

## Message from our Head Teacher

As Headteacher of Kelso High School it is vital that every learner, teacher and leader in the school is able to enjoy a rich digital environment designed to enhance learning, teaching and assessment with real flexibility into the future.

Central to all of this is an understanding that our school is a network with digital pedagogy at the heart and our 1:1 devices allows us to explore, design our own curriculum and take risks. Within teaching and learning at KHS, our iPads have been key to engaging in formative assessment, collaborative learning and will be in fundamental to our planned project based learning approach. - J Lothian



## The Kelso Way - With Pride

**Participation** - where technology and curriculum innovation opens learning experiences for all

**Respect** - where we value and applaud creativity in learning and all learners

**Inclusion** - where ambition and passion are inclusive values that enable all to succeed

**Determination** - where we constantly strive for innovation, progress and opportunity for our young people

**Excellence** - where we give our young people and staff access to the best tools for learning and teaching to enable mobile, collaborative, personalised and creative opportunities for all

We believe that professional learning is central to the success of our school and pride ourselves on our proactive approach to this. Our use of Apple products, services, software and interactive experiences they facilitate is at the heart of our success.

### Vision - doing things the Kelso Way - with PRIDE

 Exceptional leadership is key to the realisation of the Kelso vision. We seek to develop this in our staff, curriculum leaders and in our students.

We are part of a national excellence group with a select group of Headteachers in Scotland - with the core aim of maximising the positive potential of mobile technology for Teaching and Learning.

We host leadership development sessions for all our middle and senior leadership staff - focused on driving innovation and improvement. We use Apple Leadership training and coaching from APLS with our Faculty Heads and Senior Leaders to aid in developing the best use of iPads to enhance teaching and learning in our classrooms.

Our student leaders attend and contribute at leadership meetings to develop their own skills with iPads being integral to continuing this throughout remote learning.

80% of our staff are Apple Teacher accredited, we have our own associated APLS as well as being a lead school in the 1 to 1 deployment of iPads in our authority. We showcase our progress to other schools in the authority, Scotland and across the UK along with our staff leading CPD sessions on iPad use.

The leadership team uses the iPad at its core for facilitating development sessions remotely in Teams, providing creative ways of collaborating and discussing with Pages, Keynote and Notes and encouraging staff to contribute throughout.

Our vision, and the power of technology to bring it to life has opened up opportunities for active learning, with Kelso High School linking closely with our associated Primary schools to share the impact on Learning and Teaching with schools, our community and other partners.

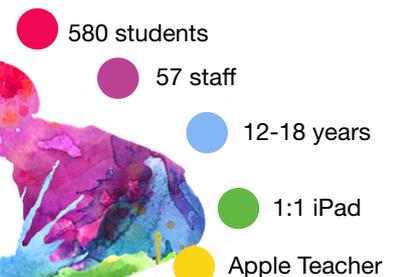


### Apple Products and Services:

- Universal 1:1 provision of iPad to all young people and teaching staff
- 4 year refresh cycle for devices
- Staff 1:1 Apple Pencil
- Apple TV in all classrooms & learning spaces
- 80% of staff Apple Teacher and rising
- Central Support provided by Apple Professional Learning Specialists

### School Demographics

KHS is a local authority run comprehensive school serving the historic Scottish Borders town of Kelso beside the world-famous Kelso racecourse



## Learning the Kelso Way – with PRIDE

At Kelso, we embedded and continue to strive for Innovative learning that is connected, collaborative, creative and personal. Kelso has been recognised for [Excellence in Professional Learning by the GTC](#) for Scotland.

iPads have allowed us to stay connected with the wider community: pupils, parents, staff and charities. We had a running start in lockdown in creating both opportunities for our pupils to learn asynchronously and synchronously through recorded lessons and live teams meetings. In addition to our associated APLS we run parental engagement sessions and our in School iPad development team run CPD for school, cluster and regional staff. Our staff used sessions hosted by the regional Inspire development team and RTC.

Collaborating with the [wider education community](#) is an integral to our school. We have established links with colleges, businesses, and other schools within Scotland to mitigate the challenges of our rurality. For example, pupils use iPads to join classes in Religious Studies and Physics remotely. Working with the other Schools using collaborate tools on Pages and Keynote along with Teams and OneNote allows our pupils to participate in lessons in the same way as any other pupil attending.



**Day to day iPad use in the classroom is expected for approaches such as formative assessment and directed teaching. Using resources on apps like OneNote, Teams and Quizizz**

Learners have had the chance when working remotely to make informed decisions about their learning that are personal to them through resources such as our new [course choices](#).

We use our iPads to give pupils personalised feedback through [audio recordings in English](#) and screen recordings of worked examples in subjects such as Mathematics; these are accessible on demand. Interactive and engaging lessons are delivered where young people play an active part in shaping their own learning. For example, in Mathematics using their iPads to demonstrate understanding of topics using apps and approaches of their choice, such as teach back via a Clips videos or Keynote presentation. iPads have transformed the way both teachers and students monitor their progress through the use of OneNote.

Young people are [supported](#) to use the accessibility features of their devices to ensure they reach their potential. iPads and their accessibility features allow our learners to develop independence in their learning. This was clear during session 2020/21 as pupils with additional needs were able to access exams on their own and one achieved 5 As as a direct result of the use of accessibility features for their exams.

### Learning in Action - Links

[National Media Feature](#)

[EU Code Week Live Swift lessons with KHS](#)

[@KelsoHS](#)

[A Learners view of Kelso's I to I programme](#)

[Head Teacher Interview on impact](#)

[Impact of Teaching and Learning - Teacher views](#)

[Sharing Practice with local authority](#)

### Success

We proactively seek and analyse relevant data to consider how our learning offer can improve. Data originates from parental surveys, focus groups with learners, peer surveys set by our pupil parliament and departments. Our parental events [almost all stated](#) they would like these to be a regular event to empower them and this led to this approach being used across the local authority and [highlighted](#) nationally.

Accessibility tools on the iPad and access to I to I devices made electronic exam papers accessible to all. Improved outcomes for our learners measured externally in our SSLN and SQA results encouraged wider use. For example in English, the move to verbal feedback showed visible improvement in results for learners and moved the approach to be used by all staff in the department and pick up in other subjects.

We snapshot learners' classroom experiences using iPads and QR codes giving a whole school picture of their experiences at points in time and use this to build our focus for our improvement plan. Faculty Heads use iPads to record and share practice in moderation windows informing development discussion in departments and school wide.

Within professional enquiry, that all staff complete, each teacher uses personally gathered data to inform their own practice each focus has with an underlying link to iPad use and this is shared school wide at the end of each academic session with all our staff.

### What's Next

The pandemic showed how remote learning allowed KHS learners to flourish and overcome barriers of rurality. The iPads will allow more choice in courses and equity of experience through remote learning.

The iPad is fundamental to our planned IDL course for S1 - "Be informed, be active, be heard". It is vital in developing meta skills as they creatively share their learning of onsite and offsite projects.

We have robust plans to enhance the digital skills of our parents and further build in the iPads to our professional learning experiences of staff..

J Lothian shares [Kelso's next steps](#).