Frequently Asked Questions

Below is an extensive but not exhaustive list of questions frequently asked about our new iPad initiative. The questions are split into sections and this page can be used as a reference tool. Where necessary, this page will be updated with further information or additional questions as time goes by.

Why the iPad?

Typically, one of the first questions that is asked when introducing new technology into school is why a particular device has been chosen. There were several devices that could have been selected, with each having their own advantages and disadvantages. For us, the iPad is an excellent choice for several reasons.

Apple has been invested in education for over 20 years and it has developed a suite of brilliant tools that work very well in the classroom. The iPad has been designed with users of all ages in mind, and there is a wealth of accessibility features which make it a suitable resource for use in lessons. iPads are robust as well – especially with a suitable case on it – and have an estimated shelf life of 4 years which is competitive, if not better, when compared to other devices.

Finally, it is portable. We have lots of exciting plans for the use of the iPads in and around school, and being able to move them around easily will create many opportunities that other devices wouldn't provide.

Click the headings below to view the information relating to each topic.

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Safeguarding

Do students get unfiltered access to the internet?

No. The iPads are filtered using software called Lightspeed. It provides a standard of filtering specified by the Department for Education and ensures we meet the requirements set out in the Keeping Children Safe in Education (KCSIE) guidance published in 2023.

As per the KCSIE guidance, Lightspeed is an effective filtering system that blocks internet access to harmful sites and inappropriate content. It is specified by the DfE that the filtering system should not unreasonably impact teaching and learning or school administration, nor restrict students from learning how to assess and manage risk themselves. Lightspeed and our school will continually monitor and review the filtering to ensure it keeps our children safe online.

Can children access the internet without Lightspeed?

The iPads will not provide access to the internet if, for whatever reason, Lightspeed isn't working.

What restrictions are in place at home?

The same filtering is in place whenever the device is used, be it at home or at school. It doesn't matter what Wi-Fi the students are accessing, Lightspeed is set up to filter appropriately.

How is the student's internet usage monitored? How often?

Each student has a Lightspeed account associated with their iPad. This ensures that the use of the iPad is monitored so that attempted access to inappropriate content or searches that require intervention or support are given. Lightspeed offers a range of reporting tools that allow schools to educate or support students in a timely manner.

Our school will conduct a weekly review of the filtering reports, as well as responding appropriately to more urgent searches that require attention.

How is the information from the monitoring used?

The weekly review of the filtering reports will identify blocked websites, most watched/viewed websites and videos, and any emerging trends. We will take a proactive approach to reviewing and utilising the information to educate our students. Additionally, a half-termly report will be produced to provide an overview to key stakeholders on the activity on the devices.

What is Lightspeed Alert and why is it important?

Lightspeed Alert is an at-risk student identification solution that monitors and analyses students' online activity for signs of self-harm, violence, and bullying. By enabling early intervention, Lightspeed Alert empowers schools to take a proactive approach to student safety.

How does Lightspeed Alert work?

Patented AI technology identifies concerning online indicators and alerts designated staff. Alerts include relevant context with recent web searches and site history, enabling staff to quickly understand the situation and take action. An experienced human review team augments staff resource. Highly trained team members with backgrounds in law enforcement, mental health, and education work 24/7/365 to

evaluate all alerts. The Lightspeed Student Safety team will escalate any Alerts that may indicate imminent threat to Designated Safeguarding Leads at school.

How is an alert reported and managed?

When alerted to a concern, the Designated Safeguarding Leads will be required to respond to the Alert by assigning it to a staff member, reviewing and investigating the concern, taking the necessary steps in accordance with the Safeguarding policy, and closing the case upon a satisfactory conclusion.

Device management

How are the iPads managed?

The iPads are managed remotely using a Remote Device Management System. This provides us with the tools we need to manage settings and configurations, and to make changes quickly and efficiently. For example, we can install apps and updates, restrict access to apps or settings, lock the device, and identify times when the devices should be inoperable i.e. only the clock appears, for example.

Are location settings activated on the device, and what are they used for?

Location settings are activated on the device through the Device Management System. This allows us to locate the device when needed and will only be accessed by the IT team. In case of emergency, this information may be shared with relevant authorities in accordance with relevant policies already in existence at school. Access to the location settings is on a need-to-know basis and is restricted to those with the relevant credentials.

Can the devices be locked down?

When necessary, the IT team can lock the device remotely so it can no longer function. This will only be done when the iPad is reported lost or stolen, or if it is being sent for repair. During lessons, there is an application called Classroom that teachers can use to manage the devices. This allows for the temporary locking of student devices when not in use.

Security and updates

What happens when the iPad or its apps require an update?

We will be responsible for updating the iPad and its applications. These updates will be scheduled and completed remotely. To avoid too much strain on the network during peak times, a staggered approach will be taken. Essential security updates will be completed as a priority.

What policies are applied to the device?

We have policies applied to the devices which detail what functionality the iPad provides access to, what restrictions are in place, and what is required of the user. For example, all iPads will require a six-digit access code. All profiles have been carefully designed with keeping our students safe when using the iPad in mind, and their data is kept secure.

Children's development

How will you ensure communication and collaboration continues to be a focus for our children?

Development of the whole child is of the upmost importance to us, and this will not change through the introduction of the iPad. We believe that the iPad will enhance the educational offer at our school which will, in turn, support your child in developing the essential skills needed in our modern world. These include communication and collaboration. Many trusts report an increase in communication and collaboration skills as a result of the iPad's introduction, with activities designed with the iPad in mind providing opportunities to develop these soft skills further.

What if you find the iPad to have a negative impact on children's development?

We have designed a detailed and thorough schedule for measuring the impact of the iPads at various points throughout your child's time with us at school including learning walks, digital book looks, pupil voice surveys, and case studies. This will ensure we are able to be proactive in our approach, but also reactive to any emerging needs as we find out more. There are many trusts throughout the UK who have reported positive outcomes on both learning and teaching, and we are excited to share those same successes with our children and colleagues too.

Applications

What apps are installed on the devices?

A carefully curated list of applications has been collated by leaders from across the IFtL trust, and all of them are centred around education and the impact they can have in the classroom. There may be some applications that are specific to your school, however these are typically software that was already in use before the iPads.

How are new apps chosen and installed?

As we develop and enhance our curriculum offer, the opportunity to introduce new applications to the students will present itself. Through research and trials, new applications will be evaluated to determine the effectiveness and appropriateness of them, and these will then be added to the iPads. We always ensure that the reason for the application purchase has been well-considered and conforms to our standards for both use and data protection.

What precautions are taken to ensure apps use personal data appropriately?

We use GDPRiS which is a highly secure, cloud-based tool offering complete GDPR management for schools, helping us meet and exceed the GDPR regulations. For every application that stores personal data, we complete several checks including where the data is stored, whether it has been approved for school use, and what it does with the data obtained.

Can children download their own apps?

No. The ability to download applications on the device will be disabled on the students iPads. Only applications pre-approved by the IT team and the school will be installed.

Screen time

Will the children be using the iPad all day?

No. The iPads will be used appropriately to ensure effective use of the devices whilst also maintaining a healthy screen time balance. There will be varying degrees of use dependent upon the activity and content design, however it is an important consideration for teachers when designing the learning journeys of our students.

How will you ensure the school achieves the right balance of screen time?

The iPads present us with a wealth of opportunity. Whilst we will take many steps to ensure a healthy screen time balance is maintained, we also believe that the students should take some responsibility, where appropriate, for managing their time on the device. Part of the profiles associated with the devices includes the devices shutting off at a certain time each day to support this further and Jamf parent can be used to increase controls if parents wish to use this.

Screen time is taught as part of our PSHE/Online Safety curriculum. We have also promoted the need for a healthy balance through the times the iPad is available for use.

Restrictions

What restrictions are in place on the iPads?

We have carefully selected restrictions that are placed on the iPads focused on keeping children safe and ensuring the iPad is used for educational purposes. These include the removal of applications and features that aren't conducive to learning i.e. FaceTime and AirDrop.

We have also ensured that the children are unable to remove applications, use iTunes or iCloud, or modify key settings that keep the device and the information within it secure.

There will be no access to popular social media sites such as TikTok, Snapchat, X, or facebook. Where there is an application that allows communication between students, it will be for the express purpose of collaboration on educational activities and any inappropriate communication will result in consequences in line with the school's behaviour policy.

Will the restrictions be different in school and at home?

The restrictions will remain the same between school and home as we have configured the iPad to be an educational tool.

Timings

Are the students given access to the iPad all the time?

No, they aren't. A schedule has been carefully designed to ensure access to the device during appropriate times outside of school hours, but also specific times where the device is inoperable so that a healthy balance can be maintained.

The devices will be available for monitored use during school hours.

When can the iPad be used at home?

From Monday to Saturday during term time, the iPads will be available to use from approximately 8am until 7pm (for primary pupils) and 10pm (for secondary pupils). At 7pm or 10pm, the devices will become inoperable and will not function again until approximately 8am the following day to coincide with the start of school.

What about the weekends?

The iPad will be fully functional from 8:00am until 7:00pm (for primary pupils) and 10:00pm (for secondary pupils) on Saturdays, and the Lightspeed filtering, monitoring, and alerting will operate in the same way as it does in the week.

We recognise the importance of device downtime and therefore it is scheduled that the iPad will be inoperable on Sundays for primary students. However, we also recognise the need for our secondary students to have more access in order to complete homework and the devices are available to them on a Sunday.

Jamff parent is an app parents can put onto their personal device which reduces the availability of the iPad and certain apps at different times and we advise parents to use this app if they wish to add more controls than are placed on the devices by IFtL.

Will these timings be exact?

As with all technology, it may not always work as intended. A schedule is in place and our Device Management software will make repeat attempts if it hasn't been successful at the scheduled time. In instances where the iPad hasn't become inoperable at the time suggested, please let us know so that we can continue to monitor and adapt.

Can we manage the devices ourselves?

During the time the device is at home, parents/carers will be able to set restrictions and manage access on the devices using JAMF Parent. These are in addition to the restrictions already set by us, and provide you with the opportunity to remove certain applications, only allow certain applications, or remove access to the iPad for a set period of time.

The same filtering, monitoring, and alerting policy will be active on the device irrespective of the choices parents make when allowing their child access outside of school hours.

What happens during the school holiday?

During school holidays, the iPads will operate as per school hours. This will be from 8.30am until 3.30pm.

Wi-Fi

Does the iPad need to be connected to Wi-Fi?

Yes, it does. By default, Wi-Fi connectivity is set to always be on. Therefore, if the iPad is near to a Wi-Fi network that it has been connected to, it will connect automatically. This is required so that the iPad remains up-to-date, and all necessary scheduling and restrictions are active. When the device is at home, it must be connected to the internet.

If the iPad is moved to a location where it doesn't have an internet connection, the restrictions that were last placed on the iPad will remain active.

Can the iPad be connected to Wi-Fi at home?

Yes. It is essential to ensure all of the necessary safety protocols and restrictions are in place at all times.

Device access

What is the process for lost/damaged/stolen devices?

Please see the details included in the Home/School Agreement for details around lost, damaged, or stolen devices.

Will there be access to an iPad whilst one is being repaired or replaced?

Whilst a device is away for repair, a temporary device will be given to the student on the same day as the courier collects the device. This iPad will remain in school and will possess all the same functionality as the original device so that there are no lost learning opportunities. Upon return of the repaired device, this iPad will be returned to the IT department where it will be reset and available for use by any student in the future.

What happens if a child forgets their device?

It is an expectation that students bring their devices to school each day. Where a student forgets their device, suitable arrangements will be made by the teacher to ensure the student can access the learning successfully. If the student repeatedly forgets their device, it may be necessary for their iPad to remain in school and can no longer be taken home by the student.

Can parents/carers choose to provide their own device?

No. It is essential that the iPads the students use are managed by our Mobile Device Management software (JAMF). This ensures that the iPads are up to date, remain safe and secure, and are set up in the same way as both the teachers and other students' devices.

What charging facilities will there be at school?

There will be limited access to charging facilities in school as the expectation is that students bring their devices to school fully charged each day. There will be an opportunity to charge the device should it be required.

The students should leave the charger they have been provided with at home. School will have some available during the school day if needed.

Repairs

How long does it take for a repair to be completed?

The estimated time for repairs is typically 5 to 10 days.

How is data protected when the iPad is away?

The iPad will be locked whilst it is away, ensuring there is no access to the device during transit and repair. There is also a requirement for a 6-digit passcode which will remain unknown to anyone involved in the repair of the device.

How can you guarantee no lost learning whilst an iPad is being repaired?

There will be a set of spare devices stored at school to be used by the student in the event that an iPad needs repairing or replacing.

Policies

What policies have been produced for this project?

All policies specific to this project should have been shared with you. These include:

- Digital Technology Acceptable and Responsible Use Policy
- Online Safety Policy
- Home/School agreement
- Terms and Conditions

These policies are in addition to the policies already in effect at our school.

Where can you access the policies?

All policies relating to this initiative can be accessed here: **https://www.iftl.co.uk/devices/key-documents/**

Guidance

How can we find out more about getting the most from the devices?

There will be a series of short video tutorials created soon that will share more about what features are available on the iPad and how to use them effectively.

How can we support at home?

The best way to support in your child's learning journey with the device is to engage regularly in conversation and discussion about what your child has been using their iPad for. They will be able to share their work with you, and your interest in excitement will encourage them further.

Practical conversations around the effective use of the device, including the appropriate use of the internet, managing screen time, and developing healthy boundaries will be essential.

Maintaining a collaborative partnership between school and home will ensure we make this initiative a success. Understanding that technology, and the internet, is always evolving and we need to be open to and reactive to new developments.

Professional development for teaching staff

What professional development will be provided for staff?

We have devised a varied and long-term professional development calendar for our staff to ensure we make the most of the devices to enhance learning and teaching outcomes. We acknowledge that, even as adults, we all have a different starting point based on previous experiences. Our professional development opportunities will cater to all experience levels and will utilise a range of multimedia to make it accessible and easy to use.

Impact

How will you know that the iPads have been a success?

We have identified several key deliverables and important performance indicators that we will measure in the short and long-term. These are centred around the impact on education, with the development of our students our number one priority.

How are you measuring the impact?

We are using several methods to measure the impact of the iPads on learning and teaching, including surveys of students and staff, longitudinal case studies, interviews, and 1:1 meetings. We will report on our findings at regular intervals to key stakeholders to analyse and identify next steps.

[Updated August 2024]