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Learning Platform: Steps to adoption

A step-by-step guide for schools

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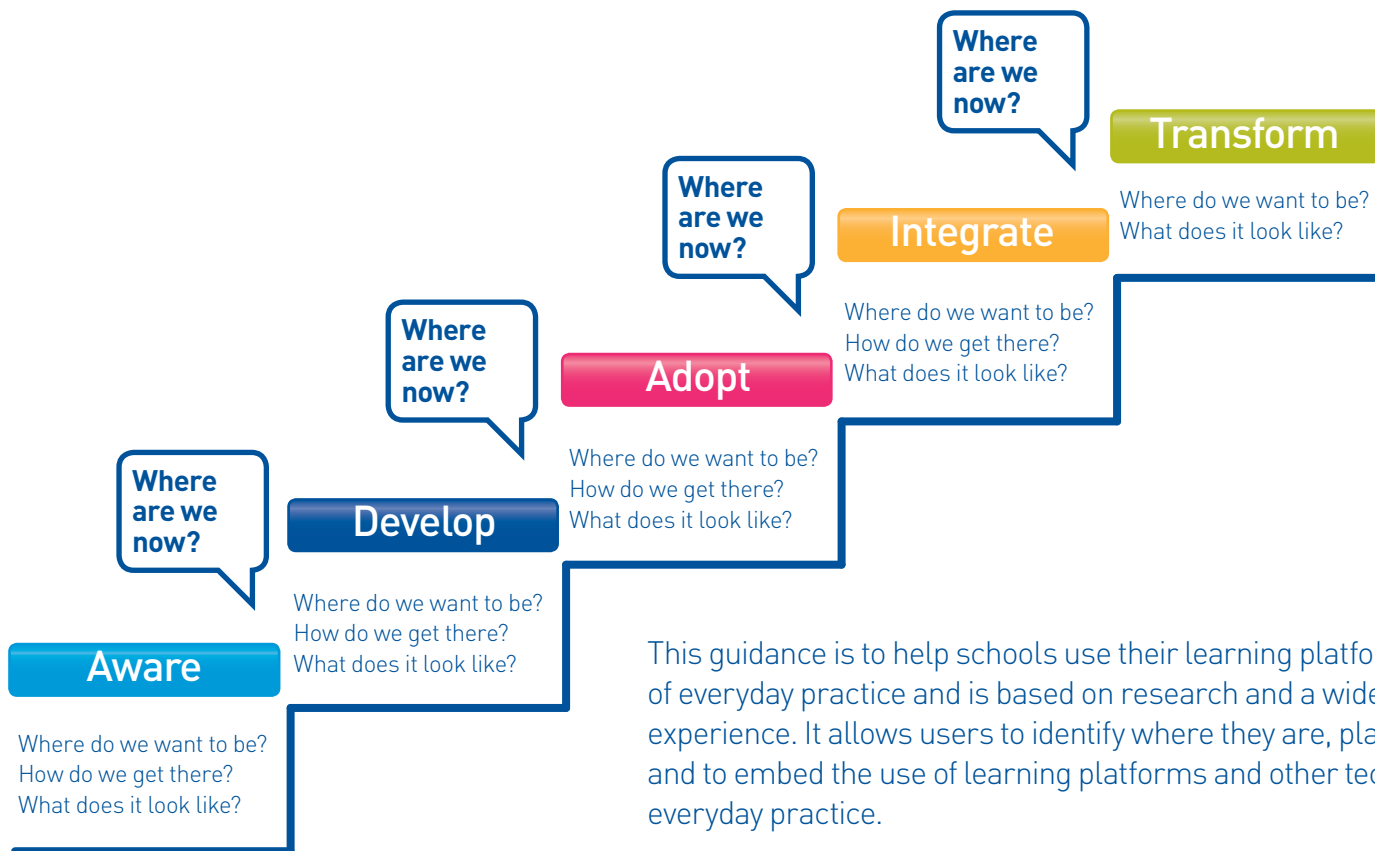
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This guidance is to help schools use their learning platform as part of everyday practice and is based on research and a wide range of user experience. It allows users to identify where they are, plan for next steps and to embed the use of learning platforms and other technology in everyday practice.

The framework defines five levels of development with regular review points. At each stage it describes a vision, and suggests ideas for 'how to get there' and 'what it might look like' when implemented.

Why use learning platforms and associated technology?

Recent independent research from the Institute of Education has identified the benefits of learning platforms for users in key areas of interest. These findings are supported by case studies and video evidence.

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As schools progress through the steps to adoption for the learning platform, research shows that the following benefits will become apparent:

Leaders

- Improved coordination of information and communication within school communities, including leaders managers, teachers, governors.
- Parents being more informed about and engaged with the school.
- More effective monitoring and managing of teaching.
- Better coordination of tracking and analysis of school data.
- Better communication of goals among staff, school managers and leaders.
- Enhanced recording and tracking of learner data.
- Increased support for the development of the school and wider community.
- Support for enhanced school provision for additional educational needs and inclusion.

Learners

- Increased motivation and support to enable learners to take more responsibility for independent learning.
- Easier access to relevant, engaging and motivational resources.
- Greater co-operation between learners.
- Development of functional technology skills, collaboration skills and critical thinking.
- Improved communication and organisation of learning among teachers, experts and learners.
- More opportunities for self-assessment and peer review between learners.
- More active group collaboration activities, including homework.
- Enhanced student voice and school democracy.

Teachers/staff

- Improved communication and information sharing between teachers and with parents/carers.
- Increased access, choice and diversity of learning resources to support the curriculum.
- Broadening methods of assessment and feedback to make target setting more effective.
- More effective use of information to identify additional support needs.
- Opportunities for increased collaboration between teachers and across schools to share expertise and resources.
- Opportunities for more flexible working, making best use of teachers' time.
- Increased opportunities for professional development with the wider community and experts regionally, nationally and internationally.

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As schools progress through the steps to adoption for the learning platform, research shows that the following benefits will become apparent:

Parents/Carers

- More informed and involved in their child's learning and target setting.
- Enabled to review and support their child's learning.
- Easy access to organisational information.
- Be aware of best practice and exceptional work.
- Enhanced consultation in decisions and policy developments.
- Homework tasks are transparent enabling them to support their child.

Areas of interest

Research has identified that there are several areas of interest where the learning platform can make a difference:

- supporting organisation, management and practice,
- extending opportunities for collaboration, interaction and communication,
- information and data management,
- approaches to learning,
- parental involvement supporting learning in and beyond school.

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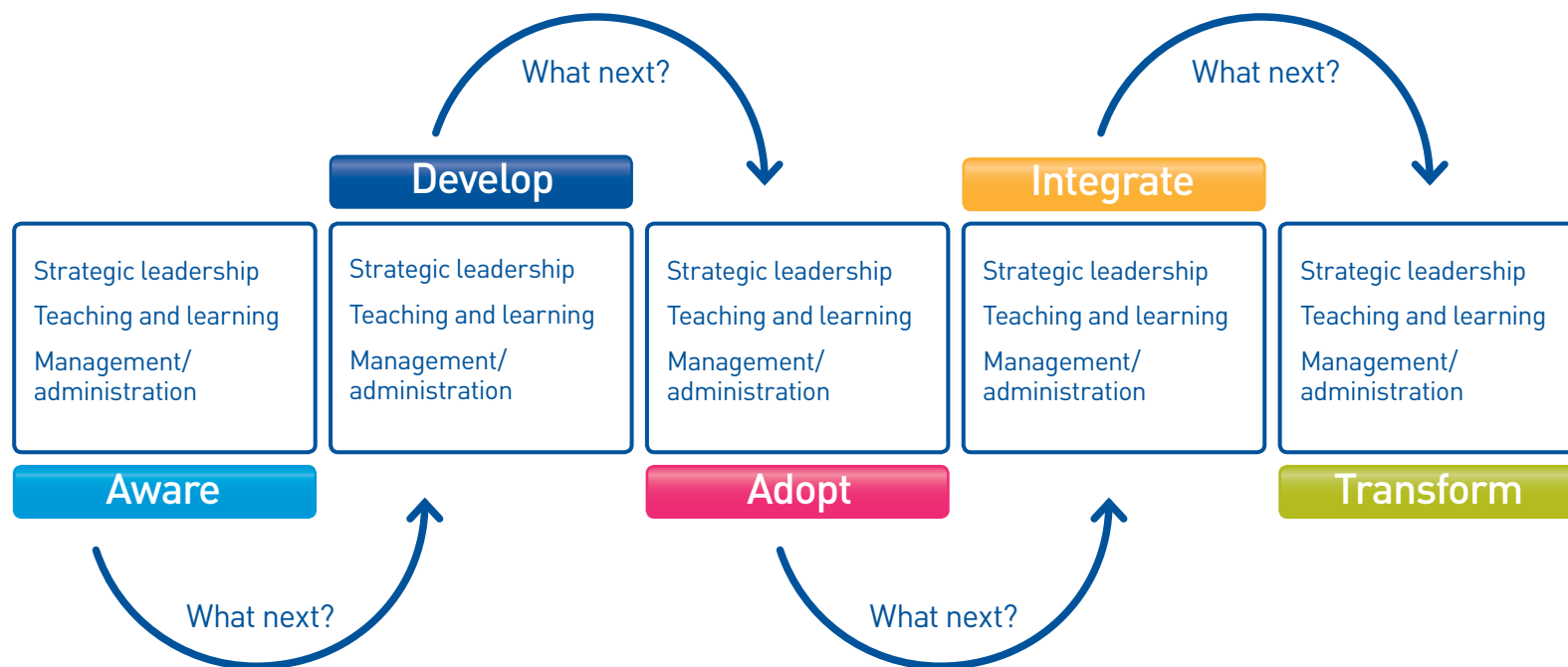
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Within each step of this model there is a list of suggested activities for strategic leaders, teaching and learning, and the management of adoption. These are supported by descriptions of typical behaviours for learning-platform use based on case-study schools and the experience of local authority advisers.



The learning platform cannot be embedded fully in day-to-day practice until the majority of users are using it across several areas of interest. It is important to review and evaluate impact at regular intervals in order to plan the move to the next step.

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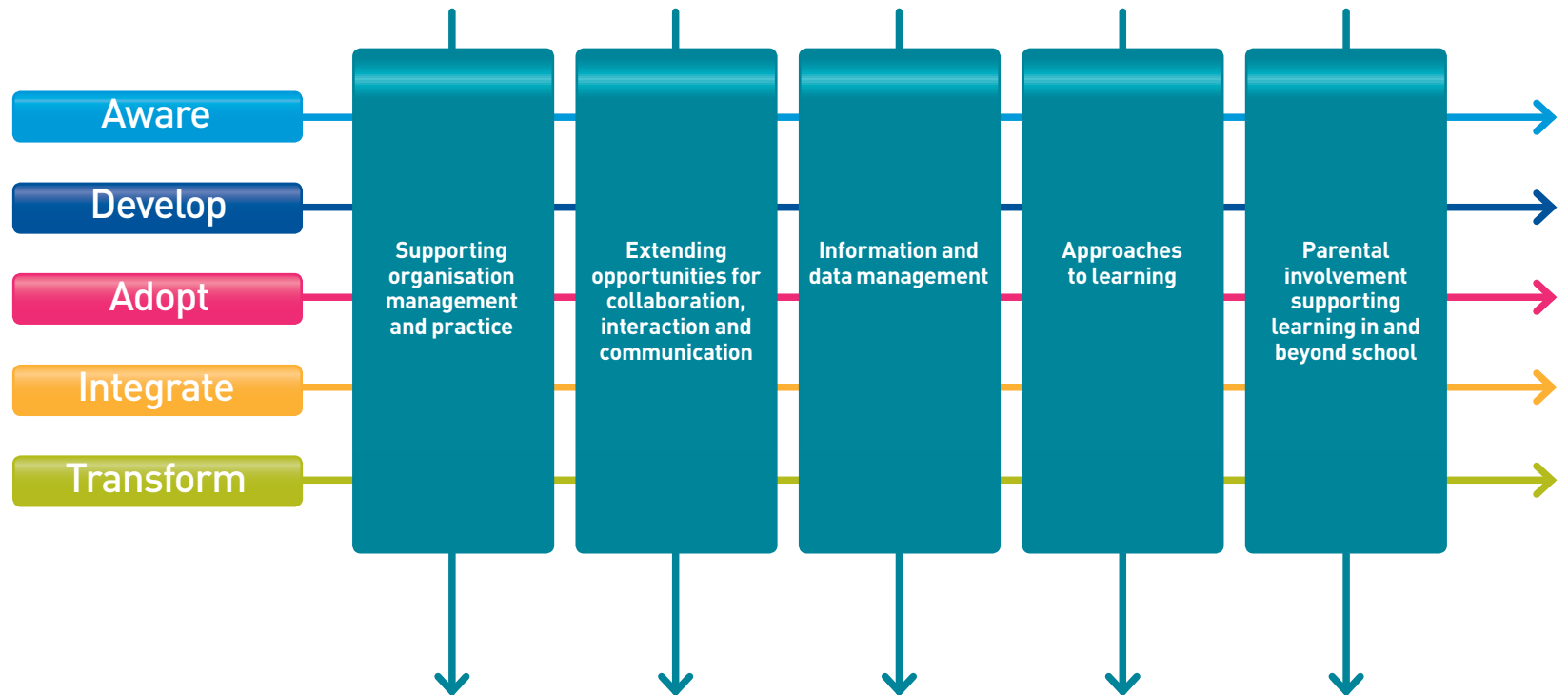
Step 2: Develop

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Users will be at different stages in their implementation of the learning platform, so the model needs to be adapted to meet school and individual needs. A school can adopt the model either step by step, (aware, develop, adopt, integrate, transform) or by developing one area of interest or aspect of their learning platform at a time.



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To implement a learning platform successfully, research has shown that the following conditions need to be in place:

- A strategic, positive and hands-on approach to implementation by senior leaders and managers.
- The involvement of a wide range of stakeholders, including all members of the school community; the local authority; and platform providers.
- A shared ownership of the development with the school community, including the school governors.
- A phased approach to implementation and inclusion as part of development planning.
- Clear plans for support, training and development of staff.
- A plan for who will do what.
- High-quality digital content and resources relevant to the school curriculum needs.
- Adoption through a change management process, setting out clear expectations of success and including continuous review and development.

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How to use

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1

Review the present position, using **'Which step has my school reached?'**
Decide on priorities for next steps, using **'Where do we want to be?'**

2

Plan small achievable steps tailored to needs, using guidance in **'How do we get there?'**
Identify success criteria, using **'What will it look like?'** for guidance.

3

Draw up a training and support plan based on need.
Review practice and identify benefits regularly; update the plan as necessary.
Use the learning platform to support, enhance, and transform existing practice.



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Which step has my school reached?

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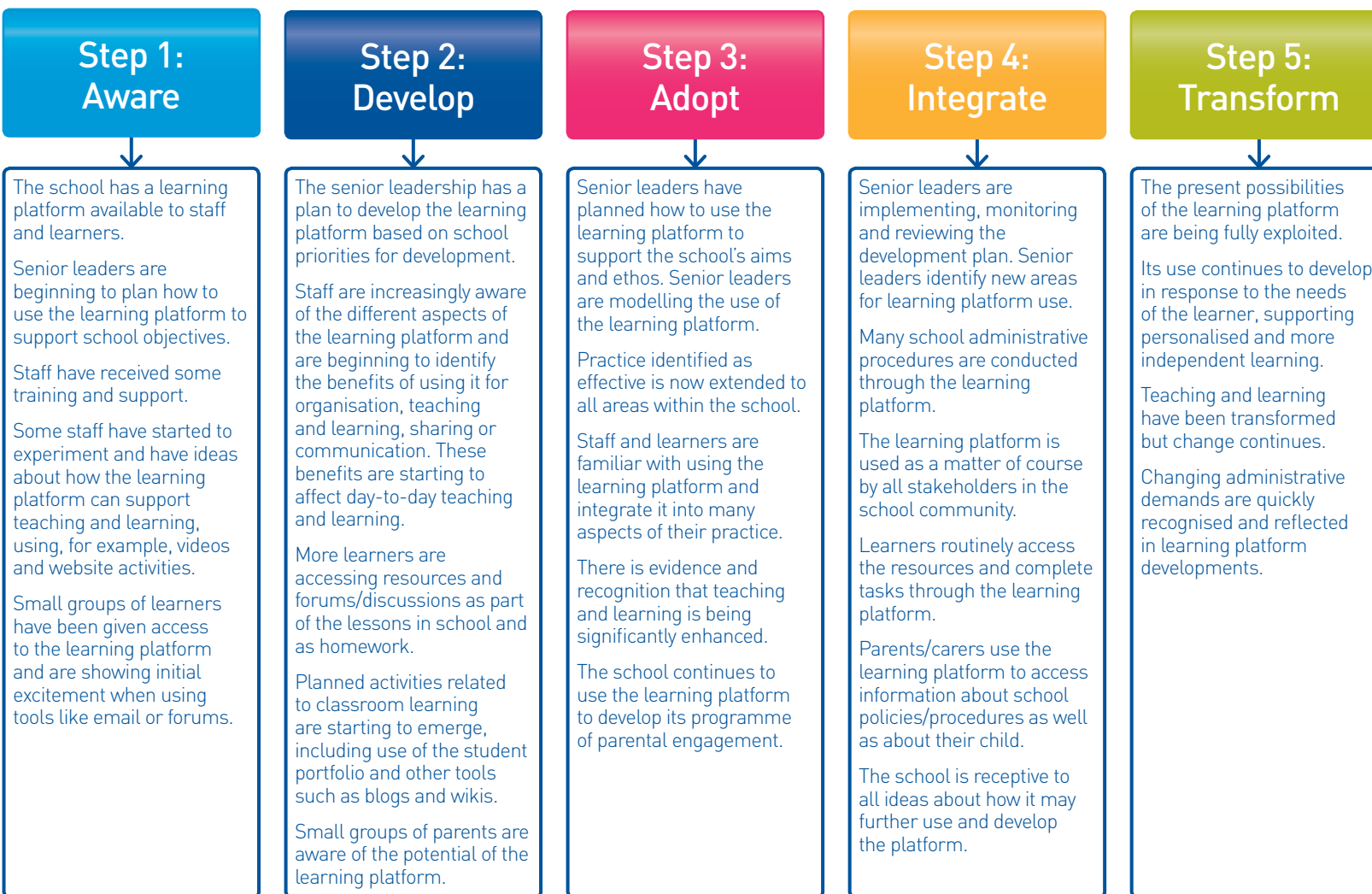
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Which step has my school reached?



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Step 1: Aware

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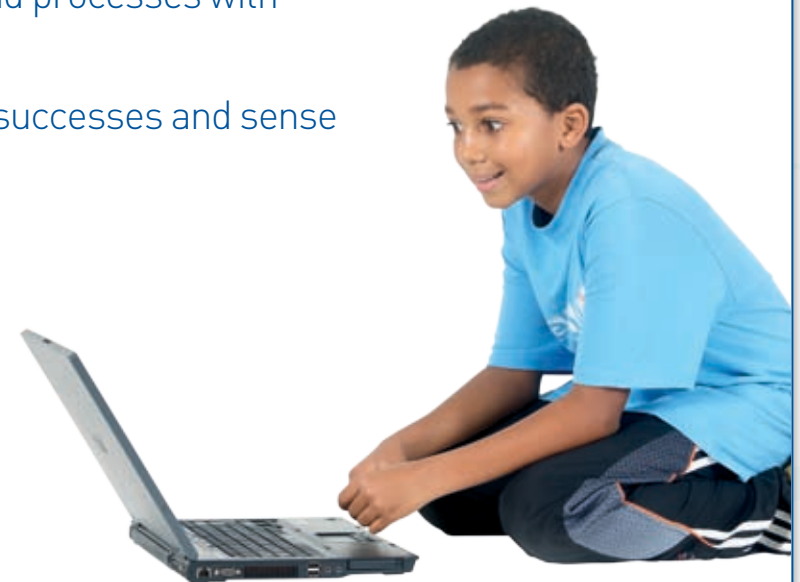
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Strategic leadership activities

- Understand the potential of learning platform to support and enhance targets set out in the school development plan
- Develop a vision with key stakeholders for how the learning platform will support the delivery of the school's aims and ethos.
- Establish a team to lead on learning platform adoption and developments.
- Regularly review an action plan and set expectations with stakeholders for adopting the learning platform to meet and address school priority areas for the next two years.
- Monitor the review and updating of school policies and processes with regard to e-safety strategies, and ways of working.
- Hold regular review meetings to evaluate, celebrate successes and sense the impact of adopting a learning platform.



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Step 1	Where do we want to be?	How do we get there?	What will it look like?
<p>Supporting organisation management and practice</p>	<p>Planning is effectively managed and organised. Resources are available online.</p> <p>Staff notices and information begin to be available on a secure area in the learning platform, improving the co-ordination of information and communication between staff and leadership.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Beginning to organise and share key documents and policies via the learning platform. • Provide all staff with easy access to resources, digital content and teacher-developed content via the learning platform. • Ensure daily announcements and information are on the learning platform in a virtual staffroom. • Enhance independent learning for trial groups of learners by giving them access in school to resources on the platform. <p>Management</p> <ul style="list-style-type: none"> • Identify and resource early adopter staff to lead and provide ongoing in-school support. • Identify staff continuing professional development (CPD) and training needs linked to the requirements of the action plan. • Develop and review, through consultation, the structure for the learning platform, to allow easy navigation to meet school needs. • Set up process for user account and password management for all staff learners and others. 	<ul style="list-style-type: none"> • Some staff use time effectively by logging on regularly to access information, for example calendars and notices. • After initial hesitancy staff are beginning to comment on how easily they can access core policies, planning and day-to-day notices. • Staff like being able to access content on the learning platform and are keen to add more. • Positive feedback from learners in the early adopters groups is encouraging other staff and learners to become interested.

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Step 1	Where do we want to be?	How do we get there?	What will it look like?
<p>Extending opportunities for collaborative learning, interaction and communication</p>	<p>Beginning to use technology to develop stronger communication and collaboration between staff.</p> <p>Opportunities for student voice are beginning to be extended through the use of tools in the learning platform, e.g. surveys, discussion forums.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Begin to develop learners' critical thinking using early adopters through for example, online discussions and surveys in class. • Encourage some learners to share the work they have done with their parents/carers by putting work into a personalised online learning space. <p>Management/administration</p> <ul style="list-style-type: none"> • Develop, publish and raise awareness of e-safety documentation and user resources. • Encourage the use of discussion and survey tools where appropriate. • Gather and share feedback on the use of online collaboration areas for supporting learning. • Gather feedback on school developments from staff and small groups of learners, using online surveys and discussions. 	<ul style="list-style-type: none"> • Staff contribute to school developments by viewing and contributing to discussions and responding to online surveys using the learning platform tools. • Staff are beginning to trial the use of discussion areas and surveys with groups of learners and to share their work across the school. • Groups of learners take part in a variety of communicative and collaborative tasks on the learning platform. • Some learners begin to put work in their personal online learning space. They are able to share and talk to their parents/carers about the work.
<p>Information and data management</p>	<p>The learning platform is a means to access and share data about learners.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • From information displayed in the learning platform, early adopters/champions identify some learners who need additional help and support. <p>Management/administration</p> <ul style="list-style-type: none"> • Ensure information and data displayed on the learning platform is accurate by having processes and procedures in place to update data at its source. 	<ul style="list-style-type: none"> • Essential target-setting data and annual reports about learners are available to staff through the learning platform where appropriate. • Staff adopt the learning platform for the secure storage of data on learners as a way of improving the sharing of information.

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Step 1	Where do we want to be?	How do we get there?	What will it look like?
Approaches to learning	<p>Early adopters are using a wider range of learning resources in teaching and learning.</p> <p>Some of the tools and resources on the learning platform are used to motivate and support independent learners.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> Some staff and learners across the whole school have access to tools and digital teaching resources stored on the learning platform, including web links, videos, podcasts, and documents. Some learners can independently access motivational and engaging learning resources on the learning platform to extend and consolidate their learning for example web links, and digital games. <p>Management/administration</p> <ul style="list-style-type: none"> All staff are given the opportunity to review and reflect on the outcomes and benefits of effective use of the learning platform. E-safety is embedded into the curriculum and CPD programme. Initial guidance, differentiated training and support on the use of the learning platform are available including file size and format. 	<ul style="list-style-type: none"> Some staff begin to set up project areas on the platform with resources to support learners' independent work and share their experience with others. Some staff access resources and digital content within or through the learning platform that has been put in place/set up by colleagues. Some groups of learners use the tools and project resources on the platform to support independent working in class. E-safety messages are reinforced as necessary All users are aware of initial guidance, differentiated training and support on the use of learning platform.

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Step 1	Where do we want to be?	How do we get there?	What will it look like?
<p>Parental involvement supporting learning in and beyond school</p>	<p>Some information, work and images are displayed on the learning platform to tell parents/carers to be more about the school and class activities.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> Teachers begin to develop multimedia areas for the sharing of information, work and activities that are made available to parents. Some learners begin to use the learning platform to share their work. <p>Management/administration</p> <ul style="list-style-type: none"> Some staff are aware of areas they are responsible for and the processes for updating these areas. All users are aware of e-safety resources available for parents/carers/teachers and learners, e.g. Childnet Know it all. Identify and share an agreed maintenance process. Formulate as part of the overall learning platform plan the process and timeline for sharing information with parents. Establish a pilot group of parents/carers to get feedback and ideas that will feedback and quality assure the use of technology to strengthen communications with parents/carers. 	<ul style="list-style-type: none"> Information about events and notices are put on the platform, in line with school policies and the digital safeguarding guidance for publishing images and resources. Staff and learners will have contributed to the learning platform to engage parents. All staff are all aware of the plans for parental engagement and some staff are taking the first steps in the process. A small group of learners are populating the learning platform and are encouraged to discuss this with their parents/carers. Parents/carers are trialling access to the learning platform and are supporting the school to develop this.



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Strategic leadership activities

- Provide opportunities for all staff to understand/share in the school vision for the learning platform and understand /develop their role in this.
- Offer regular opportunities to share effective practice, the review of progress, and successes realised by the early adopters.
- Share with all involved the learning platform adoption plan, timelines, key outcomes and the review and monitoring points.
- Monitor that training and support plans are in place and resourced to meet ongoing user needs for stakeholders.
- Ensure that policy and procedures are in place to share pupil data securely through the learning platform with staff, learners and others.
- Review expectations and outcomes regularly to evaluate progress of adoption.



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Step 2	Where do we want to be?	How do we get there?	What will it look like?
<p>Supporting organisation management and practice</p>	<p>All staff can access plans and information online in a secure area for the monitoring and managing of teaching.</p> <p>Organisational information for learners is beginning to be available online so they can have easy access and get updates quickly.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Review, update and share key documents on the platform by all staff and managers. • All relevant information is available on the platform for staff. • Early adopters share examples of their practice on resource organisation and planning with all staff for reflection and review. • Allow learners appropriate access to organisational information on the learning platform. <p>Management/administration</p> <ul style="list-style-type: none"> • Manage user access rights through clearly defined processes. • Find ways for early adopters to support other staff in developing the use of the platform for learning. • Provide regular opportunities for staff to develop new skills and understanding on the use of technology to support their day-to-day work. 	<ul style="list-style-type: none"> • The learning platform is integrated into the information and communication plans for school development. • Staff access the learning platform daily for notices and information. • An increasing number of staff use the learning platform to extend learning opportunities. • Increased transparency and coordination of planning and resources is leading to improved efficiency in the use of teacher time. • Most learners have been given log-on details and have agreed to the school acceptable use (AUP) covering online behaviour. • Increasing numbers of learners log on to the learning platform to access organisational and curriculum information for example the timetable, calendar, notices and online resources.

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Step 2	Where do we want to be?	How do we get there?	What will it look like?
<p>Extended opportunities for collaborative learning, interaction and communication</p>	<p>Effective communication between teachers and learners is improving the organisation of learning.</p> <p>Learners are developing skills in the use of digital collaborative tools and are aware of appropriate online behaviour.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Give opportunities to increasing numbers of learners to develop collaborative and critical thinking skills, using, for example, online discussions and surveys. • Share curriculum resources and examples of effective use of collaborative discussion areas. • Identify groups of learners to share their work online for feedback from peers and teachers, using blogs, wikis, video, images and sound files. • Trial peer-peer and peer-teacher support with small groups of learners by populating areas with resources and opportunities for discussion. <p>Management/administration</p> <ul style="list-style-type: none"> • Improves the coordination of information for staff, governors and others by making policies, procedures, meeting notes, tasks, homework, etc available online. • Agree with stakeholders to use the learning platform for organising and sharing information. • Ensure all users are aware of safe and secure practices by raising the awareness of e-safety with regard to online discussions, surveys and internet searching. Make use of online e-safety resources designed for teachers/parents/carers/learners' e.g. Childnet, Know it all. 	<ul style="list-style-type: none"> • The school leadership team, staff and some learners regularly use online surveys and collaboration areas to develop their skills and competencies and review their use of technology. • Collaboration online, teacher to teacher, enhances existing practice, e.g. working on a joint document, contributing to discussion forums, sharing resources. • Online discussions are used to enhance learner involvement in collaborative working and peer review. • Pupils are encouraged to have a voice by enabling them to take part in discussions and surveys through the learning platform; for example, when designing a new school courtyard. • Learners show an understanding of how to behave appropriately when interacting online. • Parents/carers show an interest and willingness to support use of the learning platform. • All learners have the opportunity to take part in collaborative online activities breaking down barriers by offering alternative ways of working for shy and unsure learners.

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Step 2	Where do we want to be?	How do we get there?	What will it look like?
Information and data management	<p>A wider variety of assessment and feedback information is available to teachers to support development and target setting.</p> <p>Improved information and data follows the learner from year group to year group for continuity of learning.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Early adopters/champions share targets and assessment information with identified learners and parents online. • Regularly update the recording and tracking of information including behaviour and attendance which is available online. <p>Management/administration</p> <ul style="list-style-type: none"> • Decide what data is to be made available on the learning platform. • Update procedures to ensure that data is accurate and current. • Make pupil data on attendance, behaviour and progress available online to a trial group of parents and carers, so supporting parental engagement. • Manage the giving out of username and passwords to stakeholders. 	<ul style="list-style-type: none"> • Staff are beginning to regularly share information with learners and parents about targets and progress. • Staff are aware of the platforms' benefits with regard to ease of recording and collating information on learners and how it enables a speedier response time to needs. • Staff are aware of what data/information parents will be seeing and are making it increasingly available. • Learners are aware that the learning platform is a secure place for information on their attendance, behaviour, targets and progress that can be seen by teachers and parents/carers. • Some parents are able to access information on grades and deadlines.

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Step 2	Where do we want to be?	How do we get there?	What will it look like?
Approaches to learning	<p>Increasing numbers of staff are using a wider range of learning resources in teaching and learning that are tailored to support the curriculum.</p> <p>Resources on the learning platform are engaging and motivational for learners.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Encourage most staff to use, edit, refine and evaluate resources available on the learning platform and share examples of use with colleagues. • Make relevant and effective teaching resources regularly available to some learners for consolidation, homework or revision. • Encourage learners to suggest activities and resources to support their learning and for sharing with their peers. • Provide opportunities on the learning platform for learners to access resources within and beyond the classroom. <p>Management/administration</p> <ul style="list-style-type: none"> • Make differentiated support and training opportunities available for staff in developing their use of the platform for teaching and learning. • Provide regular opportunities for early adopters to share examples of their practice with other staff. • Learners can pass on ideas to improve the platform through regular online feedback, discussions and meetings. 	<ul style="list-style-type: none"> • A number of staff use the learning platform to extend the range of learning resources available to them. Some staff are editing and refining these. • Some staff use the online tools to evaluate learner responses get instant feedback and additional support needs. • Early adopters understand the benefits of using the learning platform tools to set and receive work and give feedback to learners. • Opportunities for independent learning have increased through having access to tasks, resources and online feedback via the learning platform. • Increasing numbers of learners are accessing the platform out of school, extending learning opportunities beyond the school day. • Some learners have the opportunity to take part in collaborative online activities. This breaks down barriers by offering alternative ways of working for shy and unsure learners.

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Step 2	Where do we want to be?	How do we get there?	What will it look like?
Parental involvement supporting learning in and beyond school	Increasing information and a variety of media is used on the platform enabling parents/carers to be more informed about the school and their child progress.	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> Enhanced communication is available for an increasing number of parents/carers who independently access information, about their child's learning and progression online through individual log on. Learners manage and record their personal developments in their online learning space and are encouraged to share them with their parents/carers. Multimedia resources on the platform make information on school events more easily available. Opportunities and resources are available for learners to develop their ICT capability by a range of digital media being available through the learning platform. <p>Management/administration</p> <ul style="list-style-type: none"> There are clear processes for regular housekeeping to make the learning platform as efficient as possible, e.g. archiving of out of date or unused resources, notices and announcements. Notices for parents/carers are available online for example: copies of newsletters, forthcoming events, term dates so saving money and time for the school. Parents/ carers and other users are aware of the school e-safety strategies, AUP and resources for them to use with their children. Staff are supported to develop revision and consolidation activities to support learning out of school. 	<ul style="list-style-type: none"> The school is developing an ethos of sharing information online with parents/carers and supporting parental involvement in learning. Online areas are available and regularly used to share and showcase exemplar work and pictures around a specific theme, e.g. phonics, poetry writing, history projects. Staff are fully aware of what data is being shared with parents and manage this appropriately. Opportunities for developing skills and competencies are provided for learners by creating a range of digital media resources, such as podcasts and videos, and sharing them on the learning platform. Lesson revision/consolidation activities around relevant key learning concepts are available in and beyond school for learners, so extending learning opportunities. There is greater transparency for the increasing number of parents/carers who access information on the learning platform. Parents/carers are being made aware of the learning platform and get opportunities to access, help and support on how to use it.

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Strategic leadership activities

- Provide opportunities for stakeholders to regularly review the vision and use of the learning platform.
- Check that processes are in place to support all users of the learning platform in developing effective use for teaching, learning and management.
- Make the strategic adoption plan for learning platforms part of a regular monitoring and review process.
- Ensure that the review of learning platform use is part of whole-school processes, identifying clear benefits for learning, teaching and management within and beyond the school.
- Check that policy and procedures in place for sharing pupil data securely through the learning platform are effective.
- Identify regular opportunities for stakeholders to give feedback when planning the next steps of the adoption strategy.

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Step 3	Where do we want to be?	How do we get there?	What will it look like?
<p>Supporting organisation, management and practice</p>	<p>Key documents are available for all staff online, making it easier to communicate management and leadership goals.</p> <p>Organisational information for all learners is available online so they can have easy access and get updates quickly. They are encouraged to use these materials.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Encourage a culture of sharing and flexible working by storing, reviewing and editing key documentation and communications online using the learning platform tools. • Encourage and develop pupil voice by using the learning platform tools, e.g. school council, peer mentoring and anti-bullying activities. • Give groups of pupils ownership of and responsibility for areas of learning platform in order to contribute to the wider school community beyond their classroom. <p>Management/administration</p> <ul style="list-style-type: none"> • Leadership set agreed targets for use of the learning platform for individuals and groups of staff. • Embed the learning platform by identifying and planning a training and support programme to meet group and individual needs. • Manage the safety of users and data by regularly reviewing and updating e-safety strategies, policies and processes. • Identify time within existing PPA allocations for personal and departmental development to extend existing practice of use. • Encourage consistency and continuity in planning and curriculum developments by sharing monitoring and feedback via the learning platform. 	<ul style="list-style-type: none"> • All notices and information are published on the learning platform for staff, learners and the wider school community. • Staff contribute to key documents using online collaboration tools, e.g. School Improvement Plan (SIP). • The learning platform is used for staff to store planning and resources, encouraging a culture of sharing skills and knowledge as well as flexible working. • Managers are beginning to use the monitoring and feedback systems to develop the school planning process with easier access to specialists, e.g. SEN staff. • Learners access notices and other information through an online area, which acts as a one-stop shop for organisation and management of information.

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Step 3	Where do we want to be?	How do we get there?	What will it look like?
<p>Extended opportunities for collaborative learning, interaction and communication</p>	<p>There are opportunities for extending collaboration between staff in school and other educational establishments for professional development.</p> <p>Learners are developing the use of learning platform tools for peer review and self-assessment.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Develop opportunities for pupil voice using collaboration tools, including blogs, wikis, surveys and web conferencing. • Share practice, and resources in, across and beyond school locally by using collaborative discussion areas. • Enable the development of transition work and information sharing across schools, peer to peer, teacher to pupil using the learning platform as a key tool. • Enhance feedback and support for learners through the use of online tools for feedback and discussion from peers and teachers. <p>Management/administration</p> <ul style="list-style-type: none"> • Involve the school community in the development of school policy encouraging great participation in decisions by making use of the learning platform. • Put in place policy and processes to support the management of communications tools. • Ensure all users are aware of safe and secure practices with regard to online peer-peer and learner-teacher dialogue. 	<ul style="list-style-type: none"> • Sharing of expertise with the wider community is encouraged through collaborative tools on the learning platform. • Collaborative learning and interactions are developed with learners using a variety of online tools. • Learners and staff work with feeder schools on transition projects regularly extending learning opportunities. • Learner reflection and peer-peer assessment takes place with small groups of learners regularly online making effective use of time. • Online tools to enhance monitoring of ongoing formative assessment and learner/teacher dialogue. • Learners get a wider choice, using a range of integrated communication and collaboration tools including email, discussion forums surveys, blogs, wikis and web conferencing. • Learners improve their work by publishing work on the learning platform and allowing peers to comment on it. • Information and resources on the learning platform support extracurricular activities and cross school communication, e.g. sports clubs.

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Step 3	Where do we want to be?	How do we get there?	What will it look like?
<p>Information and data management</p>	<p>Making a broad range of assessment and feedback information available online enables improved monitoring and tracking of pupil progress.</p> <p>Sharing information with learners provides increased opportunities for independent and personalised learning.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Enable easier access to management information by staff using the learning platform as a means of storing, sharing and displaying some data, e.g. compiling learner reports, storing target data, reporting to parents/carers. • Improve the security of information by using the learning platform to replace the use of portable storage media. • Widen the range of types of assessments and feedback available by including materials published online for example, video recordings, audio files, for speaking and listening and tracked changes in documents. • Improve identification of individual and group needs by providing easy access to relevant information on the platform. <p>Management</p> <ul style="list-style-type: none"> • Enable effective use of teacher time and flexible working by staff using the learning platform, e.g. to facilitate the annual learner report writing process. • Enhance the communication to staff about safe data handing and sharing information with parents/carers and learners by using learning platform tools to provide faster and more efficient access to polices and documents. 	<ul style="list-style-type: none"> • Staff access and view attendance and assessment data on the learning platform and use it for monitoring and tracking. • A wide range of evidence is used and stored online for assessment including for example video recordings for dance. • Improved identification of needs results in greater personalisation and measureable gains (attendance, behaviour and attainment). • Staff regularly access and update learner-related information (e.g. IEPs), making them easy to share, to support development and progress. • Most learners will be able to view their attendance and assessment information securely through the learning platform. • Parents/carers and learners have access progress reports and targets through the platform and can share and talk about these.

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Step 3	Where do we want to be?	How do we get there?	What will it look like?
<p>Approaches to learning</p>	<p>The widening range of resources on the learning platform is enabling staff and learners to tailor learning to the needs of the individual/group.</p> <p>Learners are accessing the learning platform both in and beyond school to extend learning through the use of resources and collaborative tools.</p> <p>Learners are beginning to create and publish work to the learning platform for review by a widening audience in a safe and secure environment.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Encourage increased self-assessment and peer review for learners through the use of the learning platform tools for example blogs, forums, audio recordings and instant feedback. • Enable the increased relevance of learning activities by the distributing resources to individuals, across multiple groups and whole year groups to meet identified needs. • Develop communication by staff providing learners with individual and group feedback and support using the learning platform. • Improve relevance to and motivation of learners using online communication tools and resources, e.g. live messaging for creative writing activity. <p>Management/administration</p> <ul style="list-style-type: none"> • Regular updates and sharing of effective practice in learning is available for staff professional development on the platform. • Ensure the learning platform tools work first time every time by putting in place processes and procedures for ongoing technical support. • Make available sustainable ongoing support for users to make effective use of the training. • Share examples of practice in the use of the learning platform from outside the school and evaluated as part of the ongoing developments in the school use of the platform. 	<ul style="list-style-type: none"> • The use of the learning platform is starting to affect the delivery of the curriculum, e.g. easy access to a widening range of resources; more effective use of teacher time. • Staff are beginning to use learning platform tools to enable new opportunities for learning, which affects the pace, scope and quality of lessons. • Extended tasks, which blend formal and informal learning by encouraging interaction with peers, parents/carers and the extended community beyond school hours, are regularly available for learners. • Staff use the learning platform tools for getting immediate feedback on learner understanding, enabling them to target additional support. • Learners access activities and resources through the platform, giving them more independence and responsibility in and beyond the school day. • Learners have a personal online learning space in which to store work and get feedback from experts and a variety of other people. • Learners have access to areas populated with both teacher and learner-generated content which supports their learning – quizzes, revision materials. • Opportunities are available during the school day/week for learners without home access to a computer to make use of the online tools.

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Step 3	Where do we want to be?	How do we get there?	What will it look like?
<p>Parental involvement supporting learning in and beyond school</p>	<p>Most parents/carers see the learning platform as the first port of call for information about the school and their child.</p> <p>Use of the learning platform has an increased parental involvement. Wider elements of the school community become involved.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Enable easier access to information for parents/carers about their child by publishing to the learning platform, e.g. information on the learning objectives and activities. • Enhance strong and developing relationships with parents/carers and governors by the using online communities for example online consultation, sharing of presentations, trips and school news. • Support learners to continue learning beyond school by making resources and guidance to learners, parents/carers available on the learning platform, e.g. How to videos and guides on teaching methods. • Provide new opportunities for learning enabling learners to begin to see the value in publishing their work and getting feedback from a wider audience including their peers and the wider school community. 	<ul style="list-style-type: none"> • Staff use the learning platform to 'showcase' work, which gives parents /carers a focus for talking to their children about their learning. • A variety of media is used to update and share school successes and activities with the school community including parents, carers and governors. • Learning platform tools are used for consultation with the school community, making them feel more involved in the day-to-day running of the school. • Learners use media tools to access and record learning experiences. They will have opportunities to share these through the learning platform in and beyond school. • Relevant and purposeful homework tasks are made available on the platform, enabling parents/carers to prompt and support their children. • Parents/carers get a clear focus for working with their child at home using the learning platform. • Parents/carers feel supported and involved in school developments and are able to access ongoing support and advice.



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Step 3	Where do we want to be?	How do we get there?	What will it look like?
		<p>Management/administration</p> <ul style="list-style-type: none">• Make all users of online communities aware of the school safety strategy and procedures.• Regularly review communications to parents/ carers gathering feedback to ensure that it is supporting parental needs, e.g. through parent voice surveys.• Enable staff to make support for learning available online and learners are encouraged to share their progress and success with others, e.g. discussion forums, blogs and wikis.• Provide opportunities to address the varying levels of parental ICT skills by the school community having access to online training and support materials and face to face sessions to enable them to make use of the online tools effectively, e.g. Becta Parents Resource Finder.	

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Strategic leadership activities

- Provide opportunities to review new learning platform technologies, and include areas identified for development in the vision.
- Check that your school reviews and updates the ways it develops, shares and celebrates effective use of the learning platform.
- Make the strategic adoption plan for learning platforms is part of a regular monitoring and review process.
- Make the learning platform an integral part of whole school development planning and aligned to support school priorities.
- Ensure your school regularly reviews and updates policy and procedures on sharing pupil data securely through the learning platform.
- Regard the learning platform as a key tool in the organisation, communication, collaboration, and showcasing of school activities and encourages its use in increasingly innovative and effective ways.

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Step 4	Where do we want to be?	How do we get there?	What will it look like?
<p>Supporting organisation management and practice</p>	<p>Key documents are stored and updated online.</p> <p>Staff have easy access to a range of resources to support the work and reduce administration tasks/time.</p> <p>Learners are supported to be more independent and effective in personal organisation and time management.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Develop the learning platform to support initiatives between schools and staff. • Develop learners independence by enabling them to have access to the learning platform to plan, organise their time and monitor progress using the tools available such as calendars, timetables. • Enable continuing professional development by making available CPD: resources; video; mentoring; FAQ; forums; course bookings and training on the learning platform. <p>Management</p> <ul style="list-style-type: none"> • Make effective use of teachers time by using online booking systems for example to book parent/ teacher interviews. • Enhance communication for staff, learners and school community by making all materials, notices, timetables, polices, announcements and calendars available through the platform. • Ensure the learning platform used to store and transfer electronic materials in the school safely and securely. 	<ul style="list-style-type: none"> • Staff have access to CPD: resources; video; mentoring; FAQ; forums; and training for continuing professional development online. • The learning platform is used to support initiatives between schools and staff. • All stakeholders make notices, timetables, polices, announcements and calendars available through the platform. • The school 's policies and practices value and shares digital innovation within all job roles. • Learners are encouraged to use the learning platform to plan and organise their time using tools such as calendars, timetables. • All users store and transfer appropriate electronic materials safely and securely in through the learning platform in line with school guidance.

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Step 4	Where do we want to be?	How do we get there?	What will it look like?
<p>Extending opportunities for collaborative learning, interaction and communication</p>	<p>Regular two-way communication, sharing and collaboration within the school community.</p> <p>Experts from a wide range of organisations are used in extending learning opportunities and motivating learners.</p> <p>Learners are increasingly involved in the development and management of areas of the learning platform.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Encourage collaborative working with colleagues to develop resources to support, expand, and develop opportunities for learning in and out of school. • Enable learners to work with global experts on projects through the security of the learning platform and contribute to a global community of learners. • Support effective transition by working collaboratively with feeder schools/secondary on transition projects. • Extend learning opportunities using the learning platform to support work with third parties such as museums, industry and other educational establishments. <p>Management</p> <ul style="list-style-type: none"> • Ensure processes and safeguarding policies are in place for the use of learning platform tools for online mentoring to support social, pastoral and learning activities. • Encourage learners to manage and develop their own areas for discussion, peer support, parental engagement, pupil democracy, pupil common room, and out-of school areas. • Provide tangible evidence of engagement with the wider community by using online collaboration. 	<ul style="list-style-type: none"> • Staff collaborate and consult online on whole-school initiatives, issues and policies which aim to provide tangible evidence of how schools are working with the wider community. • Staff contribute to work online across LAs and schools to promote examples of effective and innovative practice linked to key educational issues. • The learning platform supports work with organisations such as museums, industry, other educational establishments and the wider community, including global links. • Staff work together and share effective practice with colleagues in and beyond school to develop resources to support, expand, and develop opportunities for learning. • Staff and learners use real-time communication online for individual mentoring to support social, pastoral and learning activities. • Learners work with global experts through the security of the learning platform and contribute to a global community of learners. • Learners are involved in developing and managing areas for discussion, e.g. peer support, pupil democracy, pupil common room, and out-of-school areas.

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Step 4	Where do we want to be?	How do we get there?	What will it look like?
<p>Information and data management</p>	<p>Information and data about learners is all available to staff in one place to provide an holistic view of the child and make them increasingly aware of an individual's needs.</p> <p>Attendance, behaviour, progress and targets are accessible by learners online through appropriate devices enabling them to see them anytime anywhere and plan their activities.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Enhance support for groups and individual learning needs by using the learning platform as a one-stop shop for information on and for learners. • Enable a wider variety of assessment types and assessment for learning (AFL) by using the learning platform ensuring consistency in judgements though shared moderation of work across the school/LA/region. • Provide opportunities for coursework to be handed in, assessed, moderated and returned through the learning platform. <p>Management</p> <ul style="list-style-type: none"> • Enable easy access anytime anywhere to all assessment data by recording and making it available electronically. • Ensure inclusion for all by making access to resources and information through the learning platform available on a variety of devices. 	<ul style="list-style-type: none"> • Staff use the learning platform to access information about their learners' needs. • The learning platform is used as a key tool in assessment for learning (AFL) and for moderation of work across the school/LA/ region to ensure consistency. • Staff and learners expect coursework to be handed in, assessed, moderated and returned through the learning platform. • Staff record and make all assessment available electronically. • Learners and parents /carers access information on the learning platform from a variety of places and devices and can receive and give feedback electronically.

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Step 4	Where do we want to be?	How do we get there?	What will it look like?
Approaches to learning	<p>The school is trialling more flexible ways of working through the use of the learning platform for both staff and learners.</p> <p>There are learning opportunities and resources for the whole school community available online to encourage and motivate the use of technology.</p> <p>Learners regularly create and publish work and resources to the learning platform for review by a widening audience in a safe and secure environment.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • The learning platform is used as a hub for school and community learning. • Students are set work which is appropriate and makes use of online content and applications available in and beyond school. These activities will provide support for extending learning beyond the school. • Enable learners to access support for independent learning by searching for and accessing resources and software anytime anywhere through the learning platform. • Deliver minority/specialist subjects by external experts using the learning platform from a variety of institutions locally, nationally and internationally. <p>Management</p> <ul style="list-style-type: none"> • Review and monitoring of the more flexible working opportunities for stakeholders takes place regularly and its impact informs further developments. • The e-portfolio is used to assess, archive and store work for a variety of audiences and reflects pupil progress and achievement. • Resources are updated and reviewed regularly and a housekeeping process is in place to identify future developments. 	<ul style="list-style-type: none"> • Staff use the learning platform as a hub to support school and community learning. • Tasks are regularly set which are relevant to need and use a wide range of online content and applications. These tasks encourage learners to continue learning beyond the school day. • The school enables a wide range of professionals, and individuals, such as mentors, teaching assistants, study buddies and experts, to interact with learners to extend learning and to teach minority/specialist subjects using the learning platform. • Staff encourage learners to use the learning platform to search for and access relevant work, content and applications to complete their tasks. • Learners have access to a diverse range of content and tools, enabling them to choose how to best achieve objectives and targets. • Staff and learners regularly use an online learning space to assess, archive and store work, enabling them to reflect on progress and demonstrate achievements. • Learners have the opportunity to become more independent, creative, reflective and analytical in their learning, leading to opportunities for advanced learning.

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Step 4	Where do we want to be?	How do we get there?	What will it look like?
<p>Parental involvement and supporting learning at home</p>	<p>The learning platform has become an essential means for sharing information with the school community about events and activities improving parental involvement.</p> <p>Parents/carers are able to support their child at home through resources, and information available on the platform.</p>	<p>Teaching, learning and practice</p> <ul style="list-style-type: none"> • Use a variety of multimedia approaches to showcase learners' work supporting parental engagement and home learning opportunities regularly. • Share work and opinions using a range of online tools and increasingly use innovative and creative means of communication/presentation. • All users will respond to the contributions of others and take part in dialogue or debate within and outside school extending learning opportunities. • Online parent communities are used for parent forums, notice boards, and survey tools to question and engage parents/carers on whole school initiatives, issues and policy. <p>Management</p> <ul style="list-style-type: none"> • All users have support to publish access and review media produced as part of learning and working within their school community. • Appropriate policies are in place and shared to enable online publishing by all members of the school community safely. • Parents/carers are supported and access made available through a variety of means to online information about their child/children so they are better informed. • Processes are in place for parents/carers to be able to communicate with staff online for clarification and sharing of information about their children. 	<ul style="list-style-type: none"> • As a matter of course staff and others use appropriate tools to display and showcase best practice online. • The school encourages the use of innovative approaches to showcasing work online, such as videos, podcasts and film. • Learners share work and opinions using a range of media tools in an increasingly innovative and creative way for communication/presentation. They respond to the contributions of others and take part in dialogue or debate in and beyond the school. • Parents/carers use the learning platform for information on their child's learning. • Parents/carers are able to view targets and ongoing assessments through the learning platform. • The learning platform is a key tool to collaborate and consult with parents/carers on whole-school initiatives, issues and policy.

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The learning platform should be used to enable schools to offer learning essential for the 21st century, specifically the ability for learners to work with people from a range of communities and organisations, valuing their points of view and experience.

In this section we have described what step 5 might look like. This vision is likely to evolve as the technology develops and stakeholders become confident users. The use of a learning platform will continue to develop, as the knowledge, skills and understanding of users grow.



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Step 5	Where do we want to be?	What might it look like?
<p>Supporting organisation management and practice</p>	<p>Using the online tools to support increased efficiency in the day-to-day activity of the school.</p> <p>To sustain a motivated, engaged workforce who are part of a confident, innovative community.</p>	<ul style="list-style-type: none"> • The school community is using the learning platform as a 'one-stop shop' for school information and resources from a variety of devices ensuring safe and secure access. • All key documents are available online and can be tracked and monitored easily. • The school leadership exploit fully opportunities to develop a global dimension to teaching and learning. • The school community seeks new opportunities to use the learning platform in information management, teaching and learning. • The school's developing use of online technologies informs the development of the learning platform. • Appropriate aspects of school organisation are supported by the tools available within the platform. • Tools for school organisation within the platform are used and continue to be reviewed and developed. • Online technology is used to reduce time and costs spent on administration.

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Step 5	Where do we want to be?	What might it look like?
<p>Extending opportunities for collaborative learning, interaction and communication</p>	<p>Communication and collaboration is seen as key to school development.</p> <p>Opening up learning opportunities, to develop knowledge, skills and understanding, anytime anywhere for members of the school community.</p>	<ul style="list-style-type: none"> • All users are confident and collaborate online, making informed selections from a range of tools and media. Collaborative communities share and develop new practices to develop learning. • All staff identify and participate in appropriate specialist online communities to share practice and continue professional development. • The school's use of the platform responds to the needs and interests of its wider community, enhancing citizenship, and promoting community cohesion. • The learning platform supports the school's global agenda, enabling a wide range of communication and collaboration with schools in their region and in other countries. • Community services work with the school to make the learning platform a one-stop shop for the wider community. • Learners have opportunities to work collaboratively with children from other countries safely and securely. • Learners collaborate with other schools to form a cohesive and effective learning community which supports transition and cross-phase learning. • Communication tools transform the way in which parents/carers and learners interact, extending learning opportunities. • The school community uses the learning platform to provide feedback to the school about their views and gain access to a wide range of services. • Parental opinion and views are canvassed using a wide range of new and innovative tools.

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Step 5	Where do we want to be?	What might it look like?
<p>Information and data management</p>	<p>Information and data is readily available in a secure and safe environment for learners, staff and parents/carers to support development and progress.</p> <p>Easy access to this information allows improved management of learning and greater learner involvement.</p>	<ul style="list-style-type: none"> • The school delivers information in a timely, meaningful manner, taking into account the requirements of a wide range of users in and beyond the school. • Staff are able to use the platform to gain anywhere anytime access to pupil information to support planning and development. • Staff make effective use of the learning platform to support assessment for learning and other assessment policies. • Staff use tools within the learning platform to enhance formative and summative assessment and moderation. • Learners use a personal online learning space to share progress and plan next steps with peers and staff. • Learners have a greater consistency and understanding of their attainment and next steps through the use of shared online information. • Online reports are available to all parents/carers. • Parents/carers are aware of the personal information that the school holds on their child and can update and review easily. • Parents/carers can have access to information about their children to support learning online at a time and place that suits them.

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Step 5	Where do we want to be?	What might it look like?
Approaches to learning	<p>Learners' needs are being met through a personalised approach enabling more independent and flexible working.</p> <p>New innovative and creative ways of working are used by staff and learners in school and beyond, giving the school community skills and experience for the 21st century.</p>	<ul style="list-style-type: none">• Staff and learners have developed effective digital literacy skills and are critical thinkers about the use of technology.• Learners to have access to a wide range of experts online to extend learning opportunities through local, regional and global communities.• The school adopts policies which support the creation and use of a range of electronic learning resources and emphasise open-ended and creative learning opportunities.• The learning platform enables assessment for learning that reflects greater learner involvement in the assessment process.• Learners get opportunities to work across multiple establishments and these are seen as an essential part of their education.• Staff and learners use effective formative and summative assessment tools in the learning platform, enabling quick and regular feedback on learning.• All users are confident, safe users of technology and are able to apply the skills and qualities to other situations.• Learners are able to be more involved in their learning and can provide and get peer support when appropriate.

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Step 5

Parental involvement supporting learning in and supporting learning beyond school

Where do we want to be?

The school community actively explores creative and innovative ways of sharing information involving parents in the life of the school and supporting the progress of their child.

The learning platform enables parents/carers to use digital resources and information to support their child's progress.

Learners are able to continue their learning beyond the school involving a global dimension.

What might it look like?

- Staff and learners use a wide variety of tools, within and beyond the learning platform, to create items for sharing online, extending existing practice and improving the understanding of learning and achievements.
- An ethos of developing partnership activities with other schools, universities, museum, etc is encouraged and these are integral to the learning process.
- Access to appropriate training and support to confidently create, edit and distribute a whole range of digital content is available to all.
- Learners are able to use learning platform tools to enable peer and partner review of published material safely and securely online.
- Learners develop the use of their personal online learning space, to support review and assessment from peers, staff and permitted external users.
- Parents/carers are informed of identified activity and feel that they have greater involvement in the school community and better able to support their child's learning.
- Parents feel a greater ownership over the school community, resulting in more involvement and engagement with their child's learning and a rise in standards.



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template to work through
with your staff

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