

Q Julia Bishop (researcher)

A Jamie-Lynn C (teacher at Wellingbrooke Primary School)

Q Okay, so the questions are divided into sections, and I'm going to try and do a few from each, just to see if we can cover most of it. That's lovely. The first question, quite obviously perhaps, is... I wondered how technologies and media feature in your own planned curriculum, if at all?

A Well, in the curriculum, we do at least computing, once a week. We bring in the media in that way. But, in other parts of the curriculum as well, we bring them in, so we try to use technology all the time. We've done 3D printing, where they're making devices and we've used 3D pens and things like that, and we try to bring it in as much as possible.

Q Are you trying to bring it into every subject on the curriculum?

A If we can do. We try and link it in some way.

Q Yes. When you say we, is that planning with other teachers in your year group?

A Yes, other teachers in my year group.

Q Am I right in thinking you're a Year 5 teacher, Jamie-Lynn?

A That's right, yes.

Q Thank you. Just to make sure. That's lovely. How does what you're doing link to the national curriculum guidance, as regards technology, media and learning?

A We've got our curriculum that we follow for Sheffield, and we use that as our guideline for doing our planning for doing our technology.

Q I see. Right. And in what ways are your decisions to use media, or technology similar or different to other colleagues in the school?

A I would say we, across the board, use the same. Because we are using the same format for the curriculum that shows progression throughout the years. In Year 1, they've got a certain part they are doing, and we follow it through right up to Year 6. They are learning to use the technology, and advance their skills, and we all use the same curriculum format.

Q I see. Does that come into your planning with colleagues, both in your own year group and across the school?

A Yes it does. This week, Wednesday we all got together so we could share our ideas. We all help each other with ideas. If somebody else has got an idea to help a year group, they will go in and say... What about doing that? We do speak a lot to each other to help.

Q Is that on a weekly basis, that you'll do that or a regular one?

A I would say termly [?]. When we are starting our new curriculum journey as we call it, we all get together and share ideas.

Q I see. That's great. Thank you, Jamie-Lynn. Would you say that your use of

media and technology is supported by the leadership at the school, as a resource for teaching and learning?

A Yes, definitely, because they can see that is the future, really. If you think of jobs and placements, technology plays a big role in that. And they really do push making sure that the children are aware of the technology, and how to use the equipment, and things that are coming up. New devices. That's why we actually do link with... Is it AMG down near Catcliffe? And they come over and they've done quite a few things with us.

Last year they were over, and we were using the 3D pens. I've got them coming again this year with technology using 3D pens. And the Year 6, did coding last half-term. They came up from Sheffield university to do coding with them. So, we do try and link as much as possible.

Q Yes. That sounds fascinating. Who was the first group that you mentioned again at Catcliffe? I didn't quite catch that?

A I think it's called AMG, underneath the Sheffield university.

Q AMG... It's not the AMRC is it? Yes, I know what you mean. It's an engineering...

A Yes, they come, and they do a lot with us.

Q I'm with you now. That's great. Now I know.

A Sorry, I put it...

Q That's all right. No, it's just to clarify. It's just that I go, and I didn't understand that. That's fine. I wondered... You have people coming in and it sounds like they are engaging directly, it sounds like, with the children?

A Yes. We do a lot of things for the children. We go and see them ourselves... This is the idea we've got. Last year we had a meeting. Normally we have a meeting before the end of the year, so we're getting ready for the new year. And we say, this is what we've got, and they come up with some ideas for us.

I booked mine in February and like I said, Year 6 had them last half-term. We try and get them in as much as possible, because it's bringing all the new technology, that the children can see. Like we said, that's the future, that's what they are going to be working on, and it's going to be all new. We are trying to prepare them for things that haven't been invented yet, in a way.

Q Yes, I do see. Exactly. Your own connections with these people coming in, with the university people coming in, was that the pens, did you say, or...?

A Yes, we had the 3D pens and then they came and worked on a decoding device. Because last half-term, the year 6's did decoding. They were looking at a large decoding device and working out if they could make their own decoder.

Q Wow. Can you tell me a bit more about what you actually did with that, in your classes?

A I didn't do it, it was more the Year 6's.

Q Yes, but you were involved in that?

A We all met together so we could share our ideas, and of course, the Year 6's were doing coding, and I said I'd like to do the gravity and force. They said... We'll bring the 3-dimensional pens again, so we could use that to build things, for the children to make baskets in.

Q Wow. It sounds incredible. That's absolutely great. Do you get any other professional training and development?

A If there's something we want to develop ourselves on, like I said, we've got a head of computing, so you can go to her and she will give you advice. She's really good. Or if we feel that there's something we need more advice on, we can go on courses and things like that. It's always open for us to develop.

Q Yes. That's brilliant. Thank you. Can you give me some examples of the media, such as websites and apps, or games, or films that you would use in your classroom, please?

A Apps at the moment, in Year 5, I haven't got many apps that we go on. At the moment, we've got TTRockstars. The children can access that at home, so they download the app at home and have it on their phones. We have the TTRockstars at school, so we use that at school. We use that quite a lot. TTRockstars is used quite often to help with their maths.

Q Is there any particular reason why you don't use many at the moment? You said... I don't use many as if that was... Is that just something at the moment, and is there a reason for that?

A I think that at the moment, I haven't found a need to have an app at the moment. I know when I was in Year 4, we had a spelling and multiplication one. Now for the multiplication one, we've gone more onto the TTRockstars. So, we have the phonics apps that the children can go on and use on the tablet.

Q I see. And do you use films or games in the classroom at all?

A Sorry, do we use...?

Q Sorry, do you use films at all in your teaching?

A Sometimes, in English. Like, yesterday I showed a small clip of Narnia and they watched that for description. We'd use that in English. I find with the children it's much better, because they get to see it and they get to see it, they get to hear it and bring into the setting. We started doing that last week, they are watching it so they can do a description setting. I wouldn't say we really watch a lot of films. If I'm doing like a Geography, when she came in, we were doing Geography, so we watched a... I think we did watch a film, yes.

We watched a description of climate change and deforestation, so we'll use it for Geography if I can find something that it's relevant, we'll watch that. Same with History. If we can find a relevant clip, and like Science, if we see a clip, watch that, see if it is moving. But it's really helpful in that way for them to visualise it. Because sometimes just saying it to them, when they're actually seeing a movement or they're actually seeing it on the screen, it becomes more real to

them.

Q Yes, that's really interesting. Are you using an interactive white board in the classroom, in order to show the film?

A Yes, I have got an interactive white board.

Q Yes. And you mentioned about which films you used it, which classes and so on, which themes and subject areas. I just wondered where you would go to get resources like that?

A I normally go just onto Google and I search. Sometimes I go into TES, and we've got Twinkl that we go into, and I find resources from there. Those are the sites I use. More the teacher educational sites, I'll go onto one of those sites and see what they've got available for us to use.

Q I see, yes. you also mentioned iPads earlier, and I wondered what access you have to equipment in your classroom, like iPads?

A We've got a set of tablets for the school. Not iPads, we've got tablets. In my classroom, I have 16 computers which we share between four classrooms. Years 5's and Year 6's. There's two sets of each. Each set of key stage... Upper key stage 2, between the eight of us, we've got a set of computers each. We can book in times, so the children can use the computers.

Q I see. Do you tend to use the tablets did you say, rather than the computers or is it a mixture?

A We use the computers more. I use the tablet at school to take photos and the children can make PicCollages, which they like to do. But mostly we use the computers.

Q What's the PicCollage work that you do then? We haven't touched on that yet.

A PicCollage is an app, sorry, I do use an app. It's a PicCollage... The children will take PE photographs. If we do PE, or today we had a science day, the children will take photographs. Then they can arrange the photos through PicCollage, and then they put it in the order that they want them, and they can change the background and they can put writing on it. Then they email it to me, and then I can print it out for their books.

Q I see, okay, that's great. I can't remember if you said you had tablets? What ratio of tablets per child?

A We've got, I think at the moment, 24 tablets, so there's nearly one per child, depending on... I've got 28 in a class, but we've got 24 tablets at the moment.

Q That's brilliant. Are there any other technologies or any particular media that you'd like to be able to use if you had the opportunity?

A I think at this school we've got quite a lot. Last year we got them to put the green screen up, so we've got a green screen in the IT suite upstairs, and we've got Chrome books upstairs as well. I forgot about that. We've got Chrome books upstairs. We've actually got quite a lot of computing devices upstairs. We've also got the K'NEX where you can make the little motors, and you can put the code

into the computer, and you can get the Ferris wheel to turn around. We've actually got quite a lot of devices at the school, that we use.

Q And would you yourself be accessing that, or does it tend to be other year groups?

A At the moment that's more the Year 6. They get to actually plug it in and get it to work. In our curriculum, that would be a step for the Year 6. Our step is actually the flow of just writing the programmes. We will write the flow well [?] programme, the Year 6 writes the program but then also gets the device to work. Actually, coding the programme for the Ferris wheel to turn around. Whereas we do it more practically on the computer.

Q Yes. Do you encounter any barriers regarding integrating the technologies or media, as part of your teaching, would you say?

A No, I don't think so. Because even with the Geography recently, when we did our computing photo storage, we linked the two together. When they made their photo story, it linked with the Geography. I think the children enjoy it when you change it in that way...Like today's Geography lesson, all the knowledge that you've got, show me the skills by doing the photo stories. That places the knowledge inside. So, I can see that by using the skill of the programme, that you are also using the knowledge of what you've learned in Geography. They like doing it like that.

Q Yes, absolutely. You're keen on transferring knowledge across.

A Between the two.

Q Yes. We're also interested in the way that technology and media is used in your classroom, in relationship to different pedagogues. I just wondered if you've got any comments relating to your own practice, in relation to collaborative learning or enquiry-based, problem-based, or project-based. Those four particular areas.

JA I think collaboratively, we work together, which is really good. I find sometimes when children are all alone on the computer, they don't get the skill that you need to be working with somebody. Collaborative learning we've done with the photo story. They've had to work together to work out what they're going to put in the story. Can you repeat what the other one was, I've forgotten?

Q Sorry, no, it's a long list. Okay, there's four altogether. Collaborative, enquiry-based...

A We've used enquiry when we just start something off. They're really good about getting the research and enquiring about things they want to learn about. They'll go onto the computer to find out new information. Or, they'll have heard something in the media, and will come back in and say, can we find out about that? Then they'll go on the computer and have a look, or I'll say... Use the back computer. We've got two back computers. There's one in the classroom. Go on the back computer, go and research that. If they find something out that they find interesting.

Q Sorry Jamie-Lynn, I didn't catch what you said there. Are you saying back computers, or...?

- A Yes. I have my main computer, the main computer's in the station. But I also have two computers at the back of the classroom that are on all the time.
- Q Sorry, I wasn't sure what you meant. I thought that's what you meant, but I wasn't quite sure. Got it. Thank you. I wondered if you did any problem-based learning, using technologies?
- A What do you mean by problem-based, then?
- Q I suppose, thinking about problem-solving, that type of thing. Maybe mathematical type thing.
- A I think we do a lot of that in our TTRockstars because it works on the knowledge of the child, so as the child progresses through the programme, the problem-solving comes in because straight away they'll say, the calculations have changed. I'll say... You've got to use the problem-solving skills. Just multiplying, of course it's going to start dividing the amount. And they start to realise that, as they are progressing more and more, they are having to use more problem-solving skills to answer the questions.
- Q Do you use technologies for project-based work?
- A When we're researching, or if they're out doing something, like when we do deforestation, they have to go and get the information themselves. So, that's building up the project in the end. Like I said, when they were doing the photo story. They would use that mainly to find, research, and they can build the project at the end.
- Q Yes. that's brilliant Thank you Jamie-Lynn. That's great. I wondered if you had any thoughts whether you felt that technologies or media were particularly negative for your children? Specific ones, you know, and if so, which ones and why?
- A My negative thing, I think for the children, is them being on things that, or playing games that I don't think is relevant for them. Of course, we can't prevent that, if parents are allowing them to go on there. I think that's a negative thing sometimes. Some of the media games that they're playing when they're at home, I wouldn't say there's anything at school that's negative. It's more out of school, the web. The internet links into so many things that they shouldn't really be aware of, at maybe such a young age.
- Q Can you give examples of anything you've perhaps encountered?
- A I think some of the shooting games that they play. I personally don't like shooting games. But they do, I suspect most boys like shooting games. That I would say would be my negative. But I wouldn't say it impacts on their learning. They talk about the new games that they've got.
- Q Sorry, do you see that as a negative or positive, the talking about the games? Sorry.
- A Sometimes it can be a negative because if you don't encourage them to stop, and they're all online together. And something has happened on the game and that can sometimes come into the classroom. They have been playing interactively on a



game and somebody's won the game, and the other one hasn't won. That can sometimes cause a problem

Q Yes, I see. That can have an impact on relationships.

A On their relationships in the classroom. They've played a game together and they've had a fallout over the game that they've been playing, and that can have a negative effect.

Q That's interesting. We're interested in emotions and wellbeing in relationship to technologies, as well. I wonder, what range of emotions you see when the children are involved with using the technologies in school?

A I think they really get drawn into... I let them play TTRockstars. That's the only game that they play online when they're at school. Even with that they get so engaged in the game and they can battle each other in different battle stations. And even then, they get so excited in the classroom, that they're shouting across... Even though they are playing on the game, they are shouting across to each other in the classroom, about the game they play...

You need to go onto Battle Site, we're having a battle with our times tables. It causes great excitement, which is interesting to see. Normally, I mean I've got girls, I don't really see that, they're not really into devices and playing games and things. Just watching them in the classroom, even though they are interacting on the computers, they are still interacting by getting all excited, and shouting to each other and then saying... You need to get into this one, we're on this battle together. There's that real excitement when they're playing something.

Q And that's all the children in the class getting involved like that?

A Yes, that's the whole class, yes.

Q Sorry, did you say you've got girls yourself?

A Yes.

Q Yes, fine. Interesting contrast isn't it? Do you ever find that they're designing or adjusting or reflecting on their play with technology? Is it an iterative process would you say?

A I think sometimes when they're playing TTRockstars, they figure out ways to do it quicker. They're quite good at working out the game. And working out what they can do to be more successful. They can see already when they're thinking logically, they know what they need to do to be successful at the game, what they're doing.

Q Is that all children or certain ones, would you say?

A It's certain ones. But I find that the ones that do it, are quite good at sharing their knowledge with the ones that don't or aren't able to actually access it as quick as them. They will go over and they will help them, which happens a lot in the classroom when they are playing TTRockstars. Someone will say, I'm really struggling, and they'll leave the game. Then they'll go and help them, and they say if you do this, and if you guard that, it's going to help you get more coins.

And if you go this way, you can get your speed up. They're quite good at going around and helping each other.

Q I wonder about your own role in supporting them with technology and media use, in the classroom. How do you see your role?

A I find with the gaming, they pick it up really quickly, but when you try to teach them... Now we are going onto the internet, and we are looking at copyright. You need to get the correct images to download because you are taking a photo story. Those technical sides, the first steps, when you're showing them, you would think because they game a lot, they would pick it up much quickly, but because there's so many different steps to go through... Some of them pick it up really quickly and get all the steps.

Some of them will get to the first or second step and say, I can't remember what I've got to do next, or I can't get the picture to download, I'm unable to use it. Again, I found then, myself personally, if I'm on my way to go there, they go... Don't worry Mrs C, I've helped them already. They're really good at going around at helping each other and showing them what to do. Which to me is really good, because it shows... I'm showing the skill, and then some of them are able to do the skill and then pass their knowledge of the skill on to somebody else.

Q That's really interesting. You are comfortable, it sounds like, with taking a step back, because some of the other children, their peers are coming in to help.

A It's a good way for them to embed their knowledge, because if you can show somebody else, then you've embedded the knowledge, because you've passed your skill onto somebody else, which is really good.

Q Do you think the child receiving the knowledge, do you think there's an advantage for them being taught by a peer, or coached by a peer, rather than a teacher?

A They like that. Some go... No, I want Mrs C, and that's fine, but some will rather call and say... Come and show me, and I will say, yes you can go over and show them. I think maybe at times they feel more comfortable with a peer showing them, and nobody's saying... You don't know how to do it, or you have to have somebody showing you all the time.

Q That's really interesting. Can I just ask you, we're on twenty minutes now. Can I just ask you a few questions about Cerys, I think she's called? Our focus child. Do you have just a few more minutes please?

A Yes, that's fine.

Q Thank you. I really appreciate it. I just wondered just if we could talk about her, and the way that she would use digital devices, technology or media, that you offer in the classroom?

A She uses it a lot when she's being creative. She loves to draw. She loves drawing. She researches different animals, and she'll come in and show the drawings that she's done. She likes to go online and look how drawings are done, and images. Then she'll come in the next day to show me. She's the same, unlike TTRockstars



and things like that, she really enjoys doing the games.

I think she likes the ones that are interactive for her to watch, but then she produces something in the drawing or an image, which she shares with her friends. She loves to bring them... And I showed on the Tuesday, the drawings that she's made from just watching, and using her device at home to get the skill of drawing.

Q Yes. Is she using apps and things as far as you know, are they coaching her in drawing or is she just using the images for inspiration?

A I asked her. Sometimes she uses them to coach, but other times she looks at the image she likes, and she's using that for the inspiration of the drawing.

Q She's quite creative in her use of technology and media. Yes. Is that something that you can, does that relate to anything you are doing in the classroom? You've mentioned TTRockstars for example. Does she get other opportunities for that creativity?

A Yes, she does. We've got Activinspire, and some of them love to go on that and they'll do drawings for that. Activinspire is what we use as teachers, and you can pick up colours and pens and draw on that. And then of course, next term we are going to start doing some digital art. We are going to do some cartooning. We are going to do the Greeks and the Spartans for the walls. And we thought we can do some cartoon stories. We can do comic stripping, we're going to try and do that on the computer. It brings a creativity of drawing, but then drawing using a computer and I've spoken to the computer... To see if we can get some actually computer pens, and tablets to draw on the tablets. You are using more, instead of using paper, using an electronical device, which she'll really enjoy doing.

Q Is that static cartoons or is it going to be animation?

A It'll be static at the moment. We do, do animation but that'll probably be in Spring 2, we'll use the plasticine and mould the characters and then they'll do snapshots of the movement for animation. That will come up in Year 5 as well.

Q Yes, that sounds great. Do you also use technologies and media to develop holistic skills for the children, or particularly for Cerys? I was thinking of things like physical skills and cognitive skills.

A Myself, personally I wouldn't think as much.

Q No, that's fine. Sometimes, I don't know, any kind of movement games or musical sort of things, that you do, or building...?

A If you think about our PE this past term has been technology-based, really. We've had a dance teacher come in. She's got music that we've been dancing to and teaching us new moves. I expect in a way, yes, we have. We've been doing that very creatively, where she's got music that she's mixed together, and we're doing a dance to show parents on Friday, so...

Q Lovely. Is that like popular culture, or something like that, that she's using there? Or is she using film?

- A She's doing it about Space, it's all about... Because Space is our Science for the half-term, so we're doing a Space dance. They've been doing lifts and holding each other.
- Q Sounds incredible, great. Can I also ask you about emotional skills? Whether you might use it as a calming thing, or whether you might use digital storytelling to talk about controversial or difficult topics? Or does it come into circle time?
- A On a Wednesday morning that's our time when we do P4C [?]. I'll either show a clip of something and we'll have a look at that, or we'll look at a picture and get them talking about what's happening in the picture. That's our social and emotional area that we cover. It's normally something we'll either watch or we'll either look at a picture and see what they come up with to talk about. She's really good at bringing some ideas there. They are getting better at sharing a bit more, and actually looking at things and talking about people's feelings.
- Q Sorry, did you say Cerys's good at that, herself?
- A Yes, she's good at putting her points across. Some of them don't like to talk at P4C because it's that freedom to talk if you want to. She will share her ideas.
- Q Can you give me an example of some sort of image or film you might have shown in that kind of setting?
- A Well, we showed recently, the 2011 John Lewis advert, when he's counting the days down to Christmas. Of course, you're thinking he's counting the days down because he's going to get a present. But of course, he's counting the days down because he wants to give the present. It's really good to see how they were all getting excited along with him, and realise... Oh, he's actually giving a gift.
- Our religious instruction was... Why is Christmas important to Christians? It linked really well about gift giving, and sharing and caring for others, rather than keeping things for yourself. Cerys's really good with this. She draws a picture, she shares it with people, and she gives it to people. And that joy on their face when she brings a picture in for them, and I think that's why she likes to do it, because she gets that excitement from other children when they see her drawings.
- Q That's really interesting. Do you think she draws on her experiences from home in what she draws in the classroom, with media and technologies?
- A Definitely. I would say if you listen to when she talks, she's growing a garden at home. They're really aware of the environment and things. They're eco-friendly. When we're talking, like in Geography about climate change, she talks about the things she does at home and the things that she's seen. And how they are recycling things and how they're growing things. She brings her home environment into school and talks to the children about it.
- Q That's absolutely brilliant. Jamie-Lynn, I'm really conscious that I've kept you for 30 minutes and I'd better let you go. Is there anything else that you feel we've not touched on, that you feel we should, in the context of children, technologies and play? Or anything you'd like to share?
- A No, I think that's everything.

- Q That's absolutely brilliant. Can I just ask you if you use images and so on, that you share with parents and so on?
- A Yes, if they come on Friday, we're going to play the photo stories and things that they've made. We do something with technology. We put it on the large screen on the hall. While they're doing their dance, after they've finished the dance, they can watch the photo stories that the children have made. They'll be doing that for their Destination at half-term.
- Q I see. Do you use an app like, I think I've been told about ClassDojo and...?
- A Yes, I myself don't use ClassDojo, but ClassDojo is available for people inside the school. I use a different points system, I don't use the...
- Q Okay. I think some people use it to share photos with parents and that sort of thing? You don't do anything like that?
- A No. We've got our own apps, so we share our app.
- Q So you do, do that sort of thing.
- A Yes, we share on our webpage, and we've got a Twitter account and we share with that as well.
- Q Do you use that yourself? Are you involved in that?
- A I myself, don't use technology. I don't have Facebook or anything like that, or Instagram, or Twitter. But my children do. But I put photos on of what the children have done at school. They go on the webpage, so the parents are able to see what the children are doing.
- Q I see, yes. That's absolutely brilliant. A million thanks for fitting this in. It's very much appreciated. I'll let you go. Thanks again, it's been great.
- A Thank you. Nice speaking to you.
- Q Thank you. Bye bye.