



## St Wilfrid's RC College

Contact details: [http:// www.st-wilfrids.org/](http://www.st-wilfrids.org/)  
Email: Peter Mitchell, [pmitchell@st-wilfrids.org](mailto:pmitchell@st-wilfrids.org)

*People in Frog schools are changing the way their school works. Leaders, teachers and pupils are all finding new and more effective approaches. Statements from staff in schools indicate that Frog enables this much better than other platforms. Frog users can design and create systems and pages very easily – be this for departmental websites and lessons, communication or admin systems, or areas students develop for each other. We believe that it is the exceptional creative control possible in Frog, through which all can demonstrate their passion and desire to help others, that makes the users of these areas of the school's digital environment much more willing to engage.*

*This series of 'white papers', produced from conversations between an independent consultant and the schools, explores the way this increased engagement is changing attitudes. An accumulation of relatively small projects is spiraling into major developments. The end result is the overall startling improvements referred to in comments from staff at all levels.*

### **Embedding Frog into daily life at St Wilfrid's.**

Christine Wright, the Headteacher, has seen ICT as really to focus on from the outset of her appointment to the school – and has used Frog as the main framework to support initiatives leading to SSAT status. Having used the VLE for two years she believes the school now couldn't function without Frog.

She recruited Bill Bone as Head of ICT from Heaton Manor School, as a direct result of how impressive he was on interview by delivering an on-line lesson using Frog, accessing all the resources he had developed while at Heaton Manor. Until recently she feels St Wilfrid's have been playing 'catch-up'.. However, as a direct result of staff working persistently hard in taking on new initiatives, the school is now developing use of Frog as strongly as she has seen it bein developed in other schools and they have tailored the VLE to match the needs of both staff and students across the school.

### **The Head's personal experience drives development of use of Frog.**

Mrs Wright has personally seen Frog working effectively in her teaching capacity where she has used Myth Busters as part of the English department's feeder school Year 6's transition programme. Students were set a shared task through their Frog, which produced a variety of work that was saved and then shared and celebrated using an Interactive Whiteboard (IWB).

When other students, having seen what others had produced (powerpoints, images movie maker on their web-pages), realised they could have uploaded a whole range of multi-media pictures, animations, music and movies, initially they were embarrassed. They asked if they could have another attempt and went home and produced 2nd



and 3rd attempts, loading them onto their web-pages to be shared during the next session.

Major differences have developed in the way people operate during the school day. These include staff logging-in at least 3 times every day to view email, timetables, school/personal diary noticeboards, bulletins, newsletters, cover, agendas and minutes of meetings. Staff frequently utilise their IWBs to share what is on the Frog VLE during form time. Mrs Wright firmly believes that staff and students are more likely to respond to email than any other form of communication such as notices in pigeon-holes and letters sent home with students.

### **Sharing RE resources drives school collaboration.**

Brother Lawrence, the school chaplain, is very keen on digital technologies and in working closely with Mrs Wright wants to be the first school to put prayers and videos onto the school's VLE, as well as make them accessible and available across the Diocese.

Mrs Wright has also played a lead role in promoting the idea of sharing RE resources across the diocese, allowing clergy and other schools to view these, with the idea that schools that have been provided with Frog log-ins can comment on and contribute additional resources. This followed an initial experience when she created a unit on the sinking of Titanic and found that teachers had added to the resources.

### **Teacher planning and pupil tracking now embedded.**

On-line teacher planning along, with pupil tracking and reporting, are now embedded into everyday life at St Wilfrid's. Every member of staff logs in allowing them to view information personal and specific to them or essential information for any particular day. Sharing of resources between departments and staff takes place increasingly. Prior to using Frog resources were often there on the network, but staff didn't know where to find them. Now staff are more familiar with Frog, they are increasingly aware what is available and how to use the resources they need, to help them deliver information within lessons effectively.

Much work was done in the first year and there is a planned programme of CPD as part of the Building Schools for the Future (BSF) programme. St Wilfrid's School is due to move into their new building in 2010 and having used Frog so successfully, now see Frog playing an integral part in how use of ICT for teachers and with students is planned through the school.



### **The effective school day extends through Frog.**

Bill Bone, Head of ICT and his son who is an ICT teacher at the school, have extended school beyond the existing barriers of 9-4pm. They use a range of strategies to enable students to plan and begin work within formal lessons and allow students increasing opportunities to access, alter, complete and send their work from home direct to specific teachers' Frog email addresses. Students are able to access files and other resources and exam revision material any time. Teachers are then alerted when they log-in to Frog when students have posted their homework in electronic format. They can see when students have posted work ready for marking, how many attempts and progress made. They make use of the Frog facility to annotate and return marked work with any necessary comments in order to praise good work and identify how students might improve work/grades. Students then have the opportunity to take account of comments and post further attempts, helping them to move their grades from D to C or B to A.

Students can also see an overview of the course complete with a calendar programme of when specific lessons are to be taught. This includes the content of what will be taught alongside what they might have missed. One of the major benefits of both teachers and students accessing resources from home is that there is now no excuse for students not keeping up to date with assignments. Students now don't need to carry memory sticks and some students without internet access have been given phone dongles to work with in order to access Frog resources remotely. There is also a homework club for other students without internet access who want to access Frog after school. Students have found great benefit in being able to access and refer to resources, notes used in lessons.

### **Diverse initiatives drive use of Frog.**

Bill Bone has overseen several initiatives that have played an integral part in ensuring success. These have included setting up the Dida GCSE programme, including new units, onto Frog to make it look and feel like the Dida homepage that students are familiar with. Students can now access the whole course through Frog either in school or remotely.

Students are now creating their own web-sites through the Frog toolkit, without needing to access other software. The behaviour referral system is now an integral part of Frog with forms electronically emailed immediately to Heads of Year for misdemeanours so that issues can be dealt with quickly and effectively.

Tim, who is Head of Maths and who also has a Community role, has led the way in developing a range of interactive, self-assessment, timed, problem-solving type activities and games, in order to promote greater interactivity with students. They also access through Frog commercial software programmes such as Maths 'Smile' and Boardwalks etc to create an increasing bank of resources for teachers (both in Maths and other departments) to access and use.



## **Staff confidence and raised expectations spawn numerous transformational activities.**

### ***Home-page building project with Year 6 feeder schools.***

Tim is timetabled for four lessons per week in order to work in each of the feeder primary schools. There is a Year 6 feeder school programme in place to teach Year 6 pupils, teachers and parents how to use Frog. The school also runs a Year 6 open evening where rooms are set up to promote how Frog is used across different aspects of the school at present. Year 7 students who are familiar with accessing and using Frog and resources come into school for this.

In addition all Year 6 students from feeder primary schools were invited to the City Learning Centre where they were given a Frog portal to work with and to save work into, and all were taught how to use Frog. The pupils were shown how to create attractive web-pages and upload writing and multi-media onto their pages. Forums were set up so that pupils from the same or different schools had the opportunity of talking and sharing concerns.

Equally important is the way St Wilfrid's is supporting Year 6 teachers. They have been given access to the Frog VLE through Frog Secure Gateway so that they had safe access to St Wilfrid's resources.

### ***Staff increasingly develop resources and focus students' use of them.***

It is important to recognise just how much change has been achieved thus far. With increased familiarity, and with the increasing resources available, there has been a major boost in staff confidence in using the VLE. There are raised expectations amongst the teachers and students in what can be delivered and how engaging, interesting and inspiring lessons can be.

Alongside utilising Frog, wise software purchases have been made, such as Boardworks that includes a range of interactive games and activities. But these sit alongside those resources that staff have created in Frog, resulting in a rich source of teaching and learning aids.

For example, students now see 'assessment' quizzes that the science department has uploaded, being part of a far more enjoyable way to learn factual information. The activities are marked electronically and as part of the programme records are kept of students' performances, allowing further analysis when necessary for teachers to determine progress made. Teachers are increasingly personalising and differentiating work for Gifted & Talented students to stretch them, as well as for students with particular needs who may have social, behavioural, emotional and/or learning difficulties or who missed school through a range of reasons including exclusion, illness and other absences.



Each subject area has been supported and empowered to create and develop their own web-sites with different departments using Frog to suit how they are operating. For example the English department use the shared area for colleagues in their department to share planning, ideas, and resources. The RE department have already placed the Key Stage 3 resources of lesson plans, PowerPoint presentations, video clips and revision notes on their web-site. Staff can see what students are accessing and which resources they are using and can direct them towards specific web-sites that will help.

***Business enterprise initiative drives community relationships.***

The school's Frog is more than just a VLE. They have investigated selling advertising space. As a result the school now also designs web-sites for small local businesses. Sponsors are given training in how to use Frog as well as being offered a very cheap alternative to updating the company's web-site. In return the company get advertising exposure from bulletins, newsletters to parents.

***Community provision attracts parents.***

St Wilfrid's has set up Adult courses to provide life-long learning (ECDL) courses in the school. They have also set up and delivered sessions to familiarise parents with Frog, to promote aspects of these courses so as to attract parents.

***Social networking used to broaden students' involvement with the school.***

The school has worked hard on the idea of developing social networking and has promoted the use of setting up discussion forums and chat rooms. Alongside teacher led ideas, students were asked for topics that they felt were both popular and wanted to discuss. Topics have included gaming, web-pages, favourite music with the site with most posts and discussion on favourite books.



***Student Council and Student voice sites create 'ownership'.***

St Wilfrid's has set up a forum for post -16 students who have retained log-ins. They recognised that students wanted to keep in touch with the school and let school know of the progress they are making and how they are taking their places in society. They have met to determine their role for this year that will now include:

- o Mentoring Year 11s
- o Creating an area for student suggestions
- o Making the student voice area enjoyable, for example with a funny/naughty area that is monitored to ensure only appropriate language/content is used.
- o Providing a contact list with notes of upcoming events.
- o Enabling students to create their own home pages that will have links to websites, school council, peer mentors and Year 6 feeder primary children – similar to FaceBook with more acceptable contents, ensured through having their own moderators.

All these initiatives have acted to provide greater ownership by all in the school's community, strongly supporting the Head's belief that the school could not now operate without its Frog digital environment.

hello@frogtrade.com

FrogTrade Ltd. F Mill, Dean Clough, Halifax, HX3 5AX

T: 01422 250800 F: 01422 354232

Registered in England 3935677 Vat No. 755 718402