



Tonie School Case Study

All Hallows' C.E. (VA) Infant
and Nursery School

Background

We are a relatively small Primary school having 200 children across 7 classes.

We are proud to be a diverse cohort which include pupils from affluent families, poorer families, different ethnicities and some children that have Special Educational Needs. It was for this reason we thought we would be a perfect school to be part of this case study.

As a Church of England voluntary aided school we are funded by the state but also influenced by the church.

As a VA School it is managed by a board of governors who oversee the financial and learning part of the school.

As a small school this allows everyone to have great bonds with each other making it a relaxed family orientated environment.

The Start

Positives

'When I took the box into school, I thought I was being mugged. The teachers were worse than children on Christmas day, they could not wait to see what there was. At first glance they loved them, the different colours, the characteristic and shape of the Toniebox. The Tonies were loved and the Creative-Tonies made their minds explode.'

Negatives

'The school WiFi has a lot of protection for obvious reasons. As a result the Tonieboxes would not connect to the 2G which resorted to myself taking everything home to set up and sync every Tonie to every Toniebox (so they could be used freely throughout the school).'



Reception Class

“These are a great addition to our class and the children love the ears on the boxes to adjust the volume.

The stories have helped so much with guided reading and because they are so easy to use the children have been left to use it themselves.

The Creative-Tonies are brilliant as I can read a story based on the topic we are looking at.”

Mrs. Jagger



Year 1

"We love these as a class, they are so easy to use and being able to move them around without being plugged in is so much better than what we currently have.

I took one home with some Tonies to play with but my kids saw it so I didn't see it again until I brought it back to school. Looks like I'll be buying one for them."

Mr. Moss

Year 2

"Having the Tonieboxes in class really has a lot of positives. Not only is it a great educational tool for reading and using the Creative-Tonies, we use it as a reward for children who have done something good. We allow them a set time to listen to something of their choice.

This reward scheme makes the children think a bit more before they act which promotes a better learning environment."

Miss Reid

Year 3

"As a class we chose the purple Toniebox and the children are obsessed with it. I always catch them looking. We have had a few children that have really progressed with their reading. Although the Tonies don't come with books, children are more interested in reading other stories which we didn't see before we had this."

Miss Farooq



Year 4

"As a teacher I have found Tonies a godsend. We have a couple of very challenging children with Special Education Needs and they can be very disruptive at times which impacts the rest of the class. By allowing these children to use the Toniebox really changes their demeanor. This allows us to bring them back into the classroom with their peers."

Mr. Howard

Year 5 & 6

"At ages 9-11 the children were a bit old for the stories but we made good use of the Creative-Tonies.

By having these we could use them to set tasks to different groups and set quizzes that were different to each group. It allows us to focus attention on a small number of children at a time which we feel promotes their learning.

In this age group we have some difficult topics and by having the Creative-Tonies we can record a recap that people listen to as many times as they need to."

Mr. Sykes and Mr. Horsfall



Headteacher Overview

“The children lower down the school have enjoyed using the story and song characters and our SEN children have enjoyed these too and it’s helped them to calm down which isn’t always an easy task.

We have found it difficult to use the Creative-Tonie characters to their full potential as they still aren’t set up with the school WiFi and not all staff have taken them home.

In all honesty they are going to have to be done at home by staff. We are very grateful to be part of this case study and I would recommend them to any school providing they have the IT suitable.”

Mrs Wyatt

