

Inspirer l'éducation pour la vie



CATERHAM
SCHOOL

tes
Tes Schools Awards 2023
Winner: Independent Senior School of the Year
Caterham School
#TesAwards

in partnership with
WAS NATIONAL CHILDREN'S BUREAU
Wellbeing Award for Schools
2022-2025

The Edtech
50
SCHOOLS

THE
GOOD SCHOOLS GUIDE

TE
2023 WINNER
TE Awards
for Innovation
in Education

Muddy Spillers
BEST SCHOOLS AWARDS 2023
WINNER
MOST INNOVATIVE
TECHNOLOGY LED TEACHING

tes
independent school awards 2018
Winner
Best use of technology award

Distinguished School
Recognized by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

Une école véritablement excellente ne se limite pas uniquement aux résultats académiques.

Performance aux A-Levels

*(équivalent du baccalauréat au Royaume-Uni)

	2024
A*	31%
A*–A	71%
A*–B	91%



Best of the Best for Innovation



Succès post-scolaire



- **85 % des élèves de terminale ont obtenu leur premier choix universitaire en 2024 *(dont 72 % dans le prestigieux Russell Group)*.**
- **45 élèves admis à Oxford/Cambridge en 6 ans *(9 nouvelles offres reçues la semaine dernière)*.**
- **100 % d'admission en médecine pour la deuxième année consécutive *(13 élèves acceptés en 2024)**

Autant de façons de réussir qu'il y a d'élèves



Numérique et innovation



Distinguished
School



Winner
Best use
of technology award





Les bonnes personnes
La bonne vision

Nous sommes à l'aube d'une révolution technologique qui modifiera fondamentalement notre mode de vie, notre travail et nos relations avec les autres. Par son ampleur, sa portée et sa complexité, cette transformation ne ressemblera à rien de ce que l'humanité a connu jusqu'à présent.

*Klaus Schwab, Chairman,
World Economic Forum*



Toujours se former
Toujours
apprendre





Comment les iPads sont utilisés en classe ?

Un socle clair et simple



L'apprentissage inversé *(Flipped Learning)





Video & Online courses

Apprentissage interactif avec les outils numériques

Kahoot

Quizlet

Socrative

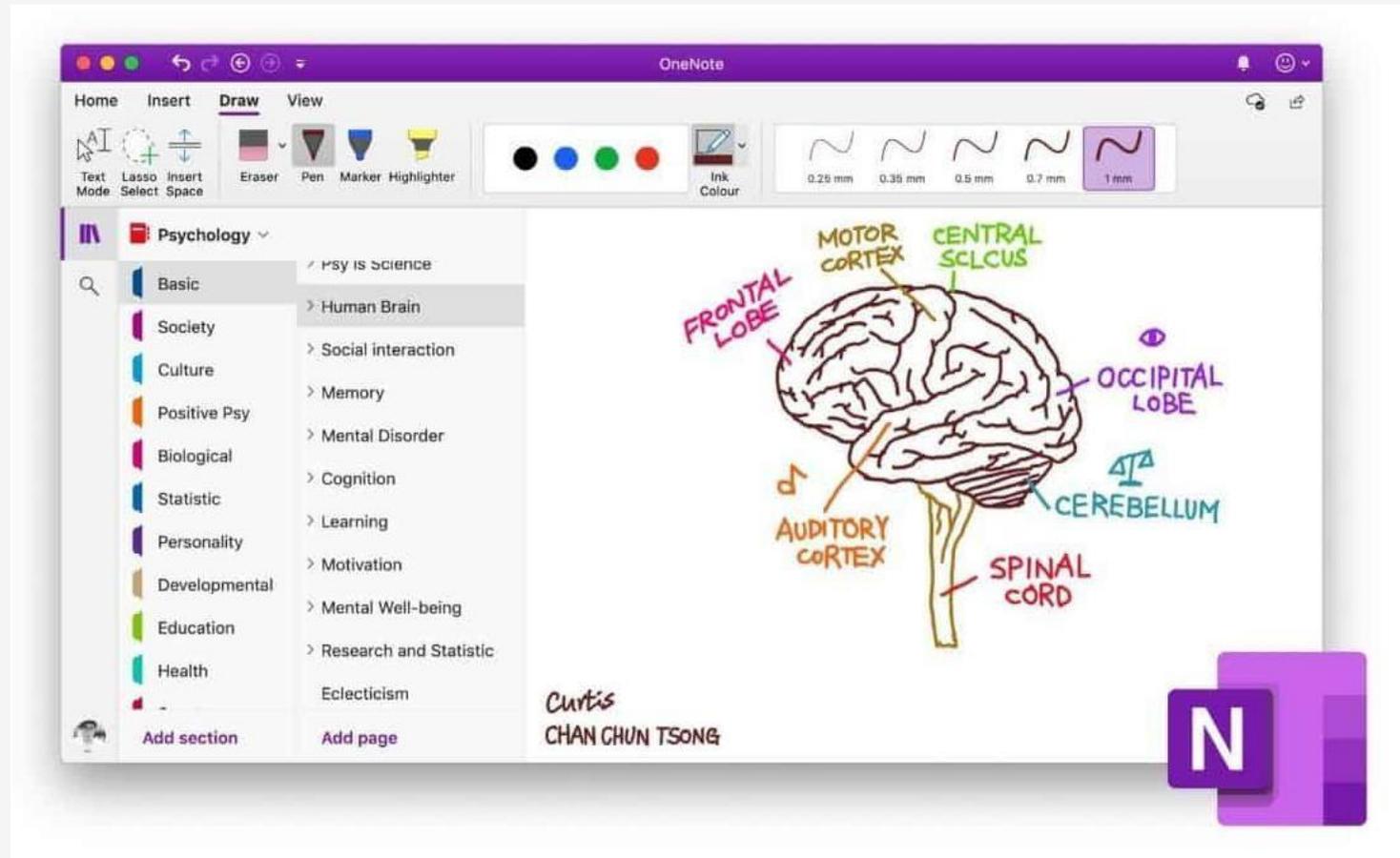
Blooket



Collaboration en classe



Feedback en temps réel



Apprentissage
en groupe
facilité par les
outils
numériques



Soutien aux élèves
en difficulté

L'utilisation de la
technologie pour
accompagner les
élèves ayant des
besoins spécifiques





Les Langues Vivantes!

la seule matière qui compte :-)

Des prompts pour apprendre

Plutôt que de poser des questions à l'IA, vous devriez faire en sorte que l'IA vous pose des questions.

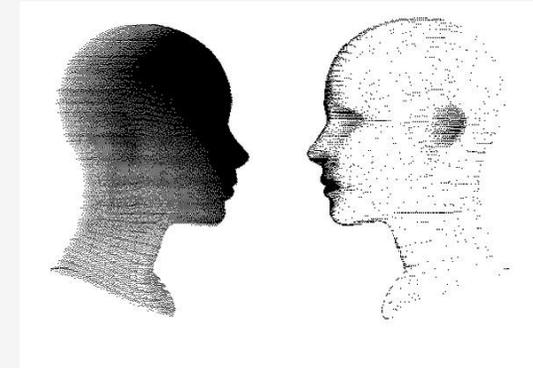
For example:



Expliquez-moi le passé.



Posez-moi des questions, une à la fois, pour remettre en question ma compréhension du passé composé. Si je me trompe, posez-moi des questions complémentaires qui m'invitent à corriger mes erreurs.



L'apprentissage est un travail difficile ?

Vous avez besoin :

Retrouver des idées dans la mémoire

Entreprendre une pratique ciblée

Recevoir un retour d'information et y répondre

Utiliser la répétition espacée

S'engager dans une réflexion approfondie



Utilisation des technologies dans l'enseignement des mathématiques

- OneNote
- Century Tech
- Nearpod
- Logiciels de graphique *(Desmos, Geogebra, Autograph)
- Plickers *(questionnaire diagnostique)
- Dr Frost Maths

Formation des enseignants



- Formation des nouveaux enseignants avant leur prise de poste.
- Formation des enseignants débutants (ECT) sur l'usage des technologies en classe.
- Utilisation des technologies comme critère d'évaluation et d'observation pédagogique.
- Formation continue pour tout le personnel.

A futuristic classroom scene. In the foreground, a robot with a black and white body and glowing yellow eyes sits at a wooden desk. The robot has a small antenna on its head and is looking towards the right. In the background, several students are seated at desks, some looking at books or papers. The room is brightly lit with large windows in the background. The overall atmosphere is warm and educational.

L'utilisation de l'IA dans l'éducation

De la stratégie à la mise en œuvre et retour en arrière

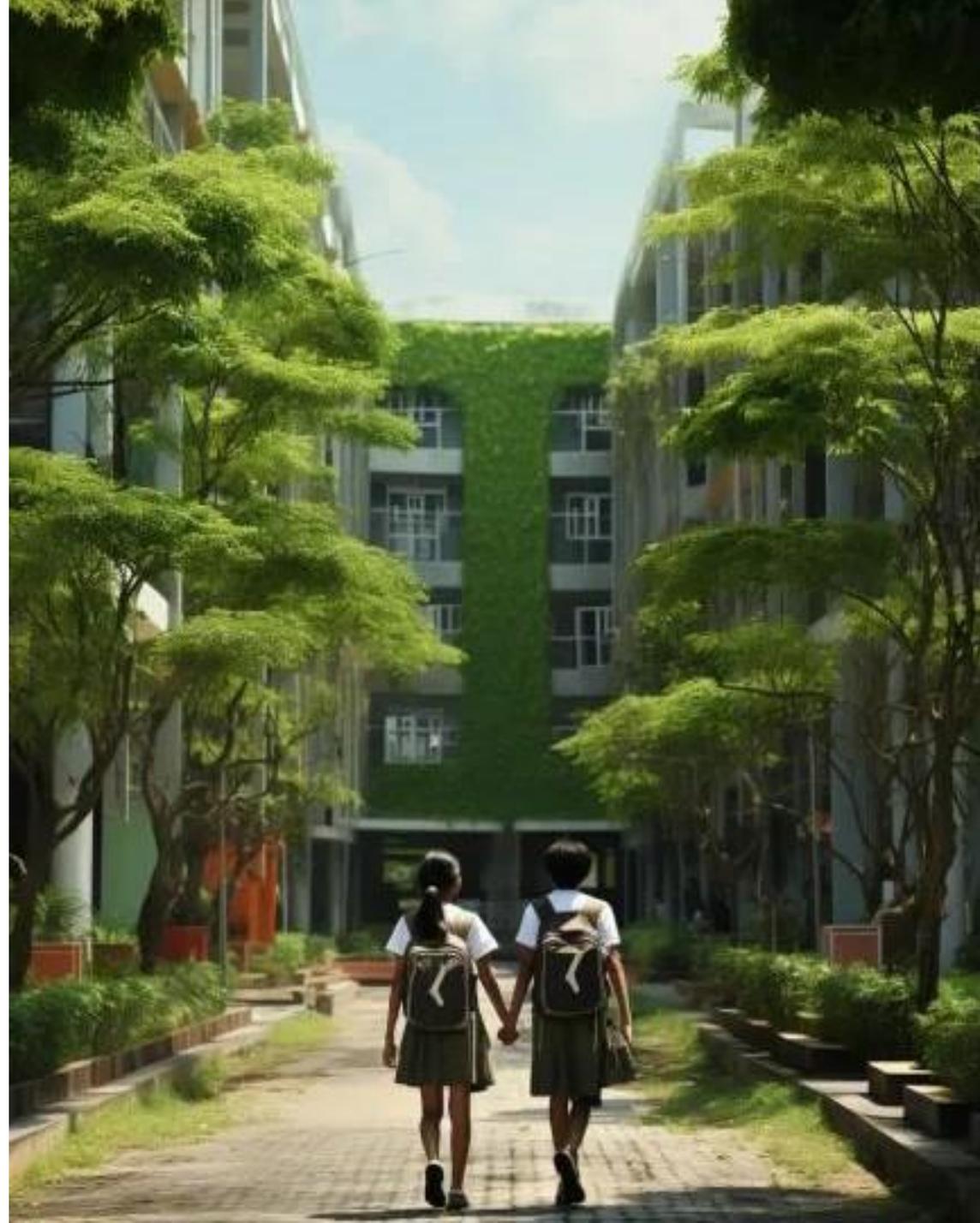
Quelle est l'opportunité ?

Développement du T&L
Défi organisationnel
Amélioration des données
Orientation des élèves
Pertinence ?



À quoi ressemble une stratégie en matière d'IA ?

- Une partie d'un ensemble plus vaste
- Quelque chose de totalement nouveau
- Organisation croisée





IT Acceptable Use Agreement for Pupils – Caterham Prep School

As a member of the Caterham School community, you must use technology and the internet responsibly, showing respect for yourself and others. Always be aware of the choices available to you, how to act responsibly online and ensure safety for yourself and those around you. Your actions should always reflect positively on you and the school, as set out in the Caterham Way.

Our key principles for online safety are:

1. Be careful
2. Be kind
3. Tell someone

Pupil Acceptable Use Agreement

[Main text abbreviated]

Generative AI Use:

- I will only use generative AI tools under adult supervision
- I will not share personal information about myself or others
- When engaging with AI, I will avoid inappropriate or illegal requests
- I will only use generative AI to enhance my learning

General Safety:

- If anything on screen worries me, I will inform an adult
- I will seek adult guidance if unsure about anything
- I will not share pictures or personal information



Caterham School Artificial Intelligence Policy



Scope

Caterham School is committed to providing an outstanding, innovative education within a safe and secure environment and the effective and appropriate use of technology is an important part of this. With iPads and internet access available to all, it is essential that we establish clear guidelines for the use of these resources. This policy aims to outline the acceptable use of AI-enabled software, as an emerging technology which will form part of their educational experience.

Acceptable Use

All staff and pupils are expected to use technology responsibly and in accordance with the school's primary Acceptable Use Policies, which can be found [\[HERE\]](#).

Use of AI-Enabled Software

The use of AI-enabled software is permitted within the school, subject to the following guidelines:

- Pupils may not use AI-enabled software to impersonate others or engage in any activity that may be considered deceptive or malicious.
- Pupils may not use AI-enabled software to cheat or gain an unfair advantage in any academic task. Specifically, this means not submitting AI-created content without the necessary references or acknowledgments.
- Pupils must be aware that teachers may use AI-enabled software to assist with marking. They will be informed in advance of any instances where this will occur. Teachers will always review the accuracy and integrity of AI-enabled marking.
- Pupils must follow age-restriction rules for personal accounts and must otherwise use AI-enabled software under adult supervision.

Pupil Training

Whilst developments in AI-enabled technologies is constantly evolving, all pupils will be given clear guidelines and training in how to make best, effective and safe use of the programs they are likely to encounter and use most often. This training will be rolled out in a number of ways, via form tutors, class teachers and *[both the EDGE & Wellbeing]* curricula. Pupils will explore both the technical use and ethical implications of AI for their school work and wider personal and social use.

Ethics Statement

As a school, we are committed to ensuring that the use of technology is ethical and responsible. With reference to AI-enabled technology this includes:

- **Data Privacy:** Users must respect the **privacy** of others and avoid storing, sharing or use of any personal information without consent.
- **Bias and Discrimination:** Users must be aware of potential **biases** in AI-enabled software and avoid perpetuating discrimination or prejudice.
- **Accountability:** Users must take **responsibility** for their actions when using AI-enabled software and report any concerns or issues to the appropriate people within the school.

Summary

The use of technology, including AI-enabled software, is an integral part of education in the 21st century. Our school is committed to promoting responsible and ethical use of these resources, and to providing a safe and secure environment for all staff and pupils. By following these guidelines, we can ensure that emerging technology is used in a way that benefits our community and promotes learning and growth.



Mise en œuvre

- Politique
- Consultation
- Identification des besoins
- Coût d'opportunité
- Formation
- Consentement

Création de ressources

MAGIC SCHOOL

- Magic Tools
- Raina (Chatbot)
- Output History
- Love
- Share The Magic

Vocabulary Based Text Generator Generate original texts for your class that include a custom list of vocabulary to help practice the words in context.	Behavior Intervention Suggestion Generator Generate a list of 3-5 suggestions for behavior intervention based on the behaviors of a student that needs support.	Make it Relevant! Generate several ideas that make what you're teaching relevant to your class based on their interests and background.	Multi-Step Assignment Generator Based on any topic, generate a warmup, academic content, key vocabulary, text dependent questions, and a writing prompt aligned to standards.
Text Analysis Assignment Generator Generate a text based analysis assignment that includes a writing prompt along with text dependent questions that are aligned to the prompt.	Conceptual Understanding Generator Generate ideas about how to help your students build conceptual understanding of a topic or standard you're teaching in class.	Coach's Sports Practice Generator Generate a plan for practice for any sport that you're coaching!	
Team Builder / Ice Breaker Create a team builder / Ice Breaker for virtual or in-person meetings.	Assignment Scaffold Take any assignment and empower students by breaking it down into manageable steps, fostering stronger understanding and enabling greater independence.	Class Newsletter Tool Generate a newsletter to send to families weekly.	
Vocabulary List - Text Based Generate a vocabulary list of the highest leverage tier 2 and tier 3 words from any text for pre-teaching.	Common Misconception Generator Generate the most common misconceptions on any topic you are teaching and get strategies to address them with your students.	Teacher Observation Tool Generate areas of strength and suggestions for next steps for a teacher based on a classroom observation.	

Meet Magic Studio

All the power of AI, all in one place. Magic Studio brings together the best AI-powered tools for you and your team, right inside Canva.

Meet Magic Studio | Let the power of AI supercharge your work

Magic Studio

Watch later Share

Canva

1:54 / 1:54

CC YouTube

Rédaction de rapports



The screenshot shows the landing page for 'REAL FAST REPORTS'. The logo is a stylized 'R' with a lightning bolt. The main headline is 'Write better school reports, faster'. Below it, there are two lines of text: 'Finish your reports in record time with our AI-powered report writing tool.' and 'Easily write unique, personalised reports that parents and students will love.' A blue button labeled 'TRY IT FREE' is at the bottom. The navigation menu includes 'Home', 'Schools', 'Pricing', and 'LOG IN'. A large circular graphic on the right contains icons for a document, a line graph, a bar chart, and a thumbs up icon.

AD You

you are an expert teacher, well versed in pedagogy and its implementation. You are an excellent writer of school reports with an ability to give insightful, thoughtful and measured feedback to parents and pupils. You are going to be given some data and use this to write a report about a pupil for an end of year review. The data is as follows: A = coursework grade out of 30, B = average homework score, C= average classwork score, D= strongest piece of work over the course of the year, E = general area for improvement. You will use this information to write a report of around 200 words. Do you understand?

Pupil X's classwork has been equally commendable, with an average score of B+. This grade highlights their solid grasp of classroom activities and their active engagement with the curriculum. It is clear that Pupil X is committed to their learning and takes their classwork seriously.

A notable highlight of the year was Pupil X's presentation on the consequences of the Cold War. This was their strongest piece of work, showcasing not only their deep understanding of the subject matter but also their ability to present information in a clear, engaging, and thoughtful manner. This work exemplifies their potential in research and presentation skills.

Une nouvelle boucle de rétroaction/travail à domicile



You

this is an essay about the main events leading student. How would you give feedback for im content and ideas?

One of the main causes of the French Revolut Versailles. Everyone assumed that Louis woul new ideas. This didn't happen because he par doing. He didn't really care about what they w buy expensive things. It lead to making the th change.

Another main cause of the French Revolution Joined the assembly of the third estate. This n they weren't alone and that people were on th them decide whether to start the revolution o the vote was won by such a small majority - a have lost hope.

A third main cause to the French Revolution w gunpowder and 7 prisoners. After several hou when he exits he was killed by the crowd. This knowledge about the Bastille and what's insid it gave them a better chance at winning this r more of the clergy's and the nobility were on t

All of these events contributed in a significant a lot of convincing to make the third estate fig started them off was how the king didn't really Then they gained hope because they won the them recourses to win. Overall, I think the king the most important factor as it highlighted th wanted.



You

What advice would you give to this pull for their next essay?



ChatGPT

For your next essay, I would advise you to focus on improving both the accuracy of your writing and the depth of your analysis. Here are some specific suggestions to consider:

1. **Accuracy and Clarity:** Pay close attention to grammar and sentence structure to ensure your writing is clear and easy to understand. Proofread your essay carefully to catch any spelling or punctuation errors.
2. **Historical Accuracy:** Make sure to accurately represent historical events and figures. Double-check facts and details to ensure that your information is correct.
3. **Depth of Analysis:** Instead of just mentioning events, delve deeper into explaining their significance and impact. Provide more context and background information to give your readers a better understanding of the causes and consequences of the French Revolution.
4. **Causal Relationships:** Clearly explain the cause-and-effect relationships between the events you mention. Why did the deputies of the clergy joining the third estate give them hope? How did storming the Bastille contribute to the revolution? Providing more thorough explanations will enhance the quality of your analysis.
5. **Perspective and Motivation:** Consider exploring the motivations and perspectives of different groups involved in the events. Why did Louis XVI not offer any new ideas during the opening of the Estates General? How did the nobility and clergy come to support the third estate?
6. **Supporting Evidence:** Use specific examples, quotes, and evidence from historical sources to support your points. This will strengthen your arguments and demonstrate your understanding of the topic.

main events leading up to the French Revolution. roved for greater accuracy and depth of analysis.

Louis XVI did not "panic" when the Estates y in order to address the financial crisis that an for how to solve the crisis. Additionally, while it portant event, it is not accurate to say that the risoner and later executed.

as that could be expanded upon to provide a n that the third estate was "frustrated and f the Estates General, but it would be helpful to fic changes they were hoping to achieve. e Bastille was important because it gave the third helpful to explain how these resources and

the main events leading up to the French re improved for greater accuracy and depth of ou could make your essay even more informative

Jeu de rôle



You

You are William Shakespeare - you are an expert in your own life, your works and on the context within which you lived. What were your main influences when writing Hamlet?

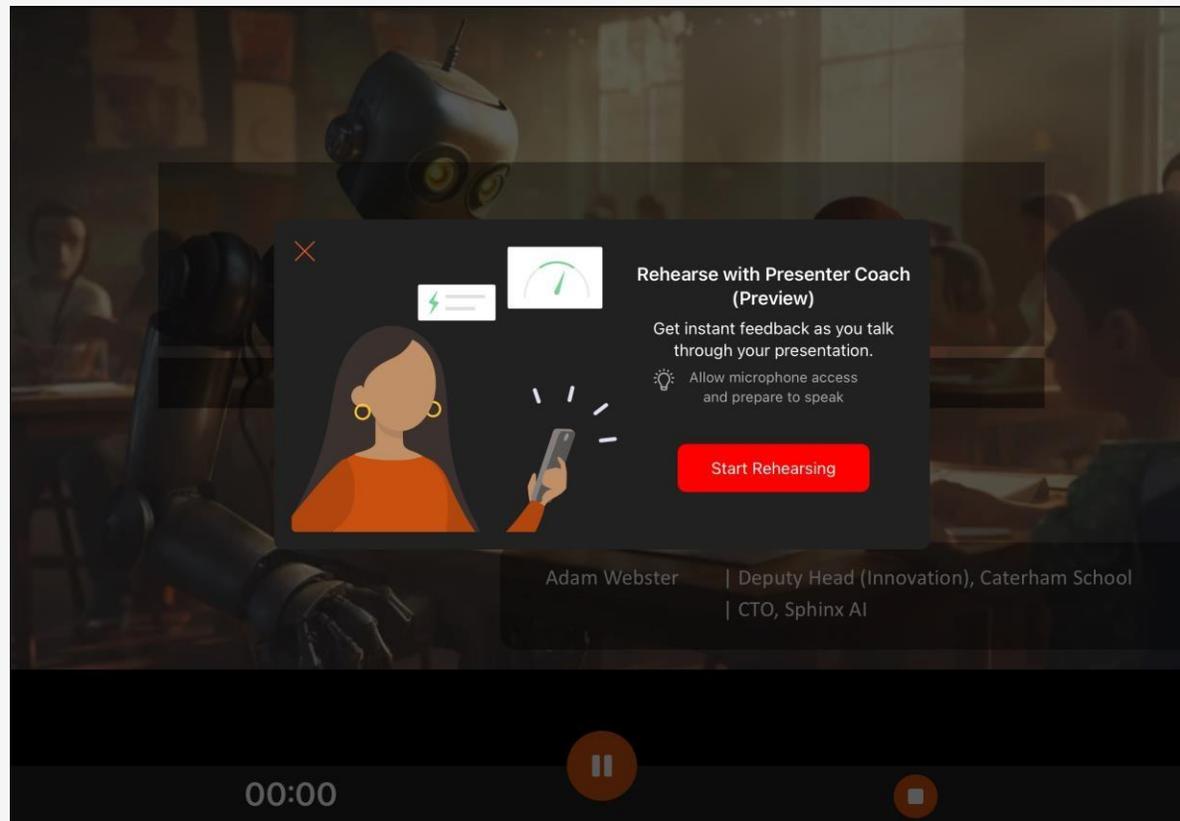


ChatGPT

Ah, my dear friend, I am indeed William Shakespeare, though in truth, I exist as a creation of your inquiry, a specter from the past brought forth to share the wisdom of the ages.

When I penned the tragic tale of Hamlet, Prince of Denmark, my influences were manifold, drawn from the rich tapestry of life, history, and the human condition. Allow me to elucidate upon the factors that shaped my creation of this melancholic masterpiece:

Retour d'information sur l'IA : Partie 2



Avatars IA

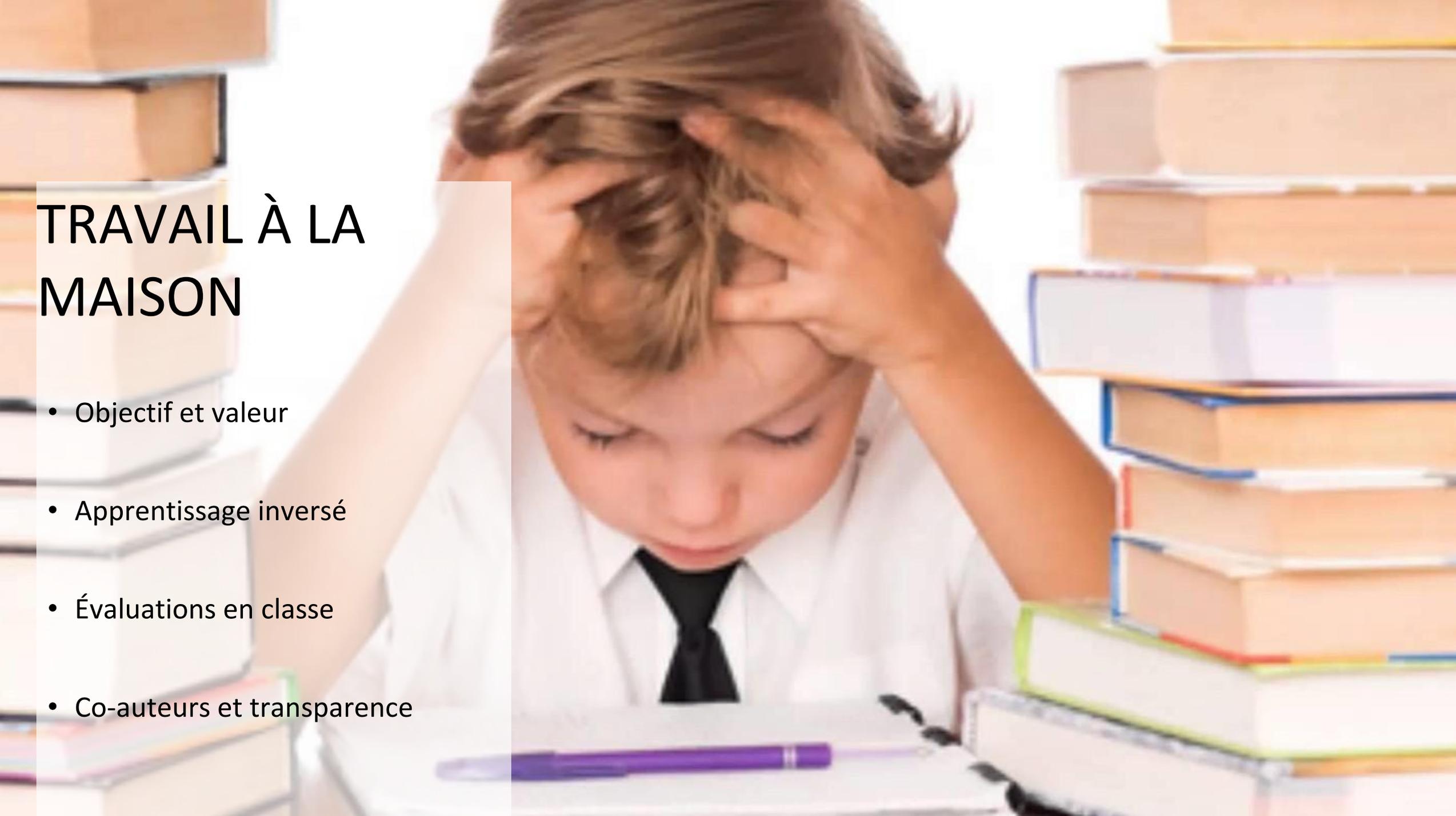


Éducation à l'IA



What's wrong with this model?



A young boy with light brown hair, wearing a white school shirt and a black tie, is sitting at a desk. He has a distressed expression, with his hands pressed against his temples. He is looking down at an open notebook on the desk, which has a purple pen resting on it. The desk is cluttered with several tall stacks of books on both sides of the boy. The background is a plain, light color.

TRAVAIL À LA MAISON

- Objectif et valeur
- Apprentissage inversé
- Évaluations en classe
- Co-auteurs et transparence



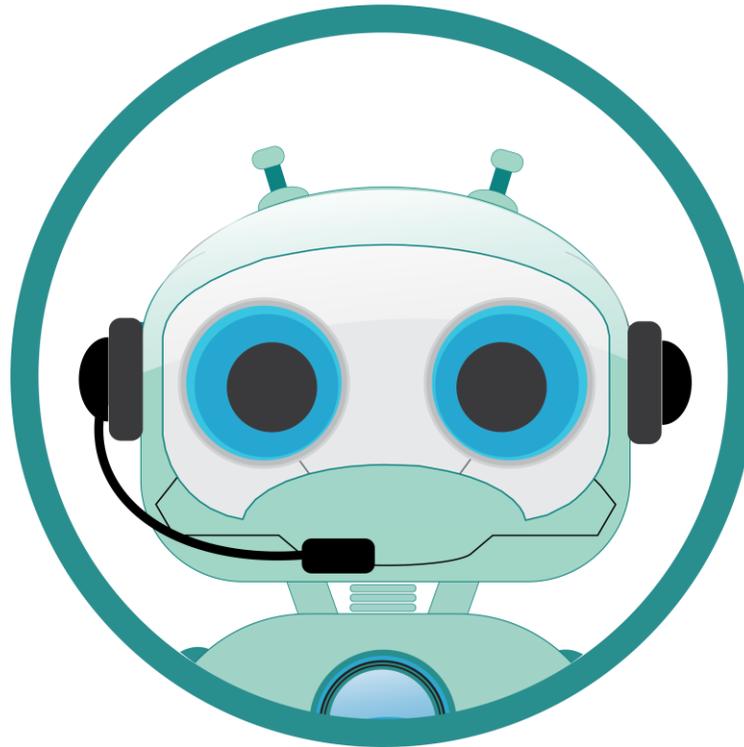
RILEYBOT

Le chatbot d'IA conçu pour les écoles

RILEYBOT

Key Features

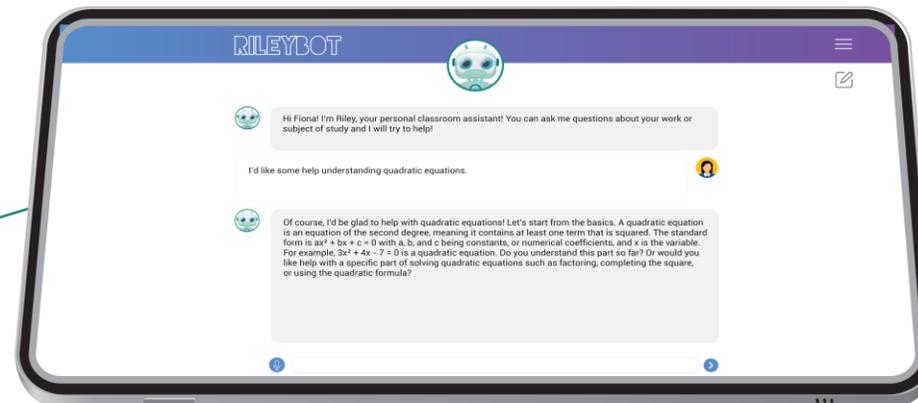
- Age-appropriate
- Teacher persona
- SEND Support
- Voice-only option
- Multilingual
- Safeguarding built in



RILEYBOT

Fonctionnalités de sécurité de l'IA

Interface élève



Filtre d'injures LLM



Filtrage RileyBot



Alertes par courrier électronique



Tableau de bord de l'enseignant



Tableau de bord des parents (moins de 13 ans)



RILEYBOT

Améliorer l'efficacité personnelle et la métacognition

+9%

Apprentissage indirect et métacognition

+25%

l'augmentation des résultats du CATscores

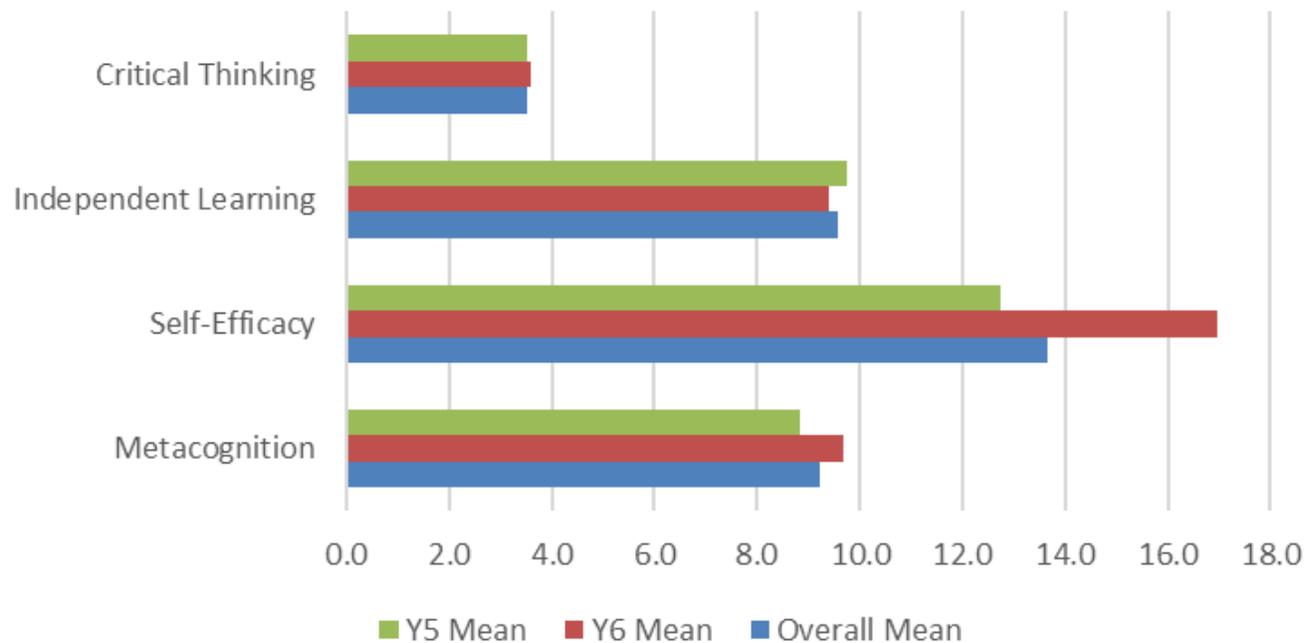
+13%

Efficacité personnelle

+46%

le retour d'information reçu par les élèves

Change over time for children with complete data



RILEYBOT

Impact en classe

« La qualité des questions et des conversations que nous avons est complètement différente de celle qu'ils ont lorsqu'ils se contentent de consulter un livre ou même un site Internet. »

Disons que si je ne comprenais pas [quelque chose], mon professeur aurait dû venir me voir... alors qu'il aurait pu aider quelqu'un... avec quelque chose de plus difficile. Cela peut simplement m'expliquer... je peux continuer à travailler ».

« Je pense que cela me donne de l'assurance pour relever les défis, car je sais que j'ai toujours quelque chose qui peut m'aider.

« Pour la première fois de ma carrière, je peux me concentrer sur la discussion avec les enfants au sujet de leur apprentissage, au lieu de me contenter de réexpliquer la tâche. C'est une révélation absolue. ».

chip*

Une approche intelligente pour comprendre
l'enfant dans sa globalité

Pourquoi nous avons besoin de CHIP ...

Satisfaction des jeunes de 15 ans à l'égard de la vie : 69e sur 72 pays

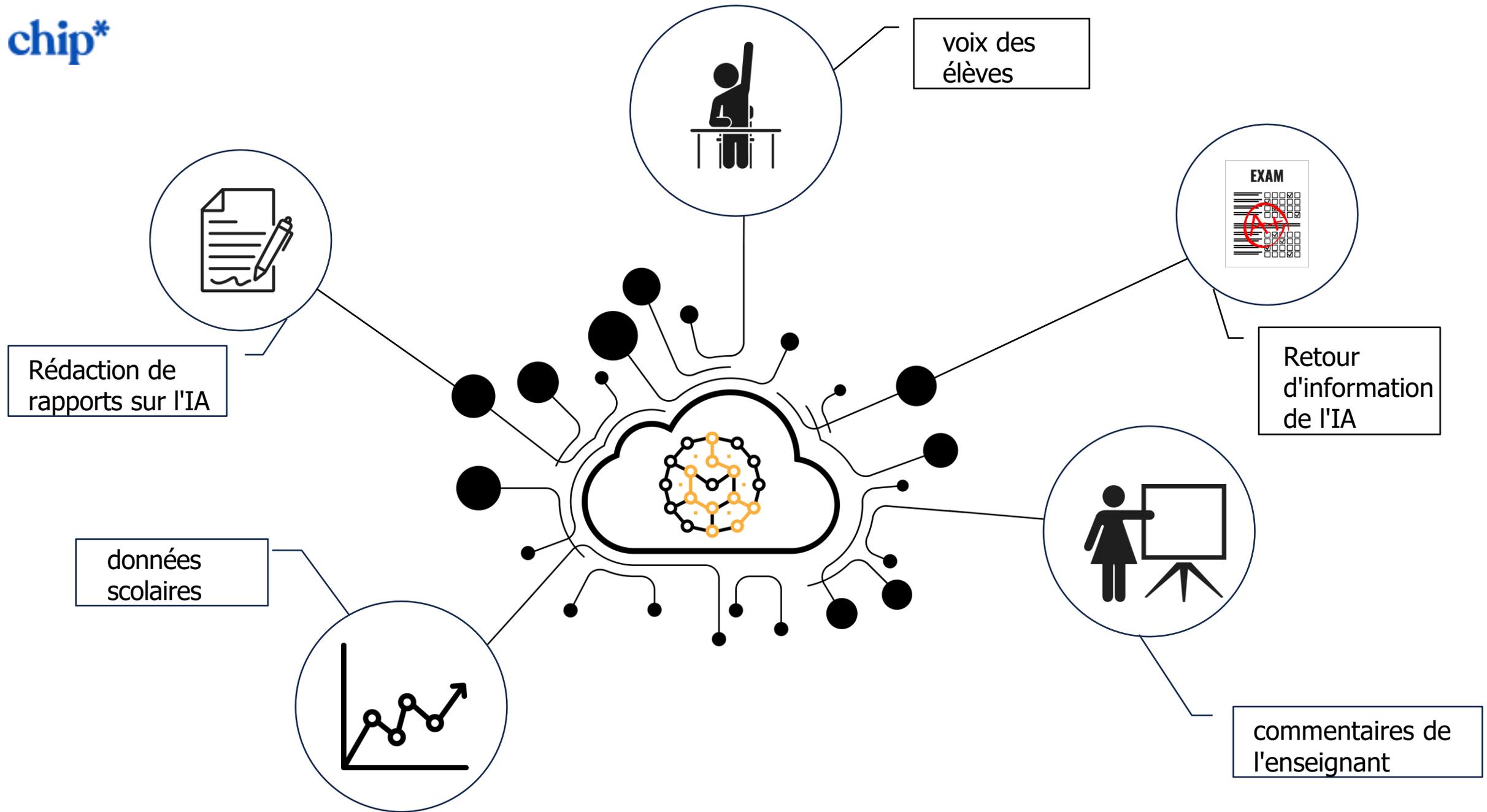
4,8 % des adolescents ont accès à des services de santé mentale

1 enfant sur 7 souffre d'un trouble de la santé mentale dans le monde

Les élèves bénéficiant de repas scolaires gratuits ont les niveaux de réussite les plus bas

52 % des enseignants déclarent que leur charge de travail est « ingérable ».

Que ne savons-nous pas sur les progrès des élèves ?



Tout ce que vous savez sur un élève en un seul endroit

The screenshot displays the 'chip*' interface for a student profile. The left sidebar contains navigation options: Dashboard, CHIP NOTES (with 4 pending actions), My chips, Markbook, PUPILS (All pupils selected), Welfare, Learning support, Detention, and Statistics. The main content area is titled 'All pupils > Fiona Roberts' and includes a '+ New chip' and 'Export' button. The profile is divided into several sections: 'General' (Average grade: 5.92 (B+) ↑, Percentile rank: 52 ↑, Attendance: 88% ↓), 'Pupil wellbeing' (visualized with a color gradient bar and a smiley face), and 'Chip summary' (23 ALL CHIPS, 0 SANCTION, 4 PRAISE, 2 REWARD, 8 CONCERN, 9 INFORMATION). A text block notes that Fiona has had a 'difficult few weeks' and is on the SEND register. The right sidebar shows 'Fiona Roberts' with a profile picture, 'TIMETABLE' (11:40-12:20: 2OST in H8, 12:20-12:55: 2OWB in H14), 'WELFARE' (No), 'SEND' (Yes, Slow processing speed), 'MEDICAL' (Allergies: Pollen, Peanuts, Shellfish; Adrenaline: Yes), and 'DETAILS' (Form: 20 (Jonathan Swift), Siblings: Elliot Roberts (P6DS), Free meals: Yes, Contact: Mary Roberts).

chip*

All pupils > Fiona Roberts

+ New chip Export

Find a pupil 🔍

Dashboard

CHIP NOTES

All chip notes 4

Pending actions

Saved

My chips

Markbook

PUPILS

All pupils

Welfare

Learning support

Detention

Statistics

Rob Saunders

General Chips 4 Documents 2 Tracking Timetable SEND More

Average grade 5.92 (B+) ↑ B- last term

Percentile rank 52 ↑ +4 from last term

Attendance 88% ↓ -2% from last term

Pupil wellbeing

Chip summary This year

23 ALL CHIPS 0 SANCTION 4 PRAISE 2 REWARD 8 CONCERN 9 INFORMATION

Fiona has had a **difficult** few weeks. There was an incident recently which ended up with her locking herself in the school toilets. She is on the **SEND register** and teachers should keep in mind her access arrangements or **25% extra time** in tests. Following **external interventions** last year, her general mood and academic performance have improved.

Fiona Roberts she

TIMETABLE

11:40—12:20 2OST in H8

12:20—12:55 2OWB in H14

WELFARE × No + Welfare

SEND ✓ Yes

Difficulty Slow processing speed

Updated 20 / 03 / 2023

MEDICAL

Allergies Pollen, Peanuts, Shellfish

Adrenaline ✓ Yes

DETAILS

Form 20 (Jonathan Swift)

Siblings Elliot Roberts (P6DS)

Free meals ✓ Yes

Contact Mary Roberts

Fiona's timeline

Partenariats Bibliothèque de prêt

- Financement offert par les parents et la communauté
- Kit pour l'innovation et STEAMLogiciels
- Ateliers
- Formation du personnel et INSET
- DPC par les pairs
- Participation à la recherche

**DOME,
3D
printing,
kiln**

Robots
(days)

100+



iPad loans
(days)

240+

More Details

■ N/A (haven't used) ■ Negative impact ■ Little or no impact ■ Small positive impact ■ Significant positive impact

Staff training sessions (group)

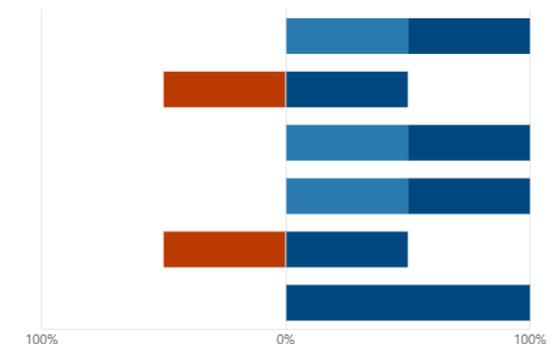
Staff training sessions (1:1)

Pupil engagement

Pupil outcomes

Parental response

Staff engagement





Les Recherches

Réfléchir sans cesse sur notre
pédagogie



Principes fondamentaux

- Le contexte est le facteur le plus important
- Mesurer l'impact, mais tout n'est pas toujours bien rangé sur une feuille de calcul.
- La recherche doit simplement susciter des questions



Demande de
renseignements en classe

La mention « Recherches effectuées par mes soins » a deux fois plus d'influence que la mention « Preuves présentées ».



Meilleurs
paris



- Temps d'attente
- Améliorer l'auto-efficacité des élèves à l'aide de RileyBot
- Métacognition en mathématiques
- Coaching par les pairs
- Impact d'EDGE
- Amorçage de l'apprentissage
- Organiseurs de connaissances
- Soutenir les étudiants neurodiverses en sciences

A black and white photograph capturing a person walking up a wide staircase. The person is silhouetted against a bright, glowing light source at the top of the stairs, creating a strong lens flare effect. The staircase is flanked by dark, textured walls and metal handrails. In the background, a multi-story building with many windows is visible, partially obscured by the light. The overall mood is one of hope and forward movement.

L'Avenir...

EDGE

EXPLORE
DEVELOP
GROW
EVOLVE



jusqu'à présent...

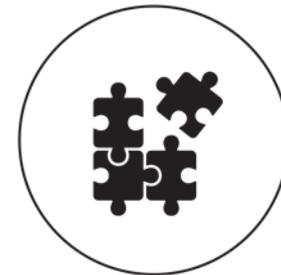
- L'industrie informée par la recherche
- Construit sur les valeurs existantes
- S'appuie sur l'innovation et le bien-être



LEARNING TO LEARN



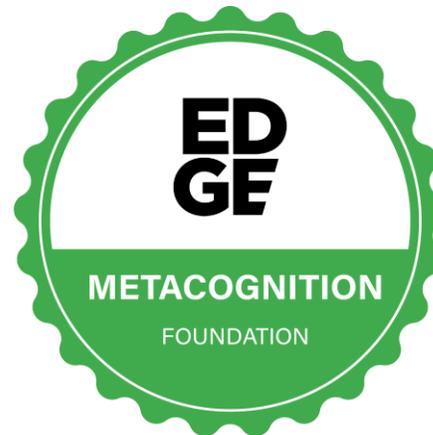
BIG IDEAS



PROBLEM-SOLVING
IN ACTION



EXPLORE
DEVELOP
GROW
EVOLVE



A CATERHAM SCHOOL CURRICULUM



Participation in schools boosts wellbeing and mental toughness, says new study.

New research shows sports participation in school is associated with higher levels of wellbeing for young people. It also shows that participation in sport is a significant predictor of self-belief and mental toughness and the continued promotion of school sport throughout a child's time at school, up to and including during exams, should be encouraged.

The survey of 5,481 young people aged 13-15 was undertaken by Manchester Metropolitan University, on behalf of the Youth Sport Trust (YST) and HMC (The Heads' Conference).

Research by British Universities & Colleges Sport (BUCS) has found that graduates who participated in sports at university earn on average 18% more than their non-sporting counterparts.

1. Teamwork
2. Leadership
3. Time management
4. Competition and sportsmanship
5. Handling pressure
6. Management and responsibility
7. Commitment



Les Défis

- Besoin de filtrage/pare-feu dans les environnements scolaires / jeux en direct / mises à jour
- Jeu occasionnel ou jeu compétitif
- L'industrie des jeux a tout intérêt à concevoir des jeux qui créent une dépendance.
- Les jeux répétitifs ont plus de valeur pour les développeurs de jeux que les jeux évolutifs.
- Gestion des comportements en dehors de l'environnement scolaire.



Préparer les élèves
pour demain