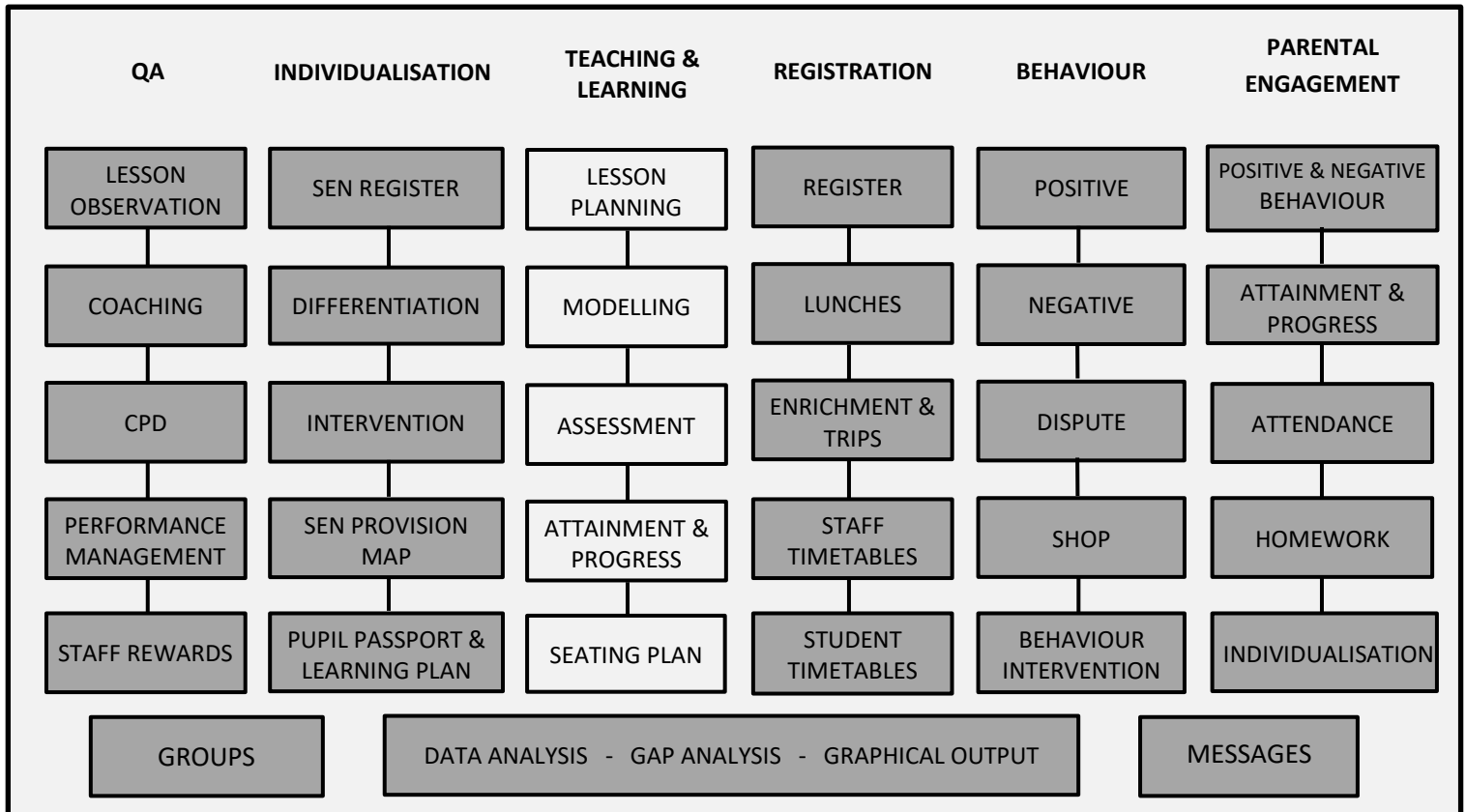


## KANDA.CARE OVERVIEW

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 TEACHING AND LEARNING

### LESSON PLANNING

This element in KANDA.CARE's module for TEACHING AND LEARNING enables lesson plans to be viewed with clarity and ease. Succinct lesson planning in the form of, for example, Lesson Aims/WALT/Learning Question, Learning Question Answer, Success Criteria/ Learning Outcomes/WILF, NC referencing, are able to be adapted and made bespoke to each school, group of schools/ ATs or MATs. Planning details are added by each teacher into the spreadsheet which is a clear and manageable process. Daily plans can be called up by teachers, Phase/ Year Leaders, SLT, to enable and assist QA processes. Plans can be viewed quickly, without interruption to the flow of the lesson and provide valuable context. Prior lessons and knowledge can be tracked, in addition to future plan for that week. Planning builds a unit of work over time, which can be reflected upon, amended if needed, re-used and shared. It's representative of a mix of more traditional medium and short term planning, links with the lesson observation element in the QA module, differentiation in the INDIVIDUALISATION module (to form the full picture of meeting needs required in Short Term Planning), and feeds directly into the assessment and attainment elements.

### MODELLING

Modelling of learning, unpacking a process, showing physical examples of the expected outcome are all practices known to have significant positive impact on progress and attainment. Planning opportunities at short term level that encourage staff to focus on how the students experience the lesson often leads to greater clarity of purpose in those lessons. The modelling element in KANDA.CARE provides a space to call up key questions from the spreadsheet to prompt modelling during lessons. For example- What will I do to show students? What can we do together to try it out? What can individuals do to complete the learning? This is linked to from the main menu or through the lesson planning element. It can draw student groups from the differentiation, attainment and intervention elements and

inform future planning and delivery through accurate, comprehensive and evolving knowledge of students. It brings what can be disparate elements, together in a quick, intuitive, meaningful way, so teachers can develop teaching that is more effective, more easily.

### **ASSESSMENT**

The assessment element links directly to the planning. Each Learning object/ aim/ question, and corresponding success criteria/ learning outcomes can be called up either, against one student's name- all criteria that day /week, or against one specific criteria showing all students in a class/ group, and used to mark work via the app. This can facilitate 'marking on the go', as teacher responses can be quick, with criteria applied such as working towards, achieved, going further, made bespoke to any school. As all the lesson aims are mapped to NC criteria in planning, this data gathered in marking goes directly through to the attainment element.

### **ATTAINMENT & PROGRESS**

As data from marking, but also, consolidation and extension judgements in lessons (INDIVIDUALISATION module, differentiation element), half termly data collections and summative data, are put in via the app., a picture on every student's performance is built. As marking, together with other judgements and test data are seen together, it enables teachers to test their judgements, moderate with others and agree measures. As continual assessment is recorded as part of on-going assessment for learning practices, the picture of attainment is more accurate, without adding anything additional to the teacher's work load, or anything that would not be expected. Gaps in learning progress can clearly be identified and interventions planned and implemented (INDIVIDUALISATION module, intervention element). SLT can quantify the level of marking required, as not all lesson criteria would be used for the mark book. This is a bespoke aspect and can be set to reflect the school's policy and practice.

### **SEATING PLAN**

Assessment data builds teachers' knowledge of the students in their groups. It leads to timely and accurate intervention practices, forming groups within classes, and focusing on individual needs and development, leading to outstanding practice. Via KANDA.CARE, teachers can have a flexible tool for compiling well-informed groups, and evolve thorough knowledge of their students. Seating plans can be created, adapted and used as part of reflective teaching and learning practices.