



# Operations & Finance Edition

**Suitable for School Business Managers**

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](mailto:info@ta.education)

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# What is a 1:1 device programme?

A 1:1 student device programme is an educational initiative in which each pupil 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 student's learning experience by integrating technology across the curriculum, allowing for more interactive and personalised instruction. It also ensures that all pupils have equal access to digital resources, which helps bridge the digital divide and promote digital equity in education. Additionally, a 1:1 device programme can facilitate better communication and collaboration between pupils and teachers, implement innovative teaching methodologies, the introduction of a technology-rich curriculum, and provide opportunities for students to develop essential digital literacy skills, crucial for success in the modern world.

## Why introduce a 1:1 device programme?

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

- Ensure equal access to resources for all students, bridging the digital divide and promoting equity in education
- Allow for a more interactive and personalised learning experience
- Facilitate better communication and collaboration between students and teachers
- Enhance peer collaboration and prepare students for the future by developing essential digital literacy skills
- Support the integration of technology into the curriculum

## Where to start?

The successful introduction of a 1:1 device programme, 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 vision should form a well-developed digital strategy, articulating what the expectations will be of staff, students and the wider school community. It should also highlight what success looks like and how it will be measured.

If your leadership team requires support or guidance in developing your digital strategy, this series also includes a Leadership & Strategy 1:1 Guide that can be requested via email from [info@ta.education](mailto:info@ta.education).

In order to begin your business or financial planning for your 1:1 programme, your leadership team will need to answer the following questions:

- ❓ **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 introduction of 1:1 devices?**

Once this information has been gathered, agreed upon, and clearly documented, you are ready to start moving through the remaining sections of this guidebook.

# Pre-deployment Considerations

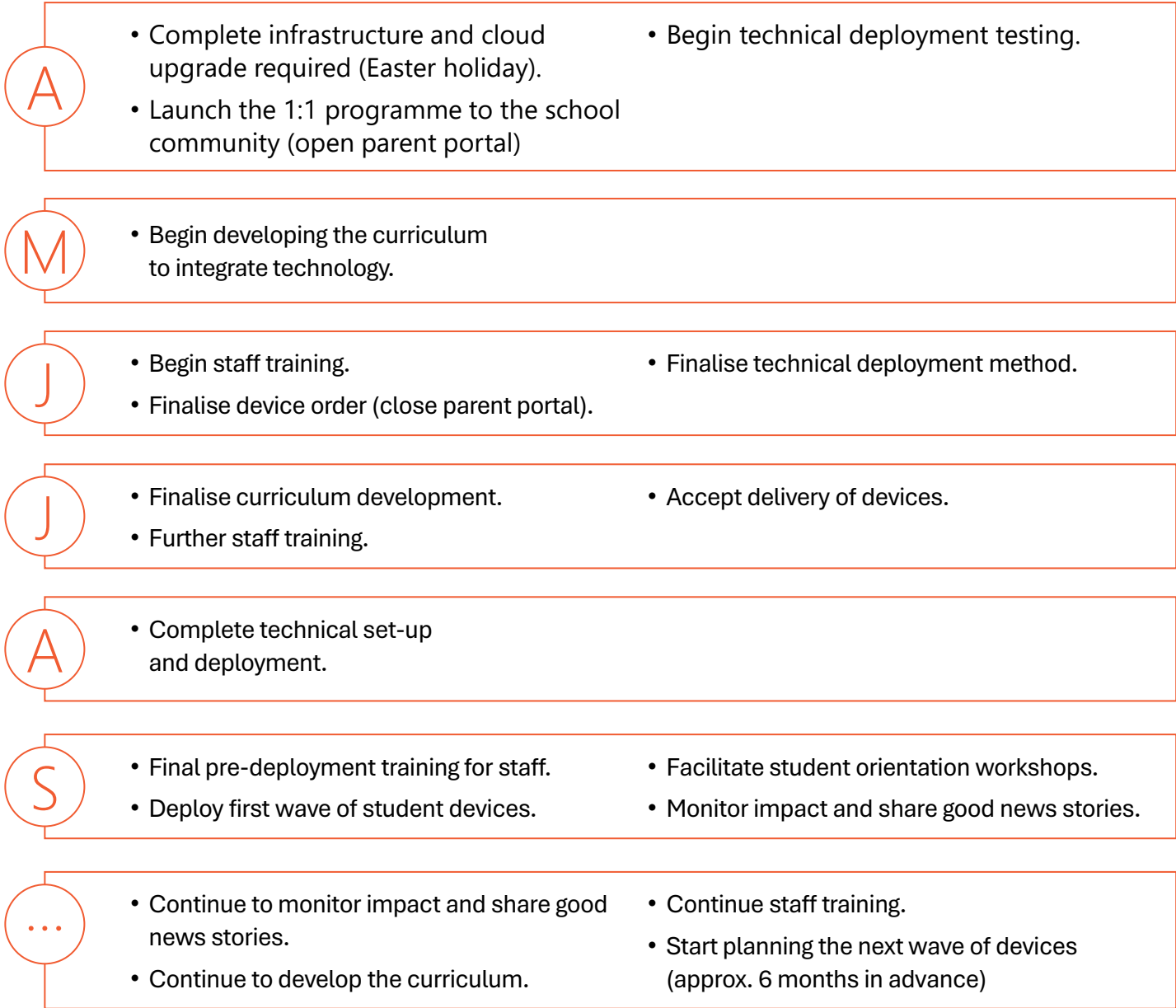
Infrastructure	Ensure that the school's network infrastructure can support the increased demand for internet bandwidth and connectivity. This includes having a robust Wi-Fi network, sufficient bandwidth, and reliable internet access with the option of backup resilience.
Cloud Readiness	Ensure the school's 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.

<b>S</b>	<ul style="list-style-type: none"><li>• Assess current infrastructure and cloud environment.</li><li>• Form a working group/committee.</li></ul>	<ul style="list-style-type: none"><li>• Document the vision and answers to the questions in the 'Where to start' section of this guidebook.</li></ul>
<b>O</b>	<ul style="list-style-type: none"><li>• Engage with a consultancy and training provider who have experience in 1:1 implementation (e.g. TA Education).</li><li>• Consult with staff.</li><li>• Begin developing a digital strategy document.</li></ul>	<ul style="list-style-type: none"><li>• Begin any infrastructure and cloud upgrades required (half-term).</li><li>• Research appropriate devices and plan a pilot programme.</li></ul>
<b>N</b>	<ul style="list-style-type: none"><li>• Begin a device pilot programme.</li><li>• Consult with parents.</li></ul>	
<b>D</b>	<ul style="list-style-type: none"><li>• Monitor the impact of the pilot programme.</li></ul>	<ul style="list-style-type: none"><li>• Start enquiries with partners (finance, resellers, training provider).</li></ul>
<b>J</b>	<ul style="list-style-type: none"><li>• Evaluate and summarise the impact of the pilot programme.</li></ul>	<ul style="list-style-type: none"><li>• Finalise device choice and complete digital strategy.</li></ul>
<b>F</b>	<ul style="list-style-type: none"><li>• Select final partners, device and finance package.</li></ul>	<ul style="list-style-type: none"><li>• Finalise financial planning, and deployment plan.</li></ul>
<b>M</b>	<ul style="list-style-type: none"><li>• Plan staff training (technical, teaching and support staff)</li></ul>	<ul style="list-style-type: none"><li>• Develop usage policies and guidelines.</li></ul>





# 1:1 Device Programme Options

When schools deploy a 1:1 programme, decisions must be made as to how the devices will be used in school, if they will be taken home, how they will be financed, who will maintain the device, who owns the device, and so on. This section outlines the options available to help you make informed decisions.



Deployment Models



Financial Models



Insurance, Repairs and Replacements



Ownership



Terms of the Lease



Pool Units

# Deployment Models

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

# Financial Models

There are a range of financial models available to schools looking at deploying 1:1 devices.

The 4 most common models are capital purchase, leasing, parental contributions and rental/subscription programmes.

1. Capital Purchase	2. Leasing
<p>The school uses existing funding to purchase devices and budgets for replacement units in 3-5 years.</p>	<p>The school spreads the cost of the devices over a 3-year operating lease.</p>
<ul style="list-style-type: none"> <li>• Full ownership of devices.</li> <li>• No ongoing lease payments.</li> <li>• Potential for bulk purchase discounts.</li> <li>• Trade-in value at the next refresh cycle.</li> </ul> <p><b>Pros</b></p>	<ul style="list-style-type: none"> <li>• Lower initial cost.</li> <li>• Regularly updated technology.</li> <li>• Maintenance is often included in the lease agreement.</li> </ul> <p><b>Pros</b></p>
<ul style="list-style-type: none"> <li>• High initial capital expenditure.</li> <li>• Responsibility for maintenance and replacements.</li> </ul> <p><b>Cons</b></p>	<ul style="list-style-type: none"> <li>• Ongoing lease payments.</li> <li>• No ownership of devices at the end of the lease term.</li> </ul> <p><b>Cons</b></p>
<ul style="list-style-type: none"> <li>• Plan for a replacement cycle every 3-5 years.</li> <li>• Allocate funds for maintenance, repairs and replacements.</li> </ul> <p><b>Considerations</b></p>	<ul style="list-style-type: none"> <li>• Ensure the lease includes maintenance and support.</li> <li>• Check the terms for conditions such as turnaround time for repairs.</li> </ul> <p><b>Considerations</b></p>

## Financial Models [continued]

3. Parental Contributions	4. Rental / Subscription
<p><b>The school takes out a lease for the devices but collects monthly contributions from the parent to repay the lease. Collections are collected via direct debit payments.</b></p>	<p><b>The parent rents the device directly from your chosen provider, removing any risk or responsibility for the school as the parent pays the company directly via direct debit.</b></p>
<ul style="list-style-type: none"> <li>• Reduces costs for the school.</li> <li>• No credit checks on parents.</li> <li>• Children look after devices they own.</li> <li>• Parents can own the device at the end of the term.</li> <li>• Maintenance, replacement devices and theft and accidental damage insurance can be included.</li> </ul> <p><b>Pros</b></p>	<ul style="list-style-type: none"> <li>• No risk to the school as parents rent directly from the provider.</li> <li>• Reduces costs for the school.</li> <li>• No credit checks for parents.</li> <li>• Children look after devices they own.</li> <li>• Parents can own the device at the end of the term.</li> <li>• Maintenance, replacement devices and theft and accidental damage insurance can be included.</li> </ul> <p><b>Pros</b></p>
<ul style="list-style-type: none"> <li>• The school is liable for the lease, but arrangements can be included to remove this risk.</li> <li>• The school will need to intervene if a parent stops making direct debit payments.</li> </ul> <p><b>Cons</b></p>	<ul style="list-style-type: none"> <li>• The parent may be required to pay a deposit equal to 4 monthly payments.</li> <li>• Can be more expensive for the parent.</li> </ul> <p><b>Cons</b></p>
<ul style="list-style-type: none"> <li>• What value will parents be willing to contribute?</li> <li>• Who will own the device at the end of the term?</li> <li>• Spare devices to avoid any down time.</li> </ul> <p><b>Considerations</b></p>	<ul style="list-style-type: none"> <li>• Spare devices to avoid any down time.</li> <li>• Is it possible for parents to take ownership at the end of the term.</li> </ul> <p><b>Considerations</b></p>

## Financial Models [continued]

There are two additional models for deploying 1:1 that you could consider. These models are not recommended, but having a general awareness is important when planning your programme.

### Bring Your Own Device programme (BYOD).

You may also hear about schools deploying a Bring Your Own Device programme (BYOD). This is when students bring in a device of their choice purchased by their parent or guardian. In our experience, this model is challenging for teaching staff. The use of technology tends to be limited to common web-based solutions, safeguarding can be an issue, and difficult to support all students in class. We do not recommend this model, but it is more sustainable in sixth forms where students have more developed digital skills.

### Choose Your Own Device programme (CYOD).

CYOD is a better version of BYOD where the school dictates a range of devices for a parent or guardian to choose from. This is still a challenging strategy to embed and does not support full equality in the classroom, but does, unlike BYOD, allow for the implementation of standard educational software applications.

## 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 cover for theft and accidental damage and cover in the event that parents stop making contributions.

Things to note and investigate:

- Each time you add a policy to the programme, it will increase the monthly cost. Consider if you could negate the risk by creating an internal fund by charging parents a little extra to create additional revenue to cover these scenarios.
- Check if there is any excess and limit on the amount of claims a parent can make.
- Be sure you understand the repair and replace terms and service level agreement.

## 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.

## Terms of the Lease / Length of Programme

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 2 common examples below.

### Secondary School

Deploy a 30-month programme at the start of Year 7. This will then run until halfway through Year 9. At this stage you replace the device and start a new 30-month agreement that runs until the end of Year 11.

### Primary School

For Key Stage 2 deploy a 3-year programme at the start of Year 4. This agreement will then run until the end of Year 6.

## 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 of their device being unavailable due to theft, damage or technical fault. The student is provided with a pool unit whilst their devices is sent away for repair, or a replacement is sourced.

# 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?

# 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.

You should recognise that you are making a measurable 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.

Further details for this section are available in the Leadership & Strategy Guidebook included in this series.

## Digital Strategy

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.

Further support around creating a Digital Strategy is available in the Leadership & Strategy Edition of this series of guidebooks.

## Action Plan

Once you have a clear understanding of how you wish to see 1:1 devices deployed in your school, you should create a working document in the form of an Action Plan.

The Action Plan sits alongside your Digital Strategy and should include a timeline that outlines what tasks need to be completed by what staff (or partners). This should enable all parties to effectively track the progress of your programme.

# Staff Training

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.

## Training Content

**Technical Training:** Equip teachers with the necessary technical skills to confidently use and troubleshoot devices.

**Digital Literacy:** Enhance teachers' digital literacy to effectively integrate technology into their teaching practices.

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

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

**Continuous Professional Development:** Ensure that teachers have access to ongoing professional development opportunities to stay current with technological advancements.

## 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.

## 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](#)

## Ongoing Support

Professional Development should not be seen as an activity that can be completed prior to deployment, and then staff are left to develop skills further independently. Technology is constantly evolving, and staff will need ongoing training and support throughout the school year and beyond.







## Student Digital Skills

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.

# 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.
-  Engage stakeholders early in the process, provide clear information, and ensure transparency throughout.
-  Host informational sessions, workshops, or webinars to explain the finance solution and address any concerns. Partners can support this activity.
-  Solicit feedback and address parent questions promptly while creating an FAQ document parents can easily access.
-  Have parents sign a 1:1 policy to agree how devices will be managed and identifying responsibilities of all parties.
-  Once the devices are deployed, monitor progress and share good news with the whole school community.

Further advice around engaging parents is available in the Leadership & Strategy guidebook within this series.

# 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 the video here](#)



## 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. 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.

[Pre-deployment video](#)

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

# 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 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 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 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 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](mailto:info@ta.education)