



Leadership & Strategy Edition

Suitable for School Leaders

A guide to deploying a sustainable 1:1 student device programme in schools.





Implementing a 1:1 device programme is becoming increasingly popular in schools. However, navigating the financial maze of implementing such a programme can feel overwhelming.

This guide is one of four designed to help you understand the options available and questions you should ask when designing your sustainable and equitable 1:1 programme.

The following editions are available:

- **Leadership & Strategy**
- Operations & Finance
- Teaching & Learning
- Technical & Deployment

Other editions can be requested from info@ta.education

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Introduction

Many schools focus on the technology and finances involved when exploring a 1:1 student device programme, and while this is essential, what is often overlooked is the change management involved in such a deployment, which some would argue is the more likely element to have a direct impact on its success.

Without effective change management, staff will not capitalise on the new technology, technical challenges will arise, students will become frustrated, and parents will question the benefits and costs if they are contributing to the programme.

This guide is designed to help school leaders understand the options available when exploring a 1:1 student device programme, questions that should be answered, and what good practice looks like to help the school make informed decisions.

What is a 1:1 device programme?

A 1:1 student device programme is an educational initiative in which each student is provided with their own personal electronic device, such as a laptop or tablet, for use both in the classroom and at home (optional).

The programme aims to enhance the student's learning experience by integrating technology across the curriculum, allowing for more interactive and personalised instruction. It also ensures that all students have equal access to digital resources, which helps to bridge the digital divide and promote equity in education.

When deployed effectively, a programme can facilitate better communication and collaboration between pupils and teachers, support the implementation of innovative teaching methodologies, and provide opportunities for students to develop essential digital literacy skills, crucial for success in the modern world.

1:1 programme models

Bring Your Own Device programme (BYOD).

This is when students bring in a device of their choice to school to use in lessons. This model has clear financial benefits but can be challenging for teaching staff. Due to the range of technology being used by students, the use of technology in lessons tends to be limited to common web-based solutions. Safeguarding can also be an issue as you have no control or visibility of how the devices are being used. A BYOD model tends to be more appropriate in Sixth Forms.

Choose Your Own Device Programme (CYOD).

CYOD is a more defined version of BYOD, where the school specifies the specifications for a device that a student can bring into school. It does, unlike BYOD, allow for the implementation of standard educational software applications, but still presents challenges around equality, safeguarding, technical support, insurance, etc.

School Purchasing or Leasing

School-funded devices are less common when a school is running a 1:1 programme. It tends to feature more in Key Stage 2. If you are using capital funds, we strongly recommend that you include a refresh cycle every 3 years within your budgeting and ensure you include repair and replacement costs within these finances. Leasing is an effective way to manage cost and enforce a healthy refresh cycle.

Parental Contribution or Rental Programmes

Parental contribution or rental programmes are becoming the most common models for deploying 1:1 devices.

Once the school has identified a device and required elements, such as maintenance and insurance, the total cost is calculated as a monthly contribution and parents opt-in to making monthly direct debit payments.

There are several partners that manage 1:1 programmes for schools and each offers a range of options to enable you to build a programme suitable for your school and affordable for your parents.

Taking Devices Home

One of the key decisions a school will have to make when introducing a 1:1 device programme is whether the device is for in-school use only or if students will be allowed to take devices home. If a parent is contributing towards the costs, it is standard for students to take the device home, but if school funded, this is less of an expectation, but it can have additional benefits and address equality for students.

Devices that remain in the school	Devices that are used in school and taken home
<ul style="list-style-type: none"> • Controlled Environment: Devices are only used under teacher supervision. • Maintenance: It is easier to manage and maintain devices, reducing the risk of damage or loss. • Equity: Ensures all students have equal access to devices during school hours. <p>Pros</p>	<ul style="list-style-type: none"> • Accessibility & Equity: Students always have access to devices, enabling continuous learning and homework completion. • Responsibility: Encourages students to take responsibility for their devices, fostering a sense of ownership. • Parental Engagement: Parents can monitor and support their child’s learning more effectively. • Reduced costs: Devices are charged outside of the school and the school does not have to purchase so many devices. <p>Pros</p>
<ul style="list-style-type: none"> • Limited Access: Students may have limited opportunities for extended learning and homework completion outside school. • Additional costs: Charging trolleys, devices and energy costs. • Disruption: Additional disruption in lessons while student collect and return devices. • Responsibility: Students take less care of the devices as there is little sense of ownership. <p>Cons</p>	<ul style="list-style-type: none"> • Technical Issues: Increased risk of damage or loss, and potential technical issues outside school hours. • Reliability: Reliance on students charging their device and bringing it to school each day. • Safeguarding: Additional (manageable) risks as students have access to devices outside of school. <p>Cons</p>

Why introduce 1:1 devices?

A 1:1 device programme, when introduced effectively, can support the educational outcomes of students, reduce staff workload, increase productivity, support accessibility and social mobility, and, in some cases, reduce financial costs for the school.

Benefits for Students

Personalised Learning

- 1:1 devices provide greater scope for students to explore and engage with online resources while supported with digital accessibility tools.
- A student with their own device is less reliant on the front of class and the teacher as the only source of information meaning they are better placed to explore the learning at their own pace independently.
- Access to a device allows each learner to overcome challenges and create personalised responses using a range of assistive multimedia tools.
- Teachers can provide timely feedback on an individual basis, increasing motivation.

Equity

- Finance options can bridge the digital divide, ensuring all students have access to technology, and the ability to complete learning tasks at school or at home using online resources and tools.
- A device for each student increases the opportunity to learn crucial digital skills that may not be developed through periodic computing lessons or the use of digital media outside of school. These are competencies that will be essential for young people in their next stage of education and life at work.

Benefits for Teachers

- Streamlined instruction as teachers can easily share reference material incorporating multimedia, distribute learning tasks and collaborative activities, and provide feedback that can be tracked using insights enhanced by AI.
- The agility of teachers to respond to the different learning needs in every class is bolstered, as are collaborative practices with staff sharing resources, plans, and knowledge of each student.

Benefits for Leadership

- Introducing 1:1 device scheme often proves cost-effective over the length of the programme. Digital learning reduces the need for photocopying, printing and purchase of workbooks and textbooks. It can also reduce the need for dedicated computer rooms with ongoing hardware refresh cycles.
- Greater equality in student access to devices in school and at home increases the potential to deploy digital tools and resources that can provide data and insights into student progress and other areas enabling leadership to make.

Case Studies

Key Stage 2 (School funded)

The case study at St. John Fisher Primary School illustrates how a 1:1 programme can be successfully deployed in Key Stage Two. It shows how a programme can facilitate learning that responds with agility to the needs of students while realising efficiencies through reduced print costs and staff time saved in relation to preparing, distributing, and managing paper resources.

[Watch Case Study](#)

Key Stage 3 (Parental Contributions)

The Queen Elizabeth's Secondary School case study highlights the potential of 1:1 devices to support independent learning. The initiative noted improved scope for students to work at their own pace and for teachers to set collaborative learning tasks completed at school or home after just 3 months. The case study emphasises the importance of senior leaders in coordinating a digital transformation, which will be effective when prioritised as a whole school programme.

[Watch Pre-deployment Video](#)

[Watch Post-deployment video \(3 months\)](#)

Research & Evidence

Testimony proving the benefits of a 1:1 programme acknowledges the unique challenges each school faces and that what works well in one context may not be suitable for another. Consistent themes do, however, emerge. Successful initiatives conceive a 1:1 programme as part of a change in culture, driven by a vision that informs strategic planning and implementation as a whole school project. Realising the benefits of 1:1 requires, therefore, reflection on pedagogy, curriculum, and a commitment to professional development. A comprehensive approach is required that includes the procurement of devices and infrastructure upgrades.

Pedtech Impact Report

A recent report worth reviewing comes from the LEO Academy Trust of nine Primary Schools, which started a 1:1 programme in 2019. They commissioned Dr Fiona Aubrey-Smith to undertake research in the use of technology across all schools.

Key findings included:

- Children's attainment significantly outperforms national norms.
- The number of students on the Special Education Needs register requiring extensive intervention reduced by a third.
- Attendance figures across the trust were higher than the national average.
- Reduction in printing and the number of exercise books saves around £78 per child.
- Digital tasks increased classroom efficiency by 23%.

[Click here to view the executive summary.](#)

Publications

Other research indicates that 1:1 devices enables educators to create learner-centred classrooms that foster critical thinking, creativity, and lifelong learning:

- Valiente, O. (2010), "1-1 in Education: Current Practice, International Comparative Research Evidence and Policy Implications", OECD Education Working Papers
<https://doi.org/10.1787/5kmjzwfl9vr2-en>
- Digital Equity: 1:1 Technology and Associated Pedagogy. Andrade Johnson, M.D.S. (2020)
https://doi.org/10.1007/978-3-030-14625-2_142

Where to start?

A 1:1 programme can seem daunting during the early stages. There are many moving parts and different parties that will all need to align to achieve a successful deployment, but also to ensure the school community capitalise on the new unprecedented access to technology long-term.

Use this section to guide you, and remember, this is very much a change management programme; it is more about people than technology.

Microsoft Education Transformation Framework

Microsoft’s Education Transformation Framework is a holistic and effective guide for education leaders to navigate the complexity of transformation, envision what’s possible, and develop a strategy to achieve it.

At the start of your 1:1 journey, you may wish to review the framework and use the structure to help develop your school’s digital strategy.

[Find out more](#)



Document and share your Vision for 1:1 devices






Successful introduction of 1:1 devices, whatever the breadth, depth, or speed, has at its foundation a leadership vision that paints a picture to the school community of how teaching and learning will be enhanced. This statement articulates the beliefs of leaders and informs a digital strategy needed to coordinate communication, review planning, improve infrastructure and ensure practical arrangements are addressed.

The vision for the school should come from leadership but with input from key people within the school community. These individuals may be from your working group.

Form a Working Group or 1:1 Committee

Deploying a 1:1 programme will require input from a range of people with different roles and skill sets. We recommend forming a committee that includes representation from leadership, governance, business or finance, teaching and learning, safeguarding, technical support, and parents. You may also form a working group of students.

Once your group is formed and you have agreed on a vision for 1:1 devices, the group should look to answer the following questions to enable individuals within the group to take actions away and start investigating their elements.

-  **How will you finance the programme to ensure it is sustainable?**
-  **To which year groups will you deploy - when and in what order?**
-  **Will the students be able to take devices home?**
-  **What functionality do you want the devices to include?**
-  **Is your infrastructure and cloud platform ready to support the use of 1:1 devices?**

The group should also review the pre-deployment considerations in the following section and create a deployment timeline using the guide provided.

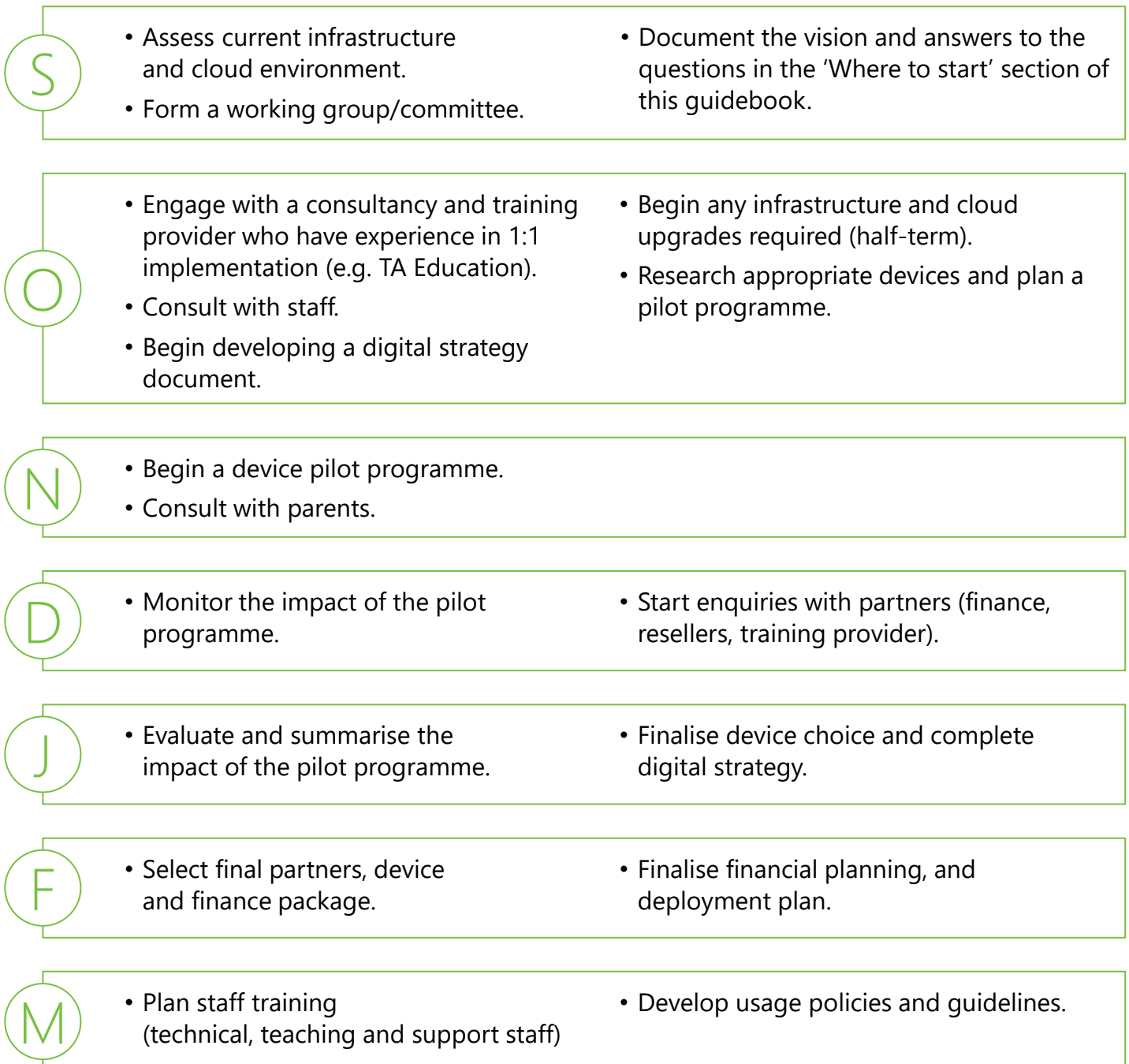
Pre-deployment Considerations

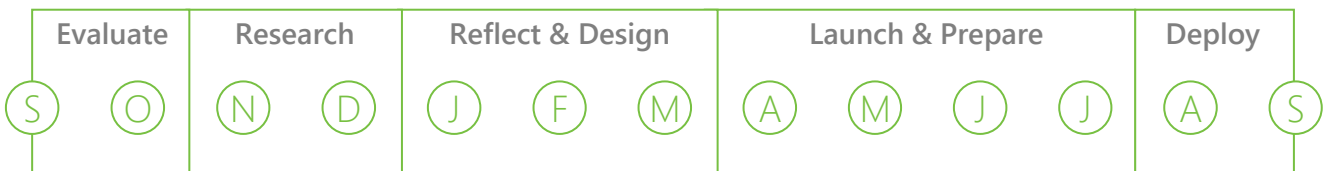
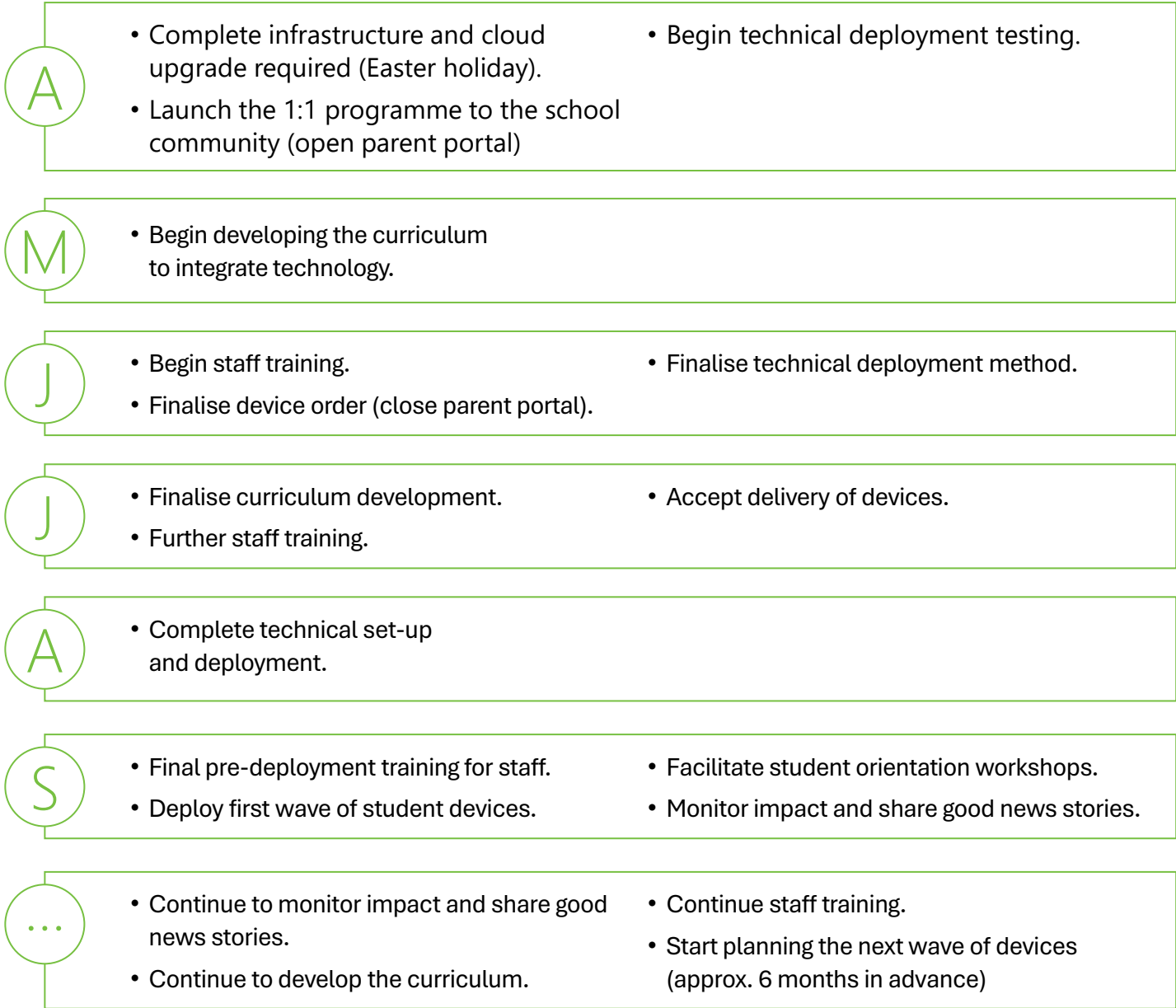
Infrastructure	Ensure that the school's network infrastructure can support the increased demand for internet bandwidth and connectivity. This includes having a robust Wi-Fi network, sufficient bandwidth, and reliable internet access with the option of backup resilience.
Cloud Readiness	Ensure the school's cloud environment is ready to manage a digital curriculum and staff and student accounts are set up to operate in the cloud.
Teaching Spaces	Before deploying 1:1 devices, the school should ensure that staff have access to appropriate technology and teaching spaces to capitalise on student devices in lessons.
Technical Support	Ensure your technical support team has the right skill set and capacity to deploy and manage the increase in devices on-site.
Digital Curriculum	Time is dedicated to exploring how the curriculum can be developed and adapted to include interactive and engaging content that leverages the capabilities of the devices.
Consultation	Consult with all parties, including staff, students and parents to share the school vision for 1:1 devices, address any concerns, and set expectations.
Security & Privacy	Explore how your existing security measures to protect student data and ensure privacy will be applied to the devices.
Finances	Secure adequate funding or identify a model through which the programme will be funded, including the costs of purchasing devices, maintaining infrastructure, and providing ongoing support and training.
Usage Policies	Create clear usage policies and guidelines for students, teachers, and parents. These policies should outline acceptable use, consequences for misuse, and procedures for reporting issues.
Evaluation	Set up a system for evaluating the effectiveness of the 1:1 device programme. Collect feedback from students, teachers, and parents to assist in identifying areas for improvement and making any necessary adjustments.

Pre-deployment Timeline

Depending on your circumstances, a 1:1 device programme can be introduced in as little as 3-4 weeks. However, the reality of school life requires time to address the pre-deployment activities and engage with a variety of stakeholders, such as staff, parents and suppliers.

The timeline below is an ideal scenario for completing pre-deployment activities in a school new to 1:1 devices, starting from September, a year prior to the first planned deployment.





Change Management

Introducing a successful 1:1 device programme is less about the technology and more about the people involved. For a programme to have a positive impact, the students, staff and parents must see the benefit of the programme prior to and post deployment. In many cases, this will involve winning hearts and minds.

It should be recognised that you are making a significant investment in technology and, with it, introducing a significant change for all parties involved. This is where you should ensure that you invest in the people who will 'make or break' your programme.

As mentioned previously in this guidebook, having a vision and a documented digital strategy will be key to communicating with all parties and will act as a reference at many stages through your 1:1 journey, ensuring you don't lose sight of why you are introducing 1:1 devices across your school.

A Digital Strategy should include:

Vision

A written piece that outlines WHY you are introducing 1:1 devices, the expectations of all involved, and how you will measure the impact.

Action Plan

A working document that presents all the required actions on a timeline, along with who is responsible for completing each task.

Staff Training

A plan to upskill staff and prepare them for a 1:1 environment.

Technology

Exploring infrastructure requirements, technology for teachers, student devices, and technical support.

Finances

An outline of how your 1:1 programme will be funded and sustainable.

Curriculum

An indication of how the curriculum will be developed to integrate the use of technology in lessons.

Learning Environments

Details of how the learning spaces utilised by staff and students will support the use of 1:1 devices.

Curriculum Development

As a school leader, the introduction of 1:1 devices into your educational environment is an exciting step forward. However, it requires thoughtful adaptation of your curriculum to fully leverage the benefits of this technology.

Here are some key pieces of advice:

1

Integrate Digital Literacy

Ensure that your curriculum includes digital literacy skills. Students need to learn how to navigate, evaluate, and create information using technology responsibly.

2

Assessment Methods

Move beyond traditional testing methods. Incorporate digital portfolios, online quizzes, and interactive assessments that provide immediate feedback.

3

Collaborative Learning

Use 1:1 devices to foster collaboration among students. Encourage projects that require teamwork and the use of collaborative tools like shared documents and digital whiteboards.

4

Enhance Interactivity

Make lessons more interactive with multimedia presentations, virtual field trips, and simulations that engage students in ways that traditional methods cannot.

5

Personalise Learning

Take advantage of the ability to personalise learning experiences. Use educational software that adapts to each student's learning pace and style, providing individual challenges and support.

6

Cybersecurity and Ethics

Include cybersecurity education in the curriculum. Teach students about safe online practices, privacy, and the ethical use of information.

7

Curriculum Flexibility

Be prepared to continuously adapt the curriculum. Technology and educational tools evolve rapidly, and staying current will ensure that your students are receiving the most relevant education.

Staff Training

Staff training, or professional development, is always highlighted by experts as one of the most important activities when introducing change, regardless of whether that change involves new technology. However, training is often undervalued, not prioritised or comes as a second thought after purchasing and deploying the hardware.

Your 1:1 programme must include training prior to deployment and ongoing support post-deployment. Without relevant training, teachers will not capitalise on the new technology in the classroom, and you will not see the impact you outlined in your digital strategy.

Staff training should include:

Technical Training

Equip teachers with the necessary technical skills to confidently use and troubleshoot devices.

- **Basic Device Operation:** Training on how to turn on/off the devices, navigate the operating system, and use essential applications.
- **Troubleshooting:** Basic troubleshooting techniques for common issues such as connectivity problems, software updates, and hardware malfunctions.
- **Classroom Management:** Understanding how to manage students using devices in lessons.

Digital Literacy

Enhance teachers' digital literacy to effectively integrate technology into their teaching practices.

- **Digital Tools and Resources:** Familiarisation with the schools chosen digital tools and educational resources that can be used to enhance teaching and learning.
- **Online Safety:** Training on online safety practices to protect both teachers and students from cyber threats.
- **Digital Citizenship:** Promoting responsible and ethical use of technology among students.

Pedagogical Training

Develop teachers' ability to integrate technology into their teaching methods to improve student engagement and learning outcomes.

- **Blended Learning:** Strategies for combining traditional teaching methods with digital tools such as 'Flipped Learning' to create a blended learning environment.
- **Interactive Lessons:** Training on how to create interactive and engaging lessons using digital tools and multimedia resources.
- **Assessment and Feedback:** Using technology to assess student performance and provide timely feedback.

Collaborative Working

Foster a collaborative working environment where teachers can share best practices and support each other.

- **Professional Learning Communities (PLCs):** Establishing PLCs where teachers can collaborate, share experiences, and learn from each other.
- **Peer Mentoring:** Pairing experienced teachers with those who are less familiar with technology to provide ongoing support and guidance.
- **Workshops and Webinars:** Regular workshops and webinars to keep teachers updated on the latest educational technologies and teaching strategies.

Continuous Professional Development (CPD)

Ensure that teachers have access to ongoing professional development opportunities to stay current with technological advancements.

- **Certification Programs:** Encouraging teachers to pursue certification programs in educational technology.
- **Online Courses and Remote Support:** Providing access to online courses and support staff can access when required.
- **Feedback and Evaluation:** Regularly evaluating the effectiveness of the training programmes and making necessary adjustments based on feedback from teachers.

Digital Champions

A recognised model in education is to deploy individuals in each area of the school. This may be for each department, Key Stage, year group, or in the case of Multi-Academy Trusts, in each school. Digital Champions receive additional training from an external provider and their role is to support other staff in their area of the school.

Funded programmes linked to the apprenticeship levy are available to support and train Digital Champions. A programme recommended by Microsoft can be found here [Level 3 Digital Champion: Education | Primary Goal](#)

Addressing Barriers

Costs: When engaging with your potential 1:1 programme partners, be sure to enquire about any awareness of funded or free training you can secure with your technology purchases.

Time: You will need to be creative to find time for staff to be trained. INSET days are often in demand for other reasons, and providers are not always available. Consider how training can be delivered through co-teaching, via workshops for small groups whilst other staff provide cover, and digital assets created for independent learning.

Student Digital Skills

Consideration will need to be given to the digital skill levels of students receiving the devices. Student confidence with technology is mistaken for their ability to complete tasks the correct way.

We recommend facilitating student orientation sessions when the devices first arrive. This is when students are taken through their roles and responsibilities regarding the care and management of their device, but also the ways in which the school expect the student to use their device.

Things such as:

1. How to save work locally or directly in the cloud.
2. How to access class resources, submit homework or communicate with their teacher during class and outside of the lesson.
3. Expected behaviour when communicating and collaborating with staff and fellow students.
4. What software is available as a desktop application and what they should access via the cloud.
5. What monitoring and controls are in place.
6. What to do in the scenario where their device is lost, stolen or faulty.

Engaging with Parents

Parents play a significant role in the success of any 1:1 programme. When they are informed and supportive, it creates a positive environment for students. Engaging parents early on helps build their buy-in and ensures they understand the purpose and benefits of the 1:1 programme.

Tips for Engaging with Parents



Develop a communication plan to involve parents in the decision-making process, this will allow you to gain more buy-in.



Solicit feedback and address parent questions promptly while creating an FAQ document parents can easily access.



Engage stakeholders early in the process, provide clear information, and ensure transparency throughout.



Have parents sign a 1:1 policy to agree how devices will be managed and identifying responsibilities of all parties.



Host informational sessions, workshops, or webinars to explain the finance solution and address any concerns. Partners can support this activity.



Once the devices are deployed, monitor progress and share good news with the whole school community.

1:1 Policies

Policies provide clear guidelines for students, teachers, and parents. They ensure consistency in device usage across the entire school. When everyone understands the rules, it minimises confusion and promotes a positive learning environment.

Establish clear policies related to device usage, maintenance, and responsibility. We would also recommend involving parents in policy development to ensure their buy-in.

Tips for Creating Your Policies



Device care: Students and parents should understand how to handle their device, avoid damage, and report any issues promptly.



Privacy and Data Security: Address any concerns related to student data and how this will be collected, stored, and used.



Acceptable use: Outline the appropriate and responsible use of technology within the school environment. Covering aspects such as internet safety, respectful communication, and ethical behaviour.



Lost, stolen or faulty devices: Define procedures for reporting circumstances and the response that will be taken.



Consequences: Outline student responsibilities and the consequences if these are not followed. Parents should also be made aware of and agree to these terms.



Maintenance and Repairs: Set up processes for routine maintenance, updates, and repairs. Communicate coverage included and expected repair turnaround times.



Financial responsibility: Clearly outline financial responsibilities where leasing is involved.

Financial Models & Other Options

There are a range of financial models and additional options available to schools looking at deploying 1:1 devices. This section highlights the core decisions you will need to make, with more detailed information being available in the Operations & Finance Guidebook included in this series.

For quick reference, the 4 most commonly used models in the UK are:

- **Capital Purchase:** The school uses existing funding to purchase devices and budgets for replacement units in 3-5 years.
- **Leasing:** The school spreads the cost of the devices over a 3-year operating lease.
- **Parental Contributions:** A parental contribution programme is where a school takes out a lease for the devices but collects monthly contributions from the parent to repay the lease.
- **Rental/Subscription Model:** The parent pays a monthly amount to rent the device directly to your chosen provider.

Insurance, Repairs and Replacements

Each 1:1 provider will offer their own version of a warranty, insurance, maintenance package and replacements. These will typically include provide cover for theft and accidental damage, lost devices, and cover in the event that parents stop making monthly payments.

Length, or Terms of the Lease

The standard lease term is usually 3 years. However, you can work with your chosen provider to plan a programme that meets the requirements of your school. We have provided two examples below, one for a secondary and one for a primary school.

Ownership

At the end of a 1:1 device programme, the ownership of devices typically depends on the financial model used. If devices were purchased outright by the school, the school retains ownership and may repurpose or redistribute them for future use. In a leasing model, the devices are usually returned to the leasing company. For programmes involving parental contributions, ownership may transfer to the parents, allowing them to keep the device. Be sure clear communication is shared regarding ownership at the start of your programme.

Pool Units

Pool Units is a term used for additional or spare units that are purchased or made available as part of a 1:1 programme. When deploying a 1:1 programme it is recommended that the school secure an additional 3-8% of total devices as pool units (e.g. 100 students, purchase 103-108). Some providers will include these free of charge or as part of your monthly payments.

The pool units are used by students in the event their device is unavailable due to theft, damage or technical fault. The student is provided with a pool unit whilst their devices are sent away for repair or a replacement is sourced.

What if a parent opts out of a contribution programme?

In the scenario where a parent decides not to join a contribution programme, the standard process is to provide a school-owned device that their child can use in school (maybe from devices used in your pilot), but they are not allowed to take the device home.

This means all students have equal access to learning in school, and a teacher knows all students will have access to a device in lessons.

If parents cannot afford the monthly payments, the school can choose to subsidise the cost using pupil premium funds. This may mean a parent pays less or nothing at all. The amount a school charges any parent is entirely at the discretion of the school.

Deployment Model

The most common model of a 1:1 device programme is one where parents contribute to the cost of the device and the student takes the device home. However, this parental contribution model is not appropriate for all schools, and as such, some school leaders choose to fund the devices 100% from school funds and keep the devices solely for classroom use. Each model has its benefits and restrictions which are highlighted below.

School-funded devices that remain in the school	Devices that are partly funded by parents and taken home
<ul style="list-style-type: none"> • Controlled Environment: Devices are used under teacher supervision, ensuring appropriate use and minimising distractions. • Maintenance: It is easier to manage and maintain devices, reducing the risk of damage or loss. • Equity: Ensures all students have equal access to devices during school hours. <p>Pros</p>	<ul style="list-style-type: none"> • Accessibility & Equity: Students always have access to devices, enabling continuous learning and homework completion. • Responsibility: Encourages students to take responsibility for their devices, fostering a sense of ownership. • Parental Engagement: Parents can monitor and support their child’s learning more effectively. • Reduced costs: Devices are charged outside of the school and the school does not have to purchase so many devices. <p>Pros</p>
<ul style="list-style-type: none"> • Limited Access: Students may have limited opportunities for extended learning and homework completion outside school. • Additional costs: Charging trolleys, devices and energy costs. • Disruption: Additional disruption in lessons while student collect and return devices. • Responsibility: Students take less care of the devices as there is little sense of ownership. <p>Cons</p>	<ul style="list-style-type: none"> • Technical Issues: Increased risk of damage or loss, and potential technical issues outside school hours. • Reliability: Reliance on students charging their device and bringing it to school each day. • Safeguarding: Additional (manageable) risks as students have access to devices outside of school. <p>Cons</p>

Choosing a Device

Choosing a device for your 1:1 programme should be led by teaching and learning and meeting the success criteria outlined in your vision statement or digital strategy document. Your IT staff or IT support company should also have input based on their experience and the fact that they will be responsible for managing the hardware. When choosing a device, you should consider:

Pedagogical Practise



Will students need to capture images with a 'world-facing' camera? Do you want them to have a digital pen to allow for inking?

Device Specifications



The processing power, storage and chipset required. We recommend a minimum of 8GB memory and 128GB storage.

Screen Size



The screen size will be a balance between cost and consideration given to the weight of the devices students will be carrying.

Security & Safeguarding



Ensure the devices can be secured, monitored and managed remotely by your IT team, even when outside of the school.

Cloud Compatibility



Ensure the device will connect and sync with your cloud platform without issue to enable ease of access to class files, etc.

Software Compatibility



Identify the applications you will be expecting students to use on the devices and ensure these can be accessed.

Accessories



Consider if the device needs a protective case, or if students will require headphones, mice, or keyboards for tablets.

Battery Life



All modern devices should last the school day if managed correctly, but this is something that you should investigate.

Setting Expectations with Staff & Students

Whatever device is chosen, it is essential that you set expectations for staff, students and parents as to what the device is capable of. Providing training for staff and orientation sessions for students (plus possibly parents) is important.

For example, if you deploy an entry-level device to keep costs low, staff and students will need to understand that the activities facilitated on the device will be cloud-based and accessed through the browser, with limited functionality. They should not expect to install processor-dependent desktop applications.

Device management should also be covered in orientation sessions demonstrating best practices for battery management, how to reduce demand on the device memory (e.g., closing multiple browser tabs) and how to create shortcuts to common applications and web links.

Specialist IT Labs (Secondary Schools)

When planning your 1:1 programme, you can consider the financial savings and additional room space you can gain by repurposing your current IT Labs. When exploring this option, we recommend one of two approaches:

1. To decommission your IT Labs, the device model you choose to deploy as your 1:1 device will need a higher specification to handle the higher processing requirements and additional storage of some of the software used in subjects such as Computing, D.T., Art and Music, etc. The challenge with this scenario is that the cost per month will be significantly higher for the parents.
2. The more common scenario is to deploy a more affordable device, reducing costs for parents, and maintaining a reduced number of specialist IT Labs to be used in the subject areas where specialist software or higher processing powers are required.

Running a Pilot Programme

If your timeline allows, we always recommend running a pilot programme with either your chosen device or a selection of devices to help you reach a decision.

A pilot can take different forms, but what you are looking to do is evaluate the device and your readiness for a 1:1 programme.

The pilot will highlight scenarios and challenges you may not have considered and will ultimately help you avoid problems on a much larger scale when you deploy higher volumes of devices.

Tips for running a 1:1 pilot



Ideally a pilot should run for a half-term with the planning, staff training and device set-up being completed prior to the start of that half-term.



Choose a class, key stage, year group, or department with which to pilot the programme and purchase enough devices to run 1:1 in lessons.



Provide staff in the chosen group with the right technology, training and support to make effective use of the 1:1 devices during the pilot.



Initially the devices should be kept in school before considering a trial period of letting students take them home.



Identify how you will monitor and evaluate the impact. Create forms, processes and templates for staff, students and parents to complete.



Once the pilot is complete, the devices purchased can act as your pool units or for students whose parents opt out of the monthly payments.

Choosing Your Partners

A 1:1 programme cannot operate without input and support from external providers. Below we have listed the type of partners that are typically involved in a 1:1 programme, along with the key questions you should ask when speaking with them.

Consultancy & Training Partner

A partner to help you develop your digital strategy and devise and deliver a professional development plan for staff.

Key questions

- Is there any free or funded support you can access?
- Can they help you develop your strategy before the devices are ordered?
- What does long-term training and ongoing support they offer look like?

Device Reseller

A partner to help you select an appropriate device and secure any special pricing from manufacturers.

Key questions

- What device do they recommend based on your requirements?
- Are they aware of any funded programmes that would support you?
- What deployment services do they offer to reduce the workload for your IT staff?

Finance & 1:1 Provider

A partner to manage the finances, set up parent portals, collect direct debit payments, manage repairs, etc.

Key questions

- What happens at the end of the lease term?
- What additional insurances or services do they offer?

Security & Safeguarding

A partner that can offer software solutions that keep students safe online both in school and at home.

Key questions

- What protection does your product offer outside of school?
- Does your product include any functions to support teachers managing devices in the classroom?

Frequently Asked Questions

Click on any question to view a 30-60 second video response or click to watch the full playlist.

Leadership & Strategy

[Click here to watch the full playlist](#)

1. [Why should a school consider a 1:1 device programme?](#)
2. [Where is the evidence of the impact of deploying 1:1 student devices?](#)
3. [What is an ideal timescale for introducing a 1:1 device programme and where do we start?](#)
4. [Should we run a pilot of 1:1 devices before launching a full programme?](#)
5. [How do we support staff in preparing for 1:1 student devices?](#)
6. [Is any funding available to help me create and implement a 1:1 strategy?](#)
7. [How do we address parental concerns, such as screen time and safeguarding?](#)
8. [Do 1:1 student device programmes work in a primary school setting?](#)
9. [How can we measure the return on investment \(ROI\) when introducing 1:1 devices?](#)

Operations & Finance

[Click here to watch the full playlist](#)

1. [How can a school fund a sustainable 1:1 device programme?](#)
2. [When deploying a 1:1 device programme, how do we address the issue of parents unwilling or unable to make financial contributions?](#)
3. [What happens if you run a 1:1 device programme funded by parents and a child leaves the school, or a parent stops paying?](#)
4. [What financial savings can a school make when deploying a 1:1 device programme?](#)
5. [When deploying 1:1 student devices, how do we address faulty, damaged or stolen devices?](#)
6. [When running a 1:1 device programme, what happens to the device at the end of the agreement?](#)
7. [Do we need insurance when deploying 1:1 devices, and does that mean we need to purchase protective cases?](#)
8. [Why is the cost higher than the high street?](#)

Click on any question to view a 30-60 second video response or click to watch the full playlist.

Teaching & Learning

[Click here to watch the full playlist](#)

1. [How do we minimise distractions and misuse of 1:1 student devices in the classroom?](#)
2. [How can providing 1:1 student devices support SEND students?](#)
3. [How can 1:1 student devices support SEL?](#)
4. [How can 1:1 devices reduce staff workload?](#)
5. [How can 1:1 devices support personalised learning?](#)
6. [What functionality should we consider when choosing student 1:1 devices?](#)
7. [What would happen if a student has forgotten their device, or if it is faulty?](#)
8. [Does the curriculum need to change if we introduce 1:1 student devices? If so, how?](#)

Technical & Deployment

[Click here to watch the full playlist](#)

1. [Do we need any additional licenses to support a 1:1 device programme?](#)
2. [How do we check if our internet connectivity supports 1:1 devices?](#)
3. [How do we deploy and manage high volumes of devices?](#)
4. [How do we ensure the operating system and apps or extensions are kept updated?](#)
5. [How do we keep students \(and staff\) safe online in school and at home?](#)
6. [How do we manage faulty or damaged devices?](#)
7. [How do we manage loan or spare devices?](#)
8. [Can we enable multi-factor authentication for students using the 1:1 devices?](#)
9. [Can we provide simple sign on methods for students using Microsoft 365 accounts on Windows 11 devices?](#)

Need Help?

This series of guidebooks was created by the team of digital educators (former teachers) at TA Education (Tablet Academy Ltd.)

You can request copies of the other guidebooks by using the contact details provided below.

If you would like to discuss a 1:1 programme for your school, TA Education provides free advice and support, including an independent procurement service to help you identify the right partners and suppliers for your programme.

Contact us at the earliest stage of your journey to benefit from our wealth of experience and independent advice.

Call: [01952 567450](tel:01952567450)

Email: info@ta.education

1:1 Programme Checklist

A handy checklist to check you are on track.

- Assess current infrastructure and cloud environment
- Form a planning committee
- Write a vision statement answering the 'Where to start' questions
- Consult with staff
- Create a digital strategy document
- Complete infrastructure and cloud upgrades required
- Research appropriate devices and plan a pilot programme
- Device pilot programme
- Consult with parents
- Evaluate pilot programme
- Speak to partners (finance, resellers, training provider)
- Finalise device choice
- Select final partners, device and finance package
- Finalise financial planning, and deployment plan.
- Plan staff training (technical, teaching and support staff)
- Create usage policies and guidelines
- Launch the 1:1 programme to the school community (open parent portal)
- Conduct and finalise technical deployment testing
- Begin developing the curriculum to integrate technology
- Deliver staff training
- Finalise device order (close parent portal).
- Deploy devices
- Facilitate student orientation workshops
- Create a method to monitor impact and share good news stories