### Project summary

A virtual learning environment has been implemented and developed to raise standards though extending opportunities for learning within and outside the school. This is in line with the school’s ethos to pro-actively explore the potential of emerging technologies and is ahead of the requirements of Harnessing Technology, Next Generation Learning and in preparation for online reporting in 2010. It is also in line with current thinking on the creative curriculum, meets recommendations of Every Child Matters and supports personalised learning.

### Specific aspect of practice to be accredited?

Raising achievement by extending opportunities for learning, and involving parents and carers in the use of technology in the education of their children.

### Aspect of Every Child Matters addressed:

- [ ] Be healthy
- [x] Stay Safe
- [x] Enjoy and achieve
- [ ] Make a positive contribution
- [ ] Achieve economic well-being

### What were you hoping to achieve?

- Increased motivation of pupils in line with Every Child Matters (Enjoy and achieve)
- Extended opportunities for anytime anywhere learning leading to the development of lifelong learning skills and increased motivation.
- Greater involvements of parents and carers

### How did you identify the need for this practice?

Our ICT vision identifies the potential of ICT to enhance all aspects of the school's work and we anticipate future developments in practice and technology. Our Ofsted Inspection of March 2007 recognised ICT as a strength of the school and we wanted to capitalise on this strength to intensify ICT provision and build upon Key Stage 2 results which were already excellent.

Boys' writing was already identified as an area for improvement - use of technology.
in this has been shown to help raise standards.
Self evaluation is well established and the school proactively explores the potential of new and emerging technologies, and new initiatives and practices. It was decided that, as an integral part of the school's drive to raise attainment through extending opportunities for learning and AFL strategies, a virtual learning environment should be established which would be central to providing a range of benefits and functions not easily attained without the use of technology. These include enabling learners, parents and carers to access educational information and resources on demand from home or school, at any time and supporting teachers in sharing lesson and learning resources.

Once decided, it was necessary to explore the options and this was delegated to the AHT.

**What did you do?**

**July 2006**
Meeting with HT, AHT staff and 2 governor representatives to discuss implications of Harnessing Technology document. It was agreed by all that as a school, we had the necessary technology and expertise to drive this forward. A set of criteria and action plan were agreed and Moodle was the VLE of choice, as it would:
- offer a high level of support from County
- offer further support through online Moodle community (international)
- be the most cost effective (free)
- offer extensive, free training to all staff and thus contribute to CPD
- offer a safe and secure e-learning environment for children.

**August 2006**
AHT met with representative from Cleo to discuss requirements and evaluate suggested example. System was agreed upon, and then set up within 4 days.

**September 2006**
AHT attended training in Curriculum and administration aspects of Moodle and set up initial courses for one class (Year 5/6).

**October 2006**
Survey undertaken into families' ICT access beyond the school.

**January 2007**
Collaboration with CLEO representative to establish and set up a simple complete course using several elements which could not have been achieved without the use of technology. Teacher from CLEO modelled use of VLE in classroom situation, using it to teach a series of 3 lessons. Children used web links, an online forum, a Wiki, a data logger and Choice activity.

**February 2007**
Moodle introduced to Governing Body by AHT, demonstration of Moodle course.

**March - July 2007**
4 Twilight training sessions with HT, teaching staff and teaching assistants led by AHT demonstrating use of Moodle.

**September 2007**
AHT involved in collaboration with Lancashire Schools' ICT Centre, Moodle recognised as an example of good practice, AHT asked to present on behalf of ICT
centre to schools without a VLE.

**January 2008**
AHT presented at Wyre transition meeting to approximately 40 other schools. Transition module adopted by other schools.

**July 2008**
Key Stage 2 SATs results show an 8% improvement in raw scores in writing, despite there being 2 children at SA+, and a further 6 children who required intervention strategies for Literacy at Key Stage 1.

- Termly evaluation of progress by HT, AHT, COG and Vice COG.
- Through Performance Management, training needs of staff identified.
- Working party set up with parent representatives to strengthen community links and encourage parents and families to be proactive in expressing ICT learning needs in readiness for next Generation Learning.
- Use of ICT to support and extend learning beyond the classroom is understood and valued.
- Integration of Moodle activities with learning within the school is effective.

### Which members of the establishment and/or wider community have been involved and what was their role?

Led by HT and AHT.
Included all staff, Governing body, parents and carers, children.

### How has the practice been modified or improved during development?

Two main unexpected elements have been identified throughout the project:

1. Enhanced motivation and involvement by children has led to pupils themselves being much more involved in the development of the VLE than anticipated. Many of the activities on the courses are as a direct result of a suggestion from children, to enable them to continue their learning outside of school.

2. It quickly became clear that work provided for children through the VLE meets many of the recommendations in the Excellence and Enjoyment pack, and goes a long way to the development of the creative curriculum.

3. The Key Stage 1 area of the Moodle has presented problems in that the environment is very text-rich and, as such, is not accessible by very young children. Creative solutions are currently being explored with some success.

### What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?

Children are much more confident and independent learners and have carried out complete sections of self-led work with little supervision, exploiting the ICT to support work in other areas.
Children choose to stay in at break times to complete work, or re-do work to gain a higher score.
Electronic communication is encouraged and children use this as their preferred means of communication.
Positive feedback from parents at Parents’ evenings – e-safety is a big concern, and
parents feel this is addressed in this secure environment

**What are the next stages in the development process?**

- Development of Moodle resources at Key Stage 1.
- Further development of assessment of ICT capability in pupils.
- Further involvement of parents and carers in readiness for Next Generation Learning.
- AHT is the Small Primary school representative on MIDAS panel looking into the integration of online reporting through Moodle.

**What aspects of this practice may be useful for other establishments to consider?**

A major contribution to the success is the willingness of all staff to participate in this project, effectively led and supported by HT. A member of staff needs to take the lead in this, to develop resources and be prepared to share with colleagues. It is essential to devote sufficient time to the development of resources and ideally this should be as part of a teacher’s planning repertoire, resulting in a change of pedagogical approach.

**Any other comments:**

Sharing good practice and resources would result in an enormous amount of time saved by schools just starting with Moodle.