

Case study 1

Background

This student has recently been identified as dyslexic. Her main barrier to fully accessing her learning is reading. When she is reading the text appears to move on the screen or on the page causing her to lose her place and to have difficulty decoding and reading some words. It takes her a lot of energy to decode a text and her comprehension is hindered due to this effort. Finding reading a challenge has had an impact on her self esteem and confidence in her ability with literacy. Other areas of the curriculum are impacted when reading is required as it often is. She is very motivated to learn and always gives her best effort in class.

How 1:1 iPads have supported

The student has their own iPad which is set up to her preferences. The Support for Learning teacher at school worked with her on the Intuitive Coloured Overlays Test and identified a certain coloured tint helps to settle text and make it easier to read. She can turn this tint on when she is reading or writing on her iPad but can also turn it off when drawing or taking photos. She zooms in on text to help her keep focus on what she is reading and has an on screen pointer to keep her place. She also often uses the speak text function and asks the iPad to read a block of text to her. This allows her to access research tasks or to read through her written work independently.

The inbuilt support that the iPad has offered this student has really boosted her confidence. She is able to work independently using the tools to support her. Her teacher has noted the confidence the iPad gives her. She has the ability but she hasn't been able to demonstrate fully or 'own it'. She can have support in her learning but without an adult or peer by her side this has resulted in a visible increase in her self esteem.

Next steps - to build on her knowledge of accessibility features that would further support her and give her independence through primary and into secondary.

Pupil Voice - Hear an interview with a pupil discussing using their iPad to support their learning. [Click Here](#)

Case Study 2

Background

This student receives support with his learning across literacy and numeracy. He can lack motivation when it comes to his learning and needs engaging in class. He is easily distracted and will be off task if he feels it is challenging. His challenges in reading have impacted his ability to access class learning resources independently. All text based activities would need to be supported by an adult in order for him to engage and contribute fully.

How has the iPad helped?

The iPad is very motivating for him, and he sees it as his own tool for learning. This means he can revisit his own work whenever he needs to reactivate his prior learning along with the supports he needs. The iPad is a link with home so they can regularly see his learning tasks and support further. He can also use the tools that support him in class to help with home learning. He uses speak to text and text to speak for his reading and writing. This allows him to work independently on literacy tasks and organise his thoughts more easily. Voice notes and recordings allow him to articulate his understanding for his teacher and for him to listen back to in the future. His teacher is able to give feedback as a voice note which he can access and act upon.

His class teacher has commented that having 1:1 iPads has allowed her to set things up in advance to support or differentiate his learning knowing that he will be able to access he can also revisit instructions he needs to by listening to the steps recorded by his teacher. The iPad tools have been brilliant for recording his writing so that he can share his own ideas and check his own work. She can also get a better understanding of what he has written which would be challenging if it was written by hand.

Next steps

To continue to develop skills in using tools on the iPad that can support in learning such as predictive text and immersive reader.

Thursday 20th January 2022

Describing a Character – The Dream Giver

His teeth were as sharp as a razor sticking out from his vast mouth

March 10 09:58

Success Criteria

- Write in full sentences with a capital letter and a full stop
- Write in the past tense
- Use 'powerful' similes to describe the monster's features

He had scars all over his face from stepping from step to step down the big grizzly woods. It rammed through roads like a bear. The monster sat on the Grand Canyon and roared as loud as it could. The boy almost fell off a cliff cause the wind came out of the monsters mouth. Its eyes were as red as lava. It's skin was as hard as big oak trees.

The creature flew in to the orphanage. He had a shiny bald head. He had a staff with a bag of dreams. He had bony long legs.

★ Well done [redacted] you have put these sentences together well and used some good describing words.

🔗 Next steps:
Try to include a couple more sentences next time.

Avril Gibson Jan 20 14:47