

What are your devices being used for?



Instruction

Using devices to support direct instruction.

During instruction students are learning how to use the devices. This includes using devices in computing lessons.



Information

Using devices to gather, present or deliver information to support learning.

This includes research online and providing electronic versions of learning resources via the devices



Independence

Using devices for student-led practice of core skills.

This includes apps like Sumdog, TT Rockstars, Reading Egg etc



Invention

Using devices as a tool to support student creativity.

Students are relying on their developing digital literacy skills to create responses to challenges set by their teacher.



Inclusion/Intervention

Using devices to remove barriers to learning and provide equitable access to the curriculum.

This includes using assistive technology or using devices for targeted intervention strategies for individual learners



Interaction

Using devices to facilitate communication, collaboration, and peer-to-peer learning.

Collaborative documents (Google Docs, Office 365). Video conferencing (Zoom/Teams) to connect with experts or other classrooms globally.



Insight

Using devices to assess, track progress, and gather data to inform future planning.

Digital formative assessment tools (Kahoot, Quizizz, Google Forms). Digital portfolios where teachers review growth over time.

How to use it to gain valuable insight into device use in your school

Activity 1: A day in the life of a device

Bring a small mixed group together (SLT, a few teachers, someone pastoral/SEND, someone IT if possible). Put the 7 I's image in front of everyone.

Then ask:

- 1 Pick a device type (or a year group set).
- 2 Walk through yesterday, lesson by lesson.
- 3 For each touchpoint, decide which "I" best describes its main purpose in that lesson.

Two important rules:

- No judgement or discussion at this point. Just describe reality.
- If you feel you touched more than one I choose the dominant purpose.
- Don't try to force a single activity into multiple categories.

What you get at the end is a story: "Most of our device use is Information + Instruction, with some Insight, but we have very little Interaction or Invention." Or whatever your version is.

That story is highly valuable, because it's the opening chapter of the opportunity to ask better questions.

Ask these questions of your data.

Which of the 7 I's best reflects what we say we value most as a school in our ethos and values?

Which I's currently dominate the learner experience? What do we think about that?

Which I's do we want to strengthen, and why?

Which are we neglecting, and what's the cost of that?

Where are we missing opportunities to remove barriers (Inclusion) because staff aren't confident with the tools?

Where could we redesign one task per year group to strengthen Interaction or Invention?

Where are we generating Insight.
Are we adapting teaching as a result?

Activity 2: A Learner's journey through the curriculum

This one is often more revealing.

Choose a "typical learner" and trace their experience across a week in a few subjects or a series of lessons in a subject:

- Where do devices show up to support them?
- What is their purpose each time?
- What kind of learner behaviours are being cultivated?

What's missing?

You'll often spot patterns like:

- devices mainly appear when adults need efficiency (Insight, Instruction)
- creativity is present in isolated "special lessons" where Invention is an occasional visitor
- accessibility is treated as something extra rather than baked in (Inclusion as an afterthought)

Again: the aim is not judgement. Just gathering intelligence.

Want to know next steps? Scan the QR code

