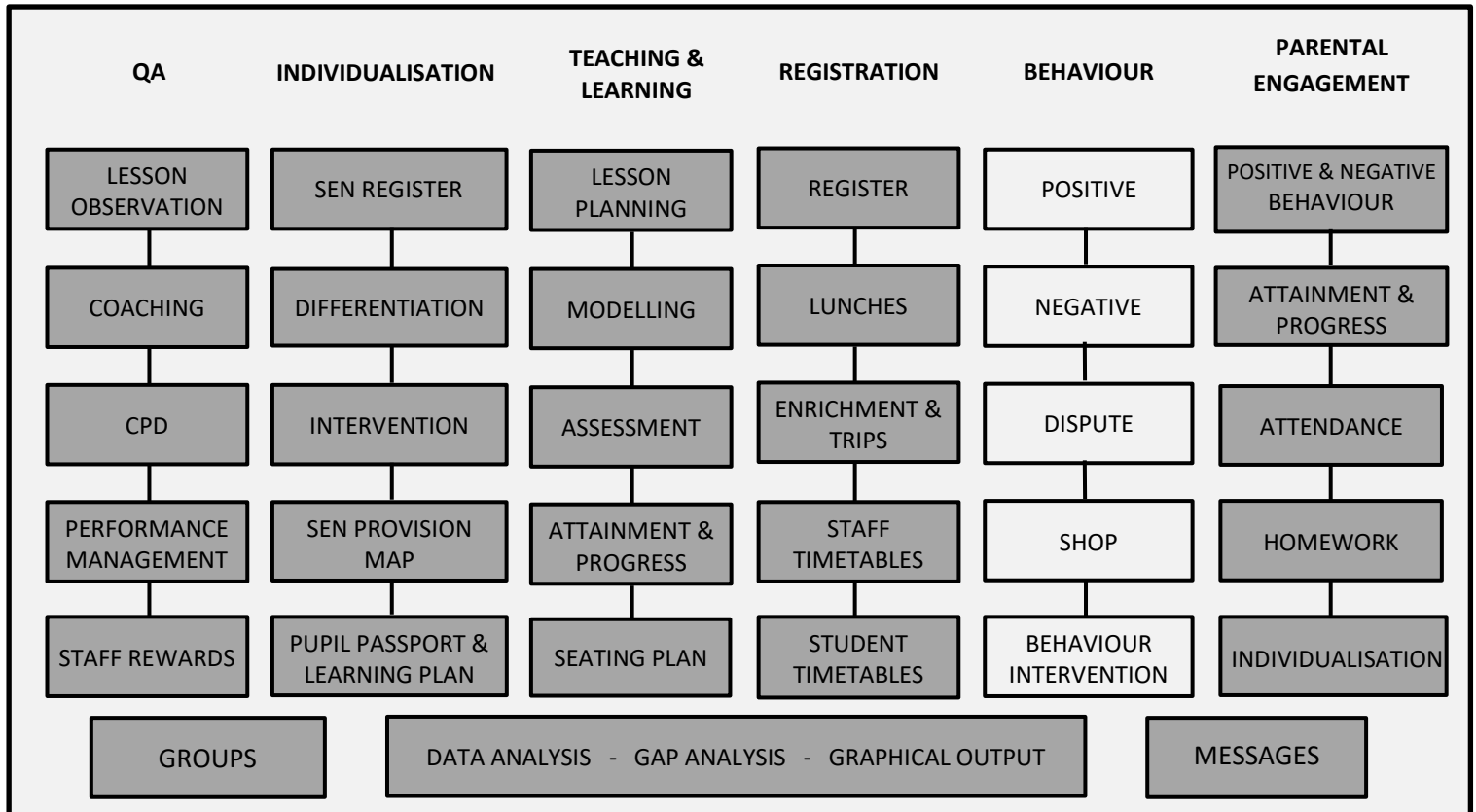


## KANDA.CARE OVERVIEW

KANDA.CARE is a low cost, high impact tablet based MIS for schools, with core data stored on Google Drive allowing any number of tablets to be supported. To keep costs low and to allow maximum customisation, user data analysis and accessibility we use Google Sheets to store data rather than a commercial database. This was not easy to do efficiently but it was worth it, allowing a level of personalisation to school, cluster or trust that is simply not possible with other systems. For the teacher at the sharp end great effort has been taken to create maximum user friendly usability in a small hand held tablet. KANDA.CARE was designed to be USED.

KANDA.CARE consists of several modules, each consisting of a number of elements. While some modules can be used independently, a school will see maximum benefit from the cross-module interaction in using the complete suite.



## KANDA.CARE BEHAVIOUR

This is a behaviour system that enables schools to apply, embed, develop and most important of all, gain consistency in the meaningful, visual and tangible application of their behaviour policy. It enables staff to reward students quickly, without interrupting class flow, so heightening pupil engagement as children can see they are rewarded every time they excel. This is a tool to quickly turn around a classroom in to a really positive environment.

### ENABLING CONSISTENCY

Traditional positive behaviour systems are generally not applied as rigorously as sanctions. Systems are often sticker, certificate or paper-slip based, and these can be cumbersome to administer consistently with enough frequency, and to track effectively. Even newer computer based systems take some effort to be at the keyboard, and any effort can only lead to inconsistency. All key research on behaviour management in schools underlines the importance of consistency in the use of rewards and sanctions, and that they are robustly applied every time. It is widely recognised that behaviour systems often emphasise the sanctions aspect to the detriment of making greater steps in improvement. By putting the emphasis on the positive you are giving children and young people the right message; that your good behaviour is more important to us than the things you are doing wrong.

KANDA.CARE has both Positive and Negative modules and enables the quick capture of student data in real time, as it happens, and enables schools to have a system in place to follow through with all rewards and all sanctions. Nothing is lost, all is clear and acted upon.

### VISUAL ENGAGEMENT

Paper systems can be visual but are subject to loss of data, take too long and lose appeal. Gains and sanctions can lose impact and worth quickly as reports, sticker cards, etc. can be lost. PC based systems can offer little engagement.

There can be little sense of success and sanctions being recorded, that it is important and has significant value in the school.

The systematic, transparent, visual, interactive giving of rewards and robust recording of all negative behaviour and swift application of consequences via KANDA.CARE increases student understanding and engagement. The schools' policies and values become tangible, meaningful and this has incredible impact, transforming the culture and enabling powerful change in the minds of the children and young people.

### **SECURING VALUES**

School values can just be a poster on the wall. There can be a lack of ownership, understanding and therefore grasp of what they are, they mean and how they look in action.

Each school can tailor KANDA.CARE to reflect their Core Values, so at every stage whole school values are shared, explained, defined and lived out by everyone. The values the school wants to promote are vocalised every day at every opportunity. The bespoke nature of KANDA.CARE, set up for each school individually with our help, means that schools can drive their school improvement, including targeting areas identified in Ofsted and other reports. Detail is essential, *sweating the small stuff* wins through. Children and young people are supported by a clear range of rewards and sanctions which are applied fairly and consistently by all staff.

### **POWERFUL DATA**

Day to day data, which is robust and reliable, is rarely available to reflect rewards and sanctions equally. Data capture does not reflect whole cohorts and all the individuals within it. Analysis of teacher/ class/ individual specific data is not always fed back to teachers in order to make changes and improvements in classroom practice quickly enough.

KANDA.CARE ensures every piece of data is captured live, with the system set up to produce instant graphs showing whatever the school requires - e.g. which core value has received the most credits / which the least?; which teacher has given the most credits and consequences/ which the least? And so on. Google Sheets can easily be configured to give the data graphically to the school needs. Equally importantly schools can analyse gaps in all areas and refocus practice each week accordingly. Individual teacher data can inform performance management, coaching and highlight areas for development, alongside teaching and learning QA data. The interactive use of KANDA.CARE in the classroom ensures that work time is focused on the positive, keeping students' engagement and motivation high.

### **SIMPLE, QUICK, 21ST CENTURY, TIME SAVING**

Teachers often struggle to find time to ensure a robust approach to rewards and sanctions - the giving, recording, and analysis of data. KANDA.CARE has been developed with ease in mind. It is quick and easy to record, with a layout of simple colour coded blocks of buttons that enables layers of data to be recorded at once, extremely quickly. The ability for a school's values to be applied via the bespoke buttons is crucial. Having one *go to* tablet rather than this coloured slip or that coloured slip for different events (or even a laptop or computer screen) cuts down administration time considerably - making more accurate recording possible for classroom teachers. This in turn leads to the more incisive and relentless reiteration of school values and policies during learning, which empowers teachers and motivates students. KANDA.CARE becomes part of the daily learning journey and is an integrated and timely intervention which helps refocus a positive pace to maximise impact on learning. As a tool it connects with and is fit for purpose within the world we live in and that which children and young people identify with. It's a 21st century response and is all the more powerful for it.

### **IMPACTFUL**

Rewards and sanction systems can lose their impact over time. It is understood that we need to 'ring the changes' and reset at different times for different students in order for approaches to work. Part of the problem can be the lack of consequences and follow through - so what if.....I collect 50 stickers, so what if I have another detention? There can be a lack of a continuum in record keeping so a series of smaller events are not captured, both positively and negatively, so larger end points, seem disjointed, random or even unfair.

The robust nature of the data collected and the ease of it being recorded via KANDA.CARE connects with the KANDA Credit Shop you can set up in your school. Each week credits won by each student are calculated and put on their KANDA Credit Card, which tells them their credit score, which they can then use as currency at the shop.

As positive credits are collected more robustly, negative behaviour recordings should be reduced, showing the impact of a system that records both positive and negative behaviour equally. The emphasis is firmly placed on the positive, and this can achieve a cultural shift in the school. The data analysis provides evidence for performance management, NQT assessments, coaching and Ofsted. The bespoke nature of the KANDA.CARE content for each school means that key areas to focus on, from previous inspections, for example, can be raised and progress monitored across the school. This powerful data can support school self- evaluation and Ofsted judgements, helping to move schools from requires improvement to good, good to outstanding. Start from where you are, set your school agenda, set sights high and then prove you've delivered it.

The optional NFC (near field communications) wristbands mean that credits can be collected anywhere in the school, and teachers can award credits to children who are in other classes with ease, even if they don't really know them.

The additional interaction with students, in the act of 'pinging' credits from the wristbands gives added engagement for students, and the consistency is maximised as students know they can be rewarded in any area of the school, by any teacher and within any activity- from learning and enrichment to helping in the school library or in the dinner hall. Students gain self-esteem and a real 'buzz' by being awarded credits in this way. The feeling of achievement this gives children and young people cannot be underestimated. Their collective experience becomes one more weighted towards the positive, which in turn can transform behavioural responses.

### **BUILDING COMMUNITY, INSTILLING ENTERPRISE, PROMOTING TEAMWORK**

Children and young peoples' awareness of business and enterprise, of dealing with money and number in real contexts can be limited. Employers repeatedly raise the need to instil functional learning capability and transferable life skills in young people alongside their academic development. Parents and research studies ('Enterprise for all' 2012) often raise the need for input for young people on how to manage finances, bank accounts and credit etc. to prepare students for life in the real world. Collaborative learning and team work are essential skills and also underpin British Values. Many schools develop House Systems and well devised House competitions and opportunities can raise engagement and aspiration. Real contexts add to their success.

Each school can set up their own arrangements for their shop, driven by KANDA.CARE credits. We would encourage parental involvement and donations and also advocate engagement with local businesses. The Credit Shop gives a platform for Enterprise Education and can provide additional links with parents and the wider community. Students have credit cards which teach them about key financial knowledge and terms - income, debit, balance etc. and schools can adapt their methods to cover what they want to teach. The credit shop can provide experiences to be bought as well as items- a special lunch etc.; it can be a vehicle for work experience, Young Enterprise and Tycoons in Schools. The opportunities the Credit Shop gives to extend the classroom into local businesses and community groups provides a platform for all students, raises aspiration and move schools from good to outstanding.

### **TACKLING BULLYING**

'My child is being bullied' can unfortunately be a commonly heard phrase, but not necessarily commonly true. Understanding amongst school communities of what is and what isn't bullying often needs to be addressed.

*'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'* (Preventing and Tackling Bullying DFE 2014).

Friendship issues in groups can give rise to allegations of bullying when further investigation sometimes reveals a different picture. Another common parental complaint levelled at schools is 'nothing's being done about it.' This points us to review our systems for firstly capturing events and then for recording how events are dealt with. The KANDA.CARE Dispute element enables any pupil v pupil event to be recorded, quickly and easily, along with who was the protagonist/s and victim/s, what happened, and how it was dealt with the spreadsheet can be added to when more full investigations have been conducted too. The whole process takes seconds and over time it shows whether repeated events are evident with specific children/ young people. This gives evidence for bullying, and gives schools valuable data to act where needed in an accurate and appropriate way.

### **ADDRESSING NEEDS**

So you've gathered really good behaviour data week on week and you're using it incisively with your staff to tackle issues- great! Some children/ young people are coming up all too regularly, and you need to really get to the bottom of what's going on and/ or wrong for that child. KANDA.CARE's Behaviour Intervention element bridges the gap and enables aspects of, you could say, the more behaviourist, sanctions and rewards based elements, to enable processes which address pupils' internal development and ability to evolve greater self-regulation. Behaviour Intervention is triggered from the weekly data, which in turn triggers a parental meeting to explore pupils' current areas of concern/ worry, dangers, their strengths and things that are going well, and set goals and targets. In this way barriers to behaviour and ultimately, learning are assessed and plans made together in order to remove them. This is recorded efficiently through the app, and the targets set then form an individual Behaviour Plan. This appears for all the staff that teaches the pupil and also enables monitoring data to be collected easily, which then informs the next review meeting. This robust approach, where all stakeholders take a role and are part of the improvement process for the pupil, closes the cycle, and ensures data is used and impacts on effective, long lasting positive change for the pupils.