ADMIRAL LORD
NELSON SCHOOL

Chromebooks to Support Learning

Using Chromebooks to Support Learning

We have successfully been using Chromebooks in lessons for over 4 years and they have been a fantastic addition to the classroom. They provide a great platform to help our students become responsible digital citizens and lifelong learners as they are taught to use these devices productively and appropriately. Technology allows us to extend effective and engaging learning beyond the classroom where students will have access anytime to information and resources wherever they are.

Chromebooks will not replace exercise books as it is important that students can record their core learning quickly and easily in one place so they can refer back to this as necessary. Traditional methods of teaching and learning still have an important place at ALNS. For exams and to ensure they are highly skilled and ready for their future success it is vital that students can:

▸ Write with stamina for a long time to produce longer written answers – some exams are up to 2 hours and 15 minutes long.

▸ Write accurately at the attempt, sequencing their answers and not relying on being able to edit this later.

▸ Write using the correct spellings, punctuation, and grammar without relying on spell and grammar checks.

We do, however, use Chromebooks to make the learning even more engaging and enhance the current learning experience for students rather than replace it.

Our scheme is an opt in scheme; provision will be made for all students. We firmly believe in the merits of the scheme and the educational benefits it offers students and expect that parents will want to support the initiative. If your child is in receipt of free school meals or there is any other financial obstacle to participating, please contact the school at admin@alns.co.uk so we can discuss how we can support you to order a Chromebook.

Expectations:

Students who have their own Chromebooks as part of the leasing scheme will need to bring them to school every day fully charged and ready for the day ahead. There are Chromebook charging points in almost all classrooms so students may use access with their teacher's permission to charge up their Chromebook if, for any reason, they have not been able to charge their Chromebook overnight.

Ideally, we would like all students to have their own leased Chromebook however, we appreciate that isn't always feasible so we have a small number of Chromebooks in almost all classrooms that they can access any online learning and not be disadvantaged by not having their own device.

Supporting Learning:

The following pages provides information as to how Chromebooks will be used across the curriculum in the different subject areas to support learning.

Chromebook use to support learning in English

The English Department is committed to ensuring that all students receive full access to our curriculum. Therefore, if a student does not have a Chromebook, there will be some access to the school's Chromebook resource so that no student is disadvantaged. This may, however, involve the need to share a Chromebook. In some cases, as an alternative, a paper copy of resources being used in the lesson will be available.

Always:

▸ Use dictionary and thesaurus apps/websites to assist with spelling and vocabulary.

▸ For students who do not have an actual reading book, Chromebooks can be used for silent reading at the start of every lesson using the Accelerated Reader articles available (with corresponding short quizzes).

▸ Use 'Wonderwall' resources to support learning. Wonderwall: a range of resources which students can use to support their understanding and to help assist with tasks.

▸ Using translated texts and resources to support students who have English as an additional language.

▸ Use Chromebooks for quizzes, such as 'Kahoot' and recap activities.

▸ For Years 7, 8 & 9, use Chromebooks for Accelerated Reader tests and book quizzes.

▸ Chromebooks can be used during research activities to aid learning.

▸ Use to support students with Special Educational Needs and Disabilities with a variety of activities and apps (such as immersive reader apps).

At the teacher's discretion and as needed:

▸ Use shared Google Docs (or similar documents) for peer assessment including caterpillar marking. Caterpillar marking: a type of peer assessment which involves a range of key skills and several students looking at each other's work.

▸ When completing a collaborative writing task, share across Google Docs (or similar documents) with other students and teacher.

▸ Where necessary, create quote pages and other resources to aid revision of key texts.

▸ Use E-book versions of texts in class e.g. Lord of the Flies.

▸ Use interactive programmes (e.g. Virtual reality theatres) to aid learning.

Chromebook use to support learning in Maths

The Maths Department is dedicated to ensuring all students have full access to the curriculum. For students without a personal Chromebook, the school will provide access to shared Chromebooks to avoid any disadvantage. Alternatively, paper copies of resources will be made available when necessary.

Always:

▸ After every marked review, students will use Chromebooks to complete Sparx quizzes designed to address gaps identified by the class teacher.

▸ Students will access worksheets and extension tasks via Chromebooks through Google Classroom, reducing the need for paper copies.

▸ End-of-topic assessment reviews and analysis sheets will be completed electronically, helping students identify their strengths and weaknesses.

▸ Over five years, students will gain confidence using Desmos as a learning and graphing tool, equipping them with skills useful in other subjects, further education, and their future careers.

▸ Engage students with educational math games and low stakes tests available online to make learning more enjoyable and reinforce key concepts.

▸ Make use of Sparx Maths for additional practice and instructional videos to support classroom learning and provide extra help as needed.

At a teacher's discretion:

▸ Students will use Chromebooks to practice times tables, ensuring fluency to allow their working memory to focus on problem-solving during GCSE exams.

▸ Students will be encouraged to explore mathematical problems on Nrich, promoting inquisitive learning through diverse problem-solving approaches.

▸ Teachers will set independent learning tasks to be completed and submitted electronically via Chromebooks, with the flexibility for students to use other devices at home.

▸ Use shared Google Docs or Sheets for collaborative math projects, allowing students to work together on problem-solving tasks and presentations.

▸ Employ virtual manipulatives (e.g., base ten blocks, fraction bars) to help students understand abstract concepts through hands-on learning experiences. re not disadvantaged by not having a Chromebook. Students may have to share use of a Chromebook.

Chromebook use to support learning in Science

Where students do not have Chromebooks whenever possible we will use the schools Chromebook resources so they can use these or have a paper version of any work so that students are not disadvantaged by not having a Chromebook. Students may have to share use of a Chromebook.

Always:

▸ Chromebooks can be used in all lessons to access Onenote, PowerPoints and lesson resources.

▸ Chromebooks will be used, when appropriate for knowledge retrieval quizzes.

▸ Chromebooks will be used to access online simulations of practical science activities

▸ Chromebooks will be used after assessments, for students to practice the improvements that they make

▸ Chromebooks will be used to reference and update Personal Learning Checklists at the beginning and at the end of all units of work where appropriate.

▸ Chromebooks will be used during research activities to aid learning.

▸ Chromebooks will be used to support students with Special Educational Needs and Disabilities to access the learning in the right way for them.

At a teacher's discretion:

▸ Chromebooks can be used, when relevant, for the reading of academic texts to support learning.

▸ Chromebooks may be used for independent learning tasks, when relevant, which can then be submitted electronically.

▸ For KS4 Chromebooks can be used to support revision, if appropriate in lessons, using MyGCSE Science or other revision resources.

Chromebook use to support learning in Languages

Where students do not have Chromebooks whenever possible we will use the schools Chromebook resources so they can use these or have a paper version of any work so that students are not disadvantaged by not having a Chromebook. Students may have to share use of a Chromebook.

Always:

‣ Chromebooks will be used every lesson for accessing Online Dictionaries such as wordreference.com or dict.cc.

‣ Students will create and save KS4 GCSE preparation material in their personal Google Drive area.

‣ Revision for "End of Topic" assessments will take place on Chromebooks, using either "Quizlet" or "Kahoot". Students will have the chance to both create and manipulate relevant vocabulary.

‣ The completion of "End of Topic" assessments in KS3 for both the reading and listening skills will take place on Chromebooks, using Google Forms, wherever possible.

‣ Lessons and resources can be accessed through Google Classroom and both completed and saved in students' personal Google Drive area.

‣ Within lessons, tasks can be completed using Chromebooks where students have them available. These can then be stored electronically to refer back to.

‣ Independent learning tasks will be set, which will be completed on Chromebooks and submitted electronically. At home, students with other devices would also be able to do this.

‣ Chromebooks will be used at the end of every lesson to complete a plenary test to inform future planning and lesson delivery and so that students can track their own progress.

At a teacher's discretion:

‣ Students will be able to use their Chromebooks in lessons when it is possible to, in place of their books for revision. There will be times when using class books is the best way for students to record their learning and staff will decide upon this for their classes.

‣ Chromebooks will be used as much as possible to deliver plenaries at the end of lessons to inform future planning and lesson delivery.

‣ To enhance students' Cultural capital, we will utilise opportunities to allow students to complete "Fact-Finding" tasks.

Chromebook use to support learning in Humanities

Where students do not have a Chromebook, wherever possible, we will use the schools Chromebook resources so that they can use these or have a paper version of any work. We will ensure that students are not disadvantaged by not having a Chromebook. Students may have to share use of a Chromebook.

Always:

▸ Chromebooks will be used, when appropriate, for assessments and knowledge retrieval quizzes within all Humanities subjects.

▸ Chromebooks can be used in all lessons to access PowerPoints and lesson resources.

▸ Chromebooks will be used for the creation and upkeep of glossaries to support learning in Sociology and Psychology.

▸ Chromebooks will be used by students for all research purposes.

▸ Chromebooks will be used to reference and update Personal Learning Checklists at the beginning and at the end of all units of work where appropriate.

▸ Students with an identified Special Educational Need will be able to use Chromebooks for all classroom assessments.

▸ GCSE students to use specific Revision Google Classroom to access all revision resources including video clips, podcasts and revision guides.

▸ Chromebooks will be used as a dictionary, thesaurus and for relevant maps.

At a teacher's discretion:

▸ Chromebooks can be used, when relevant, for the reading of academic texts to support learning.

▸ Students will be able to use Chromebooks for self- marking assessment and for interactive quizzes including group quizzes when the opportunity is provided within the scheme of Learning.

▸ Chromebooks may be used for independent learning tasks, when relevant, which can then be submitted electronically.

Chromebook use to support learning in PE (including Child Development)
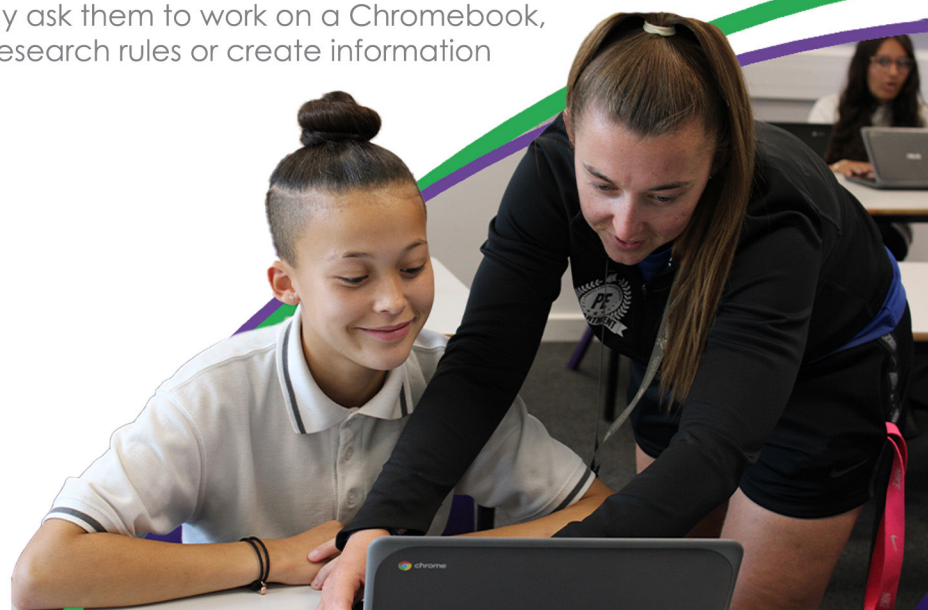
In PE we will commit to the use of Chromebooks within our lessons. This will lend itself to our KS4 option subjects rather than our practical lessons. If students do not have access to a Chromebook, they will be able to access either computers or Chromebooks from a bank of laptops within the school. We can alternatively provide paper versions of work, revision guides and workbooks so that students are not disadvantaged by not having a Chromebook.

Always:

▸ The GCSE PE coursework will be completed using Chromebooks to record data and create their own personal training plan that will then be submitted as part of the course.

▸ Chromebooks will be used during GCSE PE lessons for comprehension of new information, retrieval quizzes and activating prior learning.

▸ Exam questions are going to be available on google classroom so they can be completed on Chromebooks for students who have them. They will be marked electronically and returned to the students.

▸ Chromebooks will always be used within KS4 Child Development lessons as work must be completed online.

At a teacher's discretion:

▸ At times students will be able to use their Chromebooks for revision purposes to create revision tools and take notes.

▸ Sometimes Independent learning tasks will be set that can be completed on Chromebooks and submitted electronically.

▸ All work will be provided for students for every lesson via google classroom. At home students with other devices would also be able to access this.

▸ Video footage will be used for GCSE PE moderation and for practical sport analysis. This can be stored on a student's own Chromebook so that students can easily access the footage to enable them to analyse and review their own performance.

▸ During KS3 PE lessons the teacher may ask them to work on a Chromebook, if they are unable to participate, to research rules or create information packs about specific sports.

Chromebook use to support learning in Design

Where students do not have Chromebooks, whenever possible we will use the school's Chromebook resources or have a paper version of any work, so that students are not disadvantaged by not having a Chromebook.

Always:

▸ In all design subjects in all year groups demonstrations and resources will be available in class to help students move forward at their own pace and extend learning.

▸ In all KS3 rotations students will take part in artist/ designer analysis using a google form.

▸ In all KS3 rotations students will take part in knowledge retrieval quizzes.

▸ Photography students will use Chromebooks to develop their online portfolio at home and in school through an online portfolio.

▸ In GCSE Art, 3D Design, Photography, Graphics and Textiles, Chromebooks will be used in lesson to provide greater and wider stimuli for students to personalise their responses to topics set.

▸ In GCSE Food & Nutrition Chromebooks will provide greater access to variety of recipes.

▸ In GCSE Food & Nutrition Chromebooks will provide visual stimulus to encourage improved presentation and food styling.

▸ In GCSE Food & Nutrition Chromebooks provide access to online Non-Examined Assessments and allow students to complete the necessary research, nutritional analysis, costing, etc required by the exam board.

▸ In GCSE Food & Nutrition Chromebooks will be used in theory lessons for exam question practice.

At a teacher's discretion:

▸ Students will be able to use their Chromebooks in lessons when it is possible to, in place of their books to record notes and for revision in Food & Nutrition. There will be times when using class books is the best way for students to record their learning and staff will decide upon this for their classes.

▸ Independent learning tasks will be set that can be completed on Chromebooks and submitted electronically.

▸ Students will be able to use their Chromebooks in lessons to analyse photographs of their work to show the stages of their make and practical work.

▸ Students will be able to use online platforms for digital editing, image manipulation and designing in some areas of Design.

▸ Students will be able to use online presentation tools such as google slides to assist them with their Oracy presentations.

Chromebook use to support learning in Performance

Within all three Performance subjects (Drama, Dance and Music) the focus in lessons is practical as much as possible, allowing students to develop their skills and experience within the Performing Arts. The use of Chromebooks at KS3 will be used to enhance their practical experience and allow students to build their knowledge and cultural capital. The use of Chromebooks at KS4 will be for assessment use. BTEC/GCSE Component documentation is shared via google classroom and/or now Microsoft teams. There are times at KS4 where students are required to complete research projects, written tasks, film performances, evaluate their practical work and complete logbooks where Chromebooks will be used in all three subjects.
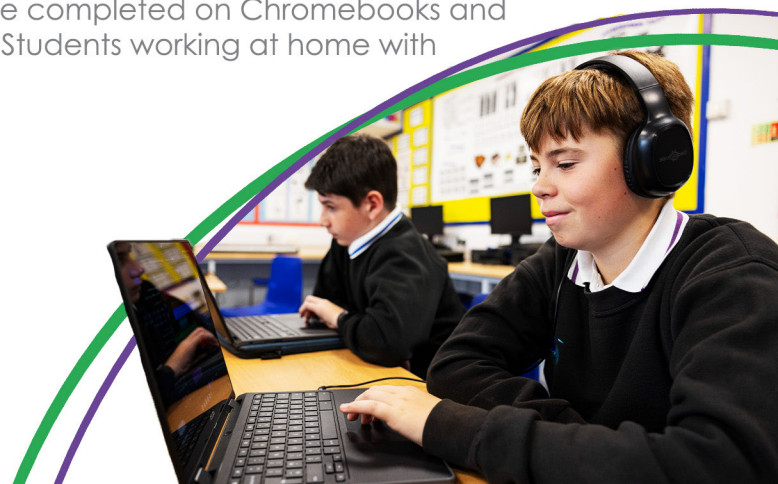
In Music Chromebook are used in every lesson. In both Dance and Drama, they are used regularly.

Always:

▶ Where appropriate when undertaking projects within lessons, students with Chromebooks will be able to use these to access the research sources rather than using paper copies. These will be accessed from the relevant google classroom.

▶ In Music lesson slides are shared every lesson to pupils which includes starter activities, reading opportunities and keywords. Music performance notation is also then shared through google classroom, so printing is kept to a minimum.

▶ The written and research assignments for both the BTEC and GCSE courses can be completed electronically using the Chromebooks where possible.

▶ Lessons within google classroom have all been developed to be used with Chromebooks and where possible mirror the lessons being taught in school and include a practical element to develop student's skills and understanding of the topic.

▶ Students will use the Chromebooks to enhance their performance for example – sound effects and research tasks in Drama. Finding songs and analysis professional works in Dance. Creating Music and listening to music in Music. These are just a couple of examples of where and how we may use the Chromebooks but not limited to.

At a teacher's discretion:

▶ Students will be able to use their Chromebooks in lessons when it is possible to, in place of their books to record notes and log progress. There will be times when using class books and logbooks are the best way for students to record their learning and staff will decide upon this for their classes.

▶ Independent learning tasks will be set that can be completed on Chromebooks and submitted electronically when it is a written task. Students working at home with other devices would also be able to do this.

Chromebook use to support learning in Digital Communications

In Digital Communications we currently provide specialist hardware and software in order for every student to access the Computing Curriculum in lessons. Our commitment to the use of Chromebooks will centre around utilising them for all remote learning set across the faculty.

Always:

‣ Independent Learning will be set so that it can be accessed through Chromebooks.

‣ Research tasks and digital knowledge organisers that form the basis of Independent Learning tasks can be facilitated online through Chromebooks.

‣ Coding remote learning will be set through online platforms that support Chromebook native software

‣ Collaborative projects are set using Google Cloud technology and will be accessible through Chromebooks.

‣ Work completed for remote learning will have feedback available and accessed using the Chromebook.

At a teacher's discretion:

‣ Computer Science end of topic assessments set as remote learning will be completed and marked using Google Forms.