

Q Interviewer (Cath)  
A Jasmine L (teacher at Woodbridge Primary School)

Q So, I've started the recorder, and for the purposes of the tape, this is an interview with Jasmine from Woodbridge Primary School. Is that right?

A Yes, that's the one.

Q Okay, that's great. So, I'm just going to start then by asking you some questions related to the school curriculum.

A Okay.

Q And just to ask really how much technology or media features in your planned curriculum, if it does at all.

A We have, obviously, ICT, the computing from the National Curriculum. And we're allocated an ICT slot for an hour each week, which each class tends to go into. So, we at the minute haven't been going in every week because of all the Christmas chaos. But we do tend to stick to that.

And then, in that you teach the curriculum. So, at the minute, we've been doing, all happening in a couple of weeks, it's the online, how to open an email and how to send an email. So, we've been doing that. And before that, we started with online safety. So, that's what we were doing the term before. But the whole school as well are in on it. So, the deputy runs assemblies. They run about once a term. And then the assemblies ask us to do something with online safety or using technology.

So, it might be about sending texts and how to be kind to people online. And then, each class goes away and does their own little bit. So, it might be they put together a video or they do a little performance. And then, in about two weeks' time, we all come back and we share that in assembly with the whole school. So, not only is it taught in classes, it's taught throughout school as well. As a whole school.

Q That's great. So, do you think that your decision to use media or tech in class when you do work planning and things like that is similar or different to your colleagues? Do you notice any difference, let's say, when you're sharing planned lessons or anything like that?

A What do you mean by the use of technology? Do you mean interactive whiteboard?

Q Yes, when we talk about technology, we're talking about things like digital devices.

So, things like tablets or iPads, or cameras, or computers, and things like that. And so, when we use the word media we're talking about apps, and websites, and games, and stuff.

A I know that some teachers are more confident in using it than I am. So, a lot of teachers will use it more than I do. Definitely, I've noticed that. But then again, there are teachers in school who are less confident than me. I'm in the middle, really. There are teachers that will not get out iPads, and won't use technology at all in their lessons.

Q Okay.

A But I'd say I'm in the middle ground. But yes, I'd say there's definitely a range.

Q And is technology supported by the school leadership do you think, as a learning resource? How much do you think it's turned to?

A We're encouraged to use it in our lessons. We have three iPads per class, and they're not just for rewards, but they are meant to be used as part of their curriculum. It might be they're doing a research lesson.

For example, I used it on the Romans, and we rotated around different stations. And one of them was an iPad station, where they had to search on the Internet safely, to find out about the Romans.

Q Okay, that's great. So, it's integrated into your lessons as a mode of teaching and learning.

A Yes, definitely.

Q Is there anything you would use in terms of either devices or websites, or things like that, if you had the chance to in your class? If you had the funding, if you had that type of thing.

A Yes, definitely. We would definitely use them a lot more. That's the only thing that's preventing us from using it more in classes, it's the lack of resources. Like I said, we've only got three iPads per class. We've got the ICT suite, where we've only got an hour of week. So, if you wanted to do a unit of learning, or if you're wanting to do it as part of your maths lesson and that's not your allocated time, then you've got to readjust everything.

So, if we had a set of iPads for our class, they would be used so much more. And there would be certain websites that we'd be using to help. It depends on what you're teaching really. If you're researching, if you're making something, playing on something. There might be toning, for example. But it's just not manageable with three iPads.

Q Yes. So, that's one barrier to integrating tech or media into your teaching. Can you think of any other barriers that you might encounter to using it in the classroom?

A For myself, it's just lack of knowledge. So, lack of knowing how to use it.

I only use the stuff that I feel comfortable with, or from what other teachers have told me. However, if I've had some training on it, then yes, I'd go for it. I'd use it more. But I just stick with what I feel comfortable with.

- Q That's a really interesting point. So, do you get, when you get the iPads introduced or something introduced into the school, do you get any staff training to how to use it? Or, is the onus on you to manage your own knowledge of it?
- A I came to the school when they already had iPads, so I was passed over. Here are the iPads. I wasn't trained on how to use them in the classroom at all. But yes, if we did have some training, yes, I'd be trying to use them as often as I could.
- Q Okay. When we're looking at how tech and media are used in the classroom in relation to different learning styles, I've got some learning styles here. Collaborative, enquiry based, problem based, or project based. Have you got any comments relating to your own practice in relation to any of those? How you might use it for enquiry based learning.
- A I use enquiry based on a daily basis. So, I don't know if you've heard it, it's called Mantle.
- Q Mantle? No, I haven't.
- A That is enquiry based. So, Mantle is, you put on a persona of being somebody or you get a letter from somebody. It's acting.
- It sparks the children's learning. So, it might be, we've received an email from so and so. They're asking us to write a letter back to them, or they're asking us to reply to the email. And also, that is all based around the curriculum, but you're just incorporating that Mantle at the start of each... Not each lesson, but most lessons. To just try and engage them a little bit more.
- Q Was that what you were doing with the guy with the birds? What was he called?
- A Yes. Jungle Joe.
- Q The Jungle Joe website and everything. I thought that was really interesting, how you were framing it as you got to find out about your own birds.
- A The Jungle Joe, yes, that's an example of a Mantle, really. He's asked us to do something. What can we do to help him? And what was the one I did for the iPads? I don't think I did one for the grade ones. They just had to create their advert using the iPads. I don't think I did a Mantle for that one. But yes, that's how Mantle is done.
- Q Okay, thank you. How would you use tech or media maybe in collaborative learning?
- A I'm not really too sure on that one.
- Q That's okay. It's fine. We've got collaborative and problem based or project based.
- A Those are some tricky questions. I don't know. Do I think problem solving? I don't really know how I'd use it.
- Q Okay. That's fine. It's just Jungle Joe is a great example of how it's being in classrooms. That's really good. Can you think of any technologies or media that you think are perhaps particularly negative to children, and why?

A Yes, definitely. There's loads. Are we talking about in school or out of school?

Q I think in general.

A Okay, there's loads of media that is very negative to children. And, obviously, being with children on a daily basis, you get to hear about stories that have happened. So, for example, WhatsApp. The children are on WhatsApp, or if they're not on it, this is in year four, their parents are on it and they've seen it. So, you hear about negative experiences.

I know last year there were complaints from year sixes because they were calling each other names on WhatsApp. And it was being put on Instagram. And a photo they didn't like was being put on Instagram, and it just caused a whole uproar. And we're seeing nearly every day in school the negative impacts that media does have on children. And it's mentioned all the time.

Q Are children able to bring their own phones into school?

A If they've got a phone, they can bring it in school, but they have to hand it into the office at the start of the day, and they get it back at the end of the day. So, for example, it's more the older children, the year sixes, who need to call their parents if they're walking home alone, just to make sure they're safe. But they don't go on their phones in the day.

Q Can I ask then about any concerns that you have about data privacy in relation to children? Maybe in the light of what you've been saying about WhatsApp and things like that, or use of websites.

A I know for sure there are definitely children that are going on websites where they're not old enough to go on. Or, they're playing games, for example, Fortnite, where they're not old enough to go on it. But they talk about it as if it's a normal thing. So, most of the time you do have to remind them, how are you playing on that? Are your parents allowing you to play on that?

And they say, yes. Or, they say, my older brother plays on it, so I'm allowed to play on it. Because the older sibling might be at the right age to play it, or they might just sit and watch it. But they're still being around these things that are not expected at their age. That are not allowed at their age.

Q Yes. So, how do you think maybe children's use of technology or media at home can impact on their lives in positive ways or negative ways?

A All the time.

I'm just trying to think of what a child said the other day. He came in just talking about Boris Johnson. And I said, how have you heard about Boris Johnson? And he said, he was on the news talking about politics. And because they'd been watching it on the news, and they said that their mum was on Facebook and they were scrolling through their mum's Facebook feed. So, they get an experience of everyday life through looking on their parents' phone and watching the telly.

Q That's interesting.

A Yes. But it's not always in a negative way. They can see really positive things. For example, Horrible Histories. We're doing the Greeks and the Romans at the minute. And they'll say, I saw that on the Horrible Histories programme. And they will also learn things from media as well. It's more the social media that's the negative side to it.

Q So, when you were doing the Romans, would you link up any technology or media, or programmes like Horrible Histories, to the curriculum field?

A Yes, definitely. I've played Horrible History clips. We've got a TV series that retells Ancient Greek stories, which I've shown them. I use clips from the BBC website all the time. Sometimes I'll occasionally get up a website and we'll scroll through the website as a class, reading it.

Q Is it an interactive whiteboard you've got in your classroom?

A Yes, it's an interactive whiteboard.

Q So, just another question about data privacy. What do you think the role is of schools in addressing things like that, children's Internet safety?

A We have a policy in school that the deputy head has written and he's shared with us. I'm trying to think. The best we can do is make children aware of what they can go on and what they can't go on. And if something has arisen that means that we've heard something that is inappropriate, then we have to report it.

And then, that gets dealt with the leadership teams or the safeguarding team, who might then come and speak to the child. Or, might then go and speak to the parent about something they've seen or something that's happened. But it does get dealt with by the leadership team if something does concern us.

Q And do you have any barriers built into the computers in schools, or things that they can't get around, or firewalls, or anything like that?

A So, we obviously go on and we teach them how to log onto the computer. And we teach them certain skills. But then, they don't get that reinforced at home. Some children, they don't have a computer at home, so typing would take them twice as long as a child next to them, who has got a laptop at home, who can practise typing. So, not being able to reinforce that at home definitely impacts their ability in school.

Q So, if you have filtered content and things like that, is there ever stuff that you would like to be able to use? Is there ever a barrier to learning to have privacy or filtered content on the computers at school or anything like that?

A Yes, we do have... I forgot what it's called. I think it's called the something wall. So, if somebody researches, or types something in, or tries to get on a game online that is inappropriate, then it blocks it for us. Even teachers, we can't go on it on our laptops.

Q Have you ever encountered anything, something that you're looking up, which is innocuous, but you weren't able to use it?

A Yes, it happens all the time. So, I'm constantly researching stuff on my laptop, and it'll be the most bizarre website that will get blocked. And it'll say, you can't go on this. It comes up on the screen saying it. And then, what happens is the head then gets a notification saying that somebody's trying to search this. And they will get a notification. But sometimes it is just the strangest things.

And it is the tenuous links on how it's come up. But sometimes, if a child has searched something quite inappropriate, then that comes up as a red flag. The children also get their own password and username. So, if a child has logged on and then they've searched something inappropriate, then it comes up. That's the login that they've used. It's that child who's tried to search something that's inappropriate.

Q So, they can trace it as a trail.

A Yes. So, then they can go and talk to that child and say, what were you doing while you were researching? Were you meant to be researching this? You'll go and talk to the teacher and say, were you aware that this child was searching for this? So, it is monitored.

Q Is this an often occurrence at school?

A Pardon?

Q Is this an often occurrence, having to trace these?

A Not really. I think over the past couple of years, there's been a few incidents. I'd say max four or five. It might happen more, but I'm unaware of it. But from what I'm aware of, I've only heard of four or five incidents of children searching stuff inappropriately. But, like I said, with the safeguarding team, they keep it to themselves, because they don't want it to spread around the whole school.

Q Okay, yes. That makes sense. Just one final question on safety. About things like Internet enabled toys, so things like robotics or toys which can be linked up to the Internet. Do you have any thoughts or any concerns about those?

A Sorry, could you repeat the question?

Q Sorry. It's a bit echoey in this room, isn't it?

Looking at Internet enabled toys, so things that can be hooked up or connected to the Internet, things like Furbies and stuff like that, or robots, things like that, that can Internet enabled. Do you have any thoughts about those, about their safety?

A Oh gosh, no.

Q Okay, no worries.

A Yes, I don't really know what to say for that question.

Q Okay, that's fine. Just one final question on the idea of creativity. When you're using tech or media, how open ended is the activity? Do you provide rules, or can it be more open ended for children's choices?

A To be honest, most of the stuff that I do is very open ended. Like you saw when we were outside of school, they had the free rein of the iPad. They could choose

what they wanted to do on it. So, most of the times I use iPads, it is that free rein. Not so much when we're in the ICT suite, though. It's more structured. It's more modelled. Okay, so I will get it up on the interactive whiteboard and say, okay, I'm going to do this.

Now you do it, and then wait for the rest of the class, so that everybody's got it. And then, I will do it. And then, you will do it. So, when we're in the ICT suite, actually, it depends on what I'm teaching. So, when we've been looking at how to open and send emails, then I have to structure it a lot more.

But if it's research and finding out about something, they've got a lot more free rein, a lot more creativity.

Q So, it's the topic dictates the liberty of the activity.

A Yes.

Q Okay, that's great. Just a few more questions now about children and learning through play. It's what the LEGO Foundation has been trying to understand. It's learning through play. And part of it looking at different characteristics of play. So, in school when you see children using technology, are you seeing children who are actively engaged with technology?

A Yes, definitely. There are so many children that their eyes light up when they know we're going to be using technology.

Q Really? Why do you think that is?

A I'm going to guess because they're using technology at home, and they're using it at home in a fun way. And they're playing games. So, when they come in school, they know that it can be fun. So, maybe that's the reason why. I'm not really too sure. But I think it is just something different as well. It's different to what you normally do in your school day. So, if we're handwriting or doing maths, it's totally different. And like I said, if we miss an ICT suite, they get really quite distraught about it.

Q Do they?

A We've not gone to the ICT suite this week. And I say, yes, I know. But we've got a few more other things that need finishing off. To be honest, when you really think about it, I'm not really too sure what it is they like so much about it.

Q So, what emotions do you see them display when they're involved in play or working?

A Pure excitement.

Q Really?

A Yes, definitely. And that is the majority of them. I wouldn't say that there are some children that never want to go down there. I've never really heard a child say, I don't want to go to the ICT suite, or I don't want to do this on an iPad. They're always willing to do it.

Q Sorry, carry on.

A I was just going to say, but then again, thinking about it, because I don't use it every day, if I did use technology and media every day, would they be as excited? That's what I'm thinking to myself,

Q It's the occasional treat factor.

JE Yes.

And maybe it's because it is just something different, and that's why they like it so much.

Q Do you think they bring knowledge from their own life and background to it though?

A Yes.

Q Do you ever see them play with tech in ways that you can see that this is meaningful to them personally? That they've got knowledge of it from maybe other areas of their life?

A Yes, definitely. There are loads of children that come into school, I'm thinking lower down the school, that know how to use an iPad. And that is because they have just been playing on an iPad at home. They've had an iPad since they were a baby, probably. And there's a lot of children that know straightaway how to use an iPad, because they've been taught at home.

So, that doesn't need to be taught. But then again, there are some children who have never had an iPad, and don't know how to turn it on, or don't know how to open it. So, I'd say there's the majority that know how to, and the rest that don't know how to.

Q And do you ever see children who are maybe reflecting on their play and technology, building on the knowledge they already have?

A I'm trying to think of an example for you. So, building on it. I can't really think of an example where I've seen a child build on their knowledge. It might be, for example, taking a screenshot. I'm trying to think. I'm clutching at straws. Or, how to open and close tabs on an iPad.

So, those are things I haven't taught them. But they might want to open a new tab if they're researching something on an iPad. But I haven't taught them that, so they've obviously built on their own skills and thought, right, I'll leave that tab as it is, and open a new tab so that I can find about something new. So, they're applying what they've learned at home, at school. Does that make sense?

Q It definitely does. And when they're actually playing with tech, do they tend to play alone? Are children playing alone, or do they play together? Or, do they collaborate?

A They normally fight over it, to be honest. So, if we've got a reward time where iPads are given out, like I said, because we've only got three, it tends to be one child plays on it, while the others stand around and watch. It never really tends to be a share activity. Both hold the iPad. It's one person play on it and the others watch. Or, the others give advice on what to do on their game. And they will

listen and they will do it. And some children will play on their own as well. Some children will just sit on their own and play on an iPad, if there's no other children about.

Quite happily, they will sit there in silence and play a game on an iPad.

Q Can you give us any examples of how children are creating things with technology? And one of the examples here, making film, I saw that on my observations when they were making their commercials about join the Roman army. That was fantastic. Have they done animation or anything like that?

A No, they haven't. Not in year four, no. I think that's a bit out of their depth in year four. It's more the year sixes that will do things like that. I know that they do do, I think it's digital animation or digital collage that they do in year six. It's on their curriculum. But for year fours, the most that you'll see is probably the filmmaking. Or, if they're playing a game like Minecraft and they're building something on Minecraft.

Q Would they use Minecraft in lessons at all? Have you used that?

A Not in lessons. But they use that as a reward. They've got the game, Minecraft, that they play.

Q Have they? Have they got that on the iPads?

A Yes, we've downloaded that on the iPads for them.

Q That's cool. How much do they like Minecraft? Is it quite popular?

A It's probably the most popular game.

Q Is it?

A Yes, it is.

Q That's so interesting.

A We don't use it in lessons because it's not really part of the curriculum. So, it's quite hard to get it in. Because if you pass them an iPad as part of a normal lesson, they will just take it as playtime and not actually learning.

Q So, they associate the iPads with enjoyment.

A Yes.

Q Do they ever do anything with robots at all? Have they ever done robots or robotics, or anything like that?

A We've got Bee Bots. Have you heard of those?

Q I think so. I think I've seen some, but I wasn't entirely sure. Are they the ones that you can programme to move, and they're little square things?

A Yes. So, you can get loads of different ones. They're used more in key stage one than key stage two, because it's not on the curriculum for key stage two.

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But we use them for maps directions. So, a Bee Bot is you put in the direction. You might want to put forward two, left three, down six. And then, the Bee Bot will move, and you can create patterns, or you can try and get it to one place. And you've got to think of the direction and how many steps it will need. And you can put Bee Bots on a square. So, pressing forward once would be moving one square. So, the squares help them to decide when does it need to turn right, when does it need to turn left. So, they are used a lot in key stage one.

Q I think I've seen them controlled by phone app. Are they used through the iPads?

A No, you press buttons on the Bee Bots. I think you probably can get them on iPads.

Q That's great. And what about Scratch, or coding? At what point do they do that?

A So, Scratch and coding, they do it from key stage two. They don't do it in key stage one. Again, that is in the curriculum. So, we need to teach how to code. There is also code club after school. So, those children that want to get even better at coding go to a club in the ICT suite, which is led by one of the teachers. And he will teach them how to build a game. I think they're building games at the minute.

Q Cool. That sounds great.

A So, they follow a guided sheet to help them.

Q And so, they have a structure that they can follow and piece it together, and they end up with a game.

A Yes.

Q That's really good.

What about using LEGO blocks or using technology such as solving problems with LEGO blocks and motors, things like that?

A I've used LEGO for fractions before, to show halves, quarters. That is really the only thing I've used LEGO for in terms of teaching it in the curriculum. I've used it obviously for getting it out for fun, but I'm trying to think.

I've used it before, actually, and I'm trying to think of what. But in the past I've used it for when we were doing the Anglo Saxons and they had to build a village. So, they used that as the wall, using bricks. That's the only time. And fractions, obviously. That was great. That was really helpful, using it for fractions.

Q I could imagine, yes. So, there's a couple of more sections in this section. And then, there's a final just a few questions about the case study child who we came in to observe. So, this question, again, there's various bits to it. If you can think of examples of how play with tech or media might develop holistic skills among children. And we'd be interested in your perspective or any observation on how it might help, say, physical skills or social skills. Cognitive, creative, emotional. Any of those, really.

- A Gosh. So, physical. I'm trying to think. Sometimes we use it as a workout. We might show them YouTube videos of people doing some workouts, and we will follow along just to get our fitness up.
- I've used it before in the start of maths as well. So, if we're learning out times tables, we put a bit of music on from YouTube, and we sing our times tables while dancing and up and moving.
- Q Fab.
- A So, that's listening to the technology, while dancing. Emotional, social, give me a second.
- Q Do you think it might help maybe such as showing empathy for characters?
- A Yes. Actually, I was thinking of that. What was it called? Literacy something. I've used it as well. They had really good videos. Short movie clips. And I used to show them a short movie clip, and then obviously talk about the characters. And we might do a piece of writing based on it. It's like a mini film. They were mini films. I forgot what it's called now.
- Q Wow. So, it was storytelling almost.
- A Yes. And they were really beneficial to the children, because it was only a short movie of three minutes. And they got to understand the characters. And that got them to empathise with the characters. And that's all the time, really. Going back to the Romans, I'd just get a video off the BBC website and talk about they were invading the Celts. How would the Celts have felt? And then, you might show a few clips of the Celts. And you talk about the two different perspectives of how people were feeling.
- Q That's fascinating. Thank you. Interesting, that. That sounds great. I'm aware that you're pushed for time. One final question in this section is what would you do if you could make any changes to the resources or the curriculum regarding the role of technology or media in school settings?
- A Going back to what I said earlier, having more. Just having one computer in the classroom would be unbelievably beneficial to the children, because they could take it in turns to go on it, and they would benefit so much from just in a small group going on it and doing something on it for a short amount of time. And having it there every day where you can use it, would be so beneficial.
- So, yes, having more resources. And also, like I said earlier, just being trained in it more. Just knowing how to use it confidently, and hearing what the children are saying, and how long it will take them, and how you get there. So, that would help learning as well.
- Q So, just a few questions now about Hanif. How does he use digital tools or technology in the classroom? What do you notice about his use of technology, or his access of media, or his play maybe?
- A I'm trying to think, what do you mean by play with media?

Q I suppose when he's using the technology creatively perhaps, or interacting with it.

Is there anything that stands out about the way he uses it?

A He's obviously engaged in it. It depends who he's with. Sometimes they might just sit there and he might be so engrossed in the game, and he'll sit there and do it silently. But sometimes he'll obviously get really excited about what he's doing, if he's playing a game, and he'll shout out and get excited. Which for Hanif is probably most of the time. He does tend to shout out.

Q Do you get a sense of how much technology he might use at home or what experiences he might have?

A Yes. I have a sense he uses a lot of it. Just from conversations I've had with him. And obviously, speaking, I saw that on YouTube. Or, I've seen that. If children mention to me, especially Hanif, if they mention, I've got a favourite YouTuber, that suggests to me that they go on YouTube a lot. Which means they're on YouTube.

Whether they're supervised or not, I do not know. But if somebody says, I've got a favourite YouTuber, that means you must have watched a lot of YouTube clips to actually have a favourite, than to just watch one. So, I have a feeling because he's mentioned YouTubers, he's mentioned common trends like Fortnite, so I have a feeling that he uses it a lot at home. But that's just my assumption.

Q And do you see him drawing on any of his experiences from home with how he uses the technology?

A No, I've never seen him draw anything.

Q When he's using technology, do you ever intervene or coplay, cowork with him? Do you ever do guide or prompt, or anything like that? What role do you take when you're working with him, with technology? Say, maybe when he was using the iPad, when they were doing the filming, for example.

A So, when we were doing the filming, I just tend to float around, because I don't want to take too much from them. And I don't want to tell them what to do, because that takes the creativity away. But if they are struggling and they're saying, I don't understand what I'm doing, or I don't know how to do this, of course. Yes, I would then teach them and help them.

But if there are some children that have got it, there might be something that I do to just push them even further.

I might teach them an extra trick, just so that they understand that a little bit more. So, it's not totally left alone. But if it's something creative and open ended, I do tend to leave them to it most of the time.

Q So, which bracket would Hanif fall into do you think?

A He needs support. That's why I put him with a group with those two girls, because they're quite independent. So, Hanif struggles to work independently in the classroom, whether it's technology or not.

And he does tend to ask for a lot of help. So, I put him in that group with two girls who are quite independent, so that he obviously has the support of them, instead of coming around and asking an adult. But he does tend to ask for a lot of help.

Q Is there anything that works particularly well for him in terms of technology? Maybe making film or coding, or anything like that?

A Like I just said, putting him in a group with maybe people who are a bit more stronger and understanding the technology. Anything else for guiding him? Just more support. There's ways you can structure more support in teaching technology. So, for example, if they hadn't had done that before with the iPads and the filming.

If they hadn't done it last year and didn't already know how to learn it, then for Hanif I probably would have had a support sheet with all the key things that he needed to press to film, or what he needed to do for the next scene. So, I didn't do that when you came because they'd done it before, and they knew where everything was. But if they hadn't, then I would have given him and a few other children in the class those sheets to support them.

Q Okay, thank you. And just one final thing. Earlier on, when you gave me those examples of how tech or media might be used for physical or cognitive skills, developing emotional skills, can you think of how that use of technology or media might develop those skills specifically in relation to Hanif, if you can think of any examples?

A I don't know if he will do it or not, but some of the home learning tasks. I put watch this video and work out. I don't know if he does it or not. I don't think he's ever mentioned it to me, but he might do it, but just not say it to me. So, I do give them opportunities to use the physical ones at home. We've got a school blog as well.

Q That's really interesting.

A So, I've said, on that school blog you've got links to where you can play your times tables. So, there are resources that I've given to him. But whether he uses them or not, I'm unsure.

Q Right. Because you use Times Tables Rockstars, don't you? In the classroom.

A Yes. Have you seen him do that?

Q I'm just really interested in that. How do they feel about that, the children in the class?

A They get their own username and password, and their own rockstar name. It's very big. We just started it in school this year. And they go online and they answer their times tables. And they get coins, depending on how quick they can answer.

And they also get a rockstar status. So, if they can answer the questions on an average of less than two seconds, then they're a rock hero. On an average of seven seconds, then they get I think it's called a garage bass or something. So,

they climb status. So, they play online for themselves. But they can also play against other children in the class. So, they can have battles on who can answer them the quickest.

Q Are you aware of that happening? Do they ever do that, to your knowledge?

A Yes, that happens all the time. I know for sure Hanif does that, because I can go online and I can see the last time he was online. I can see how many coins he's got, who he's played. So, I know for a fact that Hanif uses that, yes, But he didn't use it for a while. It took him a while to get going, actually. When we first introduced it at the start of the year, he didn't do it for quite a while. But he seems to really have taken a shine to it now.

Q That's so funny. Just to go back are there any other apps or websites like that that you use regularly in the classroom?

A I'm trying to think. Times Tables Rockstars is a big one. Apps. Yes, there's the iMovies. And then, you've got the obvious games. There's a doodle app where you can use it for... I forgot what it's called. But I've used that before to do pop art on it, to create their own patterns and shapes. To create a pop art style. Digital art. I'm trying to think off the top of my head what we've used in the past.

Q When you say the obvious games, what are you referring to?

A Minecraft. In fact, let me just quickly go and look at an iPad and see. And I'll be able to tell you what are the most popular ones that they go on. I can't think off the top of my head. I've just looked on it. There is a Bee Bot on their iPad. I've not used it before. There is a Bee Bot. There is Minecraft. There's one called Pizza. And then, you've got educational games like Maths Bingo, Guess the Number, Oh No Fractions!. We've also got Duolingo on there. So, Duolingo is used if you're new to English. It teaches you another language.

So, Duolingo is a popular one. Let me have a look at this other one. If they've got free time, they tend to want the iPad with Minecraft on, because not all of them have got Minecraft on.

You've got CBeebies, chess, a remix song one where you can remix songs. More educational games, like Book Creator, Number Bonds, Word up, Grammar Up. But these are ones that the teachers have downloaded. They can't just download any songs. And then, you've got iMovie. There's a LEGO Movie one.

Q That sounds cool. So, how does that work?

A I have no idea, to be honest. It says LEGO Movie. And just clicking on it, it says you can make a movie. So, I'm guessing it's similar to iMovie. But I've never gone on that.

And there's a green screen one where you can create animations in green screen. But most of these, I've never used before. But they're on the iPad anyway. So, obviously, someone has used them in the past.

Q Okay. All right. I think that answers all the questions. I think we'll leave it there. Thank you so much for your time and everything with the project. Thank you.