're making.

So they are actually becoming more confident with the speech, and maybe that's an element of it. Yeah. I mean, so many children that are using things like Instagram and things like that where they're making things up with their friends as well usually. So there's that side of it as well, so...

Communicating with friends is a big thing. So that could be seen as a positive or a negative. Because for the positive side of it obviously you are still communicating, and it's very quick, but are you actually getting outdoors enough and doing all those outdoor things which might be the negative. So there's two sides, I suppose.

Q Okay, we've covered a lot of those [questions] so I'm going to move on to these. So interesting how play supports children learning new skills and knowledge. We've talked about that a bit. I just wondered how you saw your own role in relationship to children's using technologies in the classroom. You know, how do you play it in terms of are they at the same levels, is there differentiation?

A I think it's interesting cos they can see. So if there's a programme that maybe I can't load up - for instance today we were doing our new song and it was all online, a music programme that we got, and I struggled to log in. So straight away I went, oh, can we get Mr, and I asked for somebody's help. So they saw that even I struggled to get onto something sometime, and I could ask somebody else for help. The same as they could.

So modelling those things all the time, you're constantly logging on. We use Active Inspire for the whiteboard and on that a lot of the children, because they've watched, they can actually do some of the things on the Active Inspire. And want to write on the board and things like that with interactive pen. So it's constantly modelling things all the time. Like I said, the text is visual on the board, with images and videos. So it's just more sensory all the time as well, so it's important.

We also use it a lot for, which I've not mentioned, communication print, and I think there's a new programme called Widget. Very similar sort of things. What it does is it gives you a visual for a text, for a word that you put in. So we use a lot of print sheets that are from that, for people that need support. So it might be sentence construction, or it might be a word mapped, and these things are really good cos it's just a visual, and that's something obviously that's created online.

Q Yeah. You talked about drawing and illustration and that sort of thing, but do you find it sort of supports their...?

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A Yeah, also a lot, what a lot of children are doing as well, at home, cos I used to do a sketch club, and we use online, it's a YouTube, I think it's a dad, somebody or other, and he just shows how to sketch different things, how to sketch a dinosaur, How to... I use that regular as well. And my own children do. So they copy what he does. Children are doing that a lot. At home. An awful lot.

Q Yeah. Yes. And do you find that's sort of coming into the classroom and you're able to...?

A Yeah, yeah.

Q Draw on that. That's brilliant.

A Don't realise quite how much there is [overtalking].

Q [Overtalking] I know, it's really fascinating. So we've got a list of things that technology and media is sort of contributing to. We've got physical skills, social skills. Yeah, social skills we haven't perhaps talked about. We've talked about online communication.

A As, as a school it's really good cos we communicate with parents really quickly, and the children. And the children can access anything they want. So if they want to find out something they're doing it very quickly. I suppose the more negative side of it would be more if you're looking at... Thinking of my own children as well, when they're communicating, and other children, I've had it in school before, it seems to be particularly with girls, where you get a group of girls and they're on something like Messenger or Instagram.

And they might say something about one of the other girls, and it... Because it's online it's not, they're not actually looking at the person, it can be misconstrued, and they might get upset. So we've had that quite a lot where they've had a group and then it might be somebody's at somebody else's house and didn't eat the same as the other one. But because it's a group message everybody sees it. Somebody can then get upset from that. And I think it's important to do lots of work really on how words can look very different to how we might actually tell somebody.

And I think that is a big part to play in that. And I think a lot of our parents react quite quickly as well to things like that, when really they should be saying, right, what could this actually mean, and taking them back a little bit. Rather than reacting instantly.

Other things as well, like other families we've had where somebody might have put a comment on about what the child's done. And then it can be that child, but then everybody gets involved. So there's different sides of it. So that communication can be brilliant, and to send a positive message, but very quickly a negative message could spread as well about a child or an incident. So yeah.

Q Are there rules for parents in terms of, you know...?

A Oh yes, so there's code of conduct, so yeah, there should be.

- Q Other people's children and stuff.
- A I'm talking about, yeah, in general as well. So it's just something to watch, yeah.
- Q Okay. I wondered if you use it in any kind of emotional kind of learning sense.
- A Yeah, constantly use it in things like P4C where they're looking at emotions. So they might look at, there might be a video of somebody that's feeling upset or angry, and we're talking about what's happening. There's a video which is absolutely brilliant, I think it's called Pass a Smile. And it shows you how if you do something positive for somebody else how the impact then filters through.
- And that video's just brilliant, and they love watching that. So they can see how it can spread. Basically your life. So little things like that all the time.
- Q Oh, that's great. So just the last few minutes we need to just turn to Anna herself. And I just wondered if you had any observations about how she might use the digital technologies that are on offer in the classroom.
- A Yeah. as I say, the iPad in particular they pick up really, really quickly. And what I have seen it doing, I think you've mentioned before, is where she has a whiteboard and pen, she's using that with the iPad at the same time, she's doing that at home, she's doing that in school for that skill. So that she's learning to write and use the technology at the same time. And that's what quite a lot of them are doing at the minute. So it's like that [overtalking].
- Q Yes, is that something you've investigated?
- A Yeah. And I think they just do it automatically now, when they've got something new. So if they're doing the times tables, I didn't teach them to do it like that, but they've got a pen, they're writing it at the same time as they're asking them questions. So that's quite interesting, yeah. But if we gave a, a laptop and said switch it on, find that a lot more difficult. But using programmes taking photos, watching videos and different things like that, would be fine. But it's the more skill-base that would be trickier.
- I think it's parents as well, making sure that obviously the parents understand how to operate the programmes. And we've had quite a few things in school where we've showed them how to use some of the programmes that we're using cos they've not be as comfortable with it.
- Q Yeah. And do you think that things that she might be doing at home, can you see any of that impacting what she does in the classroom? You know, using the iPad is presumably an example of that.
- A Yeah, definitely, yeah.
- Q Yes, yeah. And does it impact on her, you know, perhaps in movement terms, or emotional terms, in all the, you know, in, just in the... Obviously we talked about a skills thing, you know, she can operate it and she can do it. Or do you think it impacts in a kind of creative way on her?
- A I think more skills-based. I think she's a naturally creative person. So she loves drawing, doing the art side of it. Obviously that side could be thread[?] more so

that she's using an online programme so we could do the digital art as well. And that's one of our... cos I'm doing the Artsmark in school. And we're looking at doing the Artsmark. And the first year of it is getting the Artsmark together.

But then our next step in the year after is starting to look at digital arts. So starting to bring that in a bit more, so that'd be good.

Q That'd be interesting, yeah, that's very much like her area. And do you find that they're ever, you know, perhaps almost using technologies in a way that it's not actually meant for but it is quite creative? You know, they're sort of extending or extemporising with what they've got and taking them forward, would you say?

A I think a lot of the time they just do it automatically, don't they? It's something that's everyday to them. Using a phone or an iPad. So lots of the skills they would just do automatically. And especially if you give them an iPad, they can straightaway flick, they can find the different apps, they can add apps. They can do it so quickly, those skills. And take photographs and videos, really naturally. Yeah.

Q Do you find that she helps other children in terms of their using technologies? Do you feel that, or, you know, do any of them? But I was thinking particularly about Anna, if she's sort of coaching others or, you know, helping others if they can't find things?

A I think Anna struggles with some of the things, but with the iPad she tends to... Especially with the Spelling Shed she tends to just pick it up and get on straight away, so that is confidence. And she will say, do you want me to log somebody else in? So it's obviously something that she is feeling more confident in. There's a few of the children that feel like that as well, a bit confident doing that bit. She definitely does, yeah.

And they do like, enjoying using it, that's the main thing.

Q Do they have any apps or games on there that she could play, like with other people, would she do that as well?

A Yeah, there's lots of other apps and games. Like there's loads of directional things like that as well, and maths skills games that they can play together as well.

Q Right. And would Anna take part in those?

A Yeah, yeah, she's a social kid, yeah.

Q That's great. Do you think there are some technologies and media that work particularly well for children, or do you think, you know, are any particularly conducive to the classroom?

A I think the main thing for the children I've taught, that seems to hook them, is the YouTube. So if they've got a palaeontologist or a geologist, depending what topic, talking about something, and modelling, something that maybe they could do, they're interested in, or whether it's all based on a video game, the computer games. Then it gets a hook. And we've used it a lot for our writing in school as well.

So we've brought in... When they started bringing up the crater and different things, we were talking about volcanoes. We then did a Big Write where we had some of the images that they'd seen, so a crater, a dinosaur, a magical pebble. And they used all of those things then to write their own story. So as soon as they brought something we could then apply it.

The same as in the hall. I don't know if you've been in the hall, the floors pull up. So the floors pull up for [unclear] access what's been underneath it, and it's lifted up with the heat and everything. So then straight away on that, that weekend again for... That week for the Big Write, we took lots of pictures. We set it up so there was a shoe and a piece of vinyl, something on the floor, as if there was some sort of, something under the flooring. So we took lots of pictures, set it all up.

And then got the children in there, they started investigating and looking around, taking photos themselves. Getting in groups and making notes of what it could be. And then we used those photos in class for them to do a Big Write. So they wrote about what had happened.

Q Do they do any digital story telling? You know, sort of like...?

A Not, not as much, no. Not really. I mean, we do it in the sense that they've got the pictures printed off and they could order them and do it like that, but not, so they're not all on...

Q Not through digital medium.

A No. [Overtalking].

Q Or animation or something, yeah, so you'd be keen to do that, yeah.

A Definitely.

Q And you know you spoke about, you know, sort of the volcanoes and you know, the craters coming in from, you know, some students having done Minecraft forever, have you got any examples, do you think, of Anna bringing in anything that she might have done at home that...?

A Not as such. When she talks of home, Anna is more the dolls and the play and the arts. Or she's main, rather than what she's done as much online. She will mention, like I say, going on Spelling Shed and doing something on the iPads. Or that she's found some information out with mum. But not as much. It's something that's still ongoing. It's definitely improved, the amount that she's using it, definitely.

Q Yeah, that's really interesting. Anything I've not asked you that you think I should know about? In relation to this topic. Things you do, things that came up in your mind as we spoke.

A I don't know, I think you just about covered it. Yeah .

Q Fantastic. I'm sorry it's been slightly rushed, some of the questions, but that's been really interesting, thank you so much.

A [Unclear] we're just doing an interview. I've never really mentioned it, but we



also do something called Better [South East Sheffield] where we're getting a lot of the families involved. And we've had a big project called Gardens. So we did the garden up. So we sent images and descriptions, we have a newsletter that goes out every week. So we've got pictures of children doing the jobs on there, different things. And then also on Twitter, like we've said before. It's got on Twitter. But the Better [South East Sheffield], so we've also had things like to the radios. We've had Radio Sheffield in as well.

So we've done Kids Talk on Radio Sheffield. So someone's come in and interviewed the children, so they've had the live experience as well of the broadcasting. So that's been, that was really good.

Q That must have been great, yes.

A Yeah, but the Better [South East Sheffield]'s really good for sending that message about what we're doing, what we're doing. And again, that's online on Twitter or in newsletters from the pictures that we've taken.

Q Is that something that, I mean, do the children have any contact with the Twitter or in putting together the newsletter? Is that something that you feel does the...?

A No, but that is something that for the Artsmark that we've put where we want to go next, because the Artist in Resident is a blog online. And she wants to get the families involved in the blogging. Which they all want to be bloggers, sounds like, yeah.

Q Perfect combination, yeah.

A So that's something where we really want to go next really.

Q Yeah, that's brilliant. Oh, thank you for that.