FrogLearn Road Map has been created to assist you with the successful implementation of FrogLearn. It shows the suggested journey for an upgrading Frog3 school, to help you see what can be achieved.

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| **Target** | **Leadership backing**  | **Who?** | **Success criteria**  | **Completed** |
| **Actions**  | Head to explain to others (SLT, school stakeholders) why a decision has been made to use Frog. | Head | All staff are aware of why the Head is backing the use of FrogLearnProvides importance to the project. |  |
| Head to appoint at least one member of the SLT to lead the Frog project. Share this information with Frog  | Head | SLT drives the project within the schoolAll staff are aware of the strategic vision and know who is responsible for delivering success. |  |
| **Target** | **Establish Frog School Team**  |  |  |  |
| **Actions** | Elect Frog Team and ensure all users know their role. Ensure commitment and **time** for the Team  | SLT | Strong team bonds, responsibilities are shared.Frog team is interdependent on each other. |  |
| Familiarise Team with Frog support and team at Frog.  | SLT/Frog | Helps Team see Frog’s potential. |  |
| Know the importance of working as a Team.  | SLT/Frog | United Team working towards a common goal. |  |
| **Target** | **What’s your Frog Vision**  |  |  |  |
| **Actions** | Identify key areas within your School Improvement Plan that Frog can compliment to help you achieve success. | SLT/Frog | Frog vision that mirrors school’s strategic aims. Realistic SMART, Achievable  |  |
| **Target** | **Share the news** | SLT |  |  |
| **Actions** | Inform all stakeholders Frog is coming, this includes students, parents, and governors. Parents may be later but this needs to be a defined timescale.Share the vision you have for Frog, identifying what’s in it for them and how Frog’s journey is integrated into the School Improvement plan.  | SLT/ Frog Champions | All school stakeholders are aware of what Frog is and what plans there are for rolling out the platform. They can see what benefits Frog can bring to them; this will help them become committed to making Frog a success. |  |
| **Target** | **FrogLearn instance setup** |  |  |  |
| **Actions**  | Review current Frog3 server | Network M | Server review provided by Frog. |  |
| Install FrogLearn alongside current Frog3Installation may require a RAM upgrade. This can be coordination with your SRM | Network M | FrogLearn is installed |  |
| Remote session with Frog Support | Network M | Technical team understand basic operation |  |
|  | Determine which permanent hosting solution is right for your school. Consult with Frog Support | Network M | One of 4 hosting options is chosen. Any preparation work (RAM upgrade etc…) is completed |  |
|  | Set timeline/date for Frog3 switch off | Network M | This step happens once all staff are trained and using FrogLearn |  |
| **Target** | **Personalise your Frog**  |  |  |  |
| **Actions**  | Schools with a Design package such as themes, websites graphics etc. will complete their design consultation and sign off the design. The design will be applied to your instance  | Frog Team | Research shows platforms that mirror the school’s identity will encourage users to buy-in to the new technology. Schools have elements of customization available via the platform, the design service can be applied at any time, without losing content. |  |
| **Target**  | **Frog consultation and implementation**  |  |  |  |
| **Actions** | Agreed meeting with SLT team, and Frog to agree realistic targets over, term, initial year and beyond. In line with the school’s development plan. Agree what is included and what may need to be customized (Frog in a box, structures, resources)  | SLT/Frog | Using timeframes and milestones agree the implementation process, stakeholders who have responsibility and accountability to complete / be involved in the activities.  |  |
| End user (Initial) training for Frog Champions. To be coordinated by SLT | Frog Champions | Acquire confidence and knowledge to pass on Frog training to other staff. Ensure Champions have SLT support, time to implement and SLT to drive usage as defined by SIP. |  |
| Review vision – do champions need any specialised training? For example, how to assign directed study/flipping the classroom, uploading resources. Training Feedback evaluation, shared with School Ask each Frog Champion to focus on a different Frog functionality so they become a specialist in a field.  | SLTFrog | Achieve your goals more efficiently. Encourages knowledge transfer amongst the champions. Take ownership  |  |
| Rollout Frog training to other staff ’10 easy things to do with Frog’Frog Trumps  | Frog Champions | Staff gain skills to create new things in Frog. Increase the number of Frog Champions.Ongoing development of learning resources.  |  |
|  | Keep drip feeding training for additional functionality to all staff:* Weekly tip of the week that appears on staff dashboards
* Twilight sessions at the start of term to remind staff
 | Frog Champions Whole staff | Staff slowly learn new Frog functionality; they do not become overwhelmed with what is available. Ensure ongoing support to increase usage and capture digital dinosaurs or new starters |  |
| **Target** | **Internal Support Network**  |  |  |  |
| **Actions** | Staff training site: Encourage users to ask questions when they are stuck. On the dashboards create a small form to allow users to submit help question. Form should be automatically emailed to Head Frog Champion and Network Manager.  |  | Staff feel supported in their journey with Frog, their knowledge improves. Use opportunities to feedback on the use of Frog in the classroom – support from other staff |  |
| **Target** | **Plan of action**  |  |  |  |
| **Actions** | Review 1, opportunity to review progress, re-align implementation plan and plan for the future | SLT/Frog | Become aware of more of the areas Frog can be used in |  |
|  | As a Team complete your online evaluation of where your school is now  | SLT/ Frog Champions | Provides a baseline to help you measure the impacts Frog can be making in the future, share the review information to stakeholders |  |
|  | Define short term and long term goals relevant actions and owners | SLT/ Frog Champions | All Frog Champions are aware of the goals and what role they can play in achieving success |  |
| **Goal**  | **Create a buzz** |  |  |  |
| **Actions** | Let staff and students know Frog is coming – get Frogged up, advertise the arrival of Frog in your school. Competitions, treasure hunts, recorded school activities to share on Frog once its live.  | Frog Champions | Staff and students are looking forward to using Frog. Promotion via digital signage.  |  |
| **Goal**  | **Tailor your Frog to encourage daily usage**  |  |  |  |
| **Actions** | Add email, notices, calendars, staff cover to Frog | Frog Champions | Usability increases, uses access to Frog becomes second nature |  |
|  | Identify what other online applications are used within the school that can be linked into Frog  |  | Frog becomes the central place for all online applications  |  |
|  | Create treasure hunts within your platform, encourage uses to find things hidden on different pages. Give winners prizes | Frog Champions | Users become familiar with how to navigate around Frog. |  |
| **Goal** | **Launch Frog to staff**  | SLT/ Frog Champions |  |  |
| **Actions** | Hold a staff assembly – let them know what Frog can be used for. Share the school’s vision of Frog and explain the roll out plan for Frog in your school.Provide staff with the ability to login to Frog so they know how to login and have the opportunity to ask questions | SLT/ Frog Champions | Staff buy in for Frog is achieved, they are excited to start using Frog. |  |
| **Target**  | **Step it up** |  |  |  |
| **Actions** | Second staff training (intermediate) Feedback from the session to be shared with SLT | Frog Champions/Frog | Opportunity to recap on prior knowledge and push the boundaries in Frog. Giving Champions the confidence to showcase what they have done and explore possibilities in using Frog in the classroom to support pedagogy. Action any feedback from the training session |  |
| **Target** | **Online access to learning resources**  |  |  |  |
| **Actions** | Departmental resources and shared resources are collated ready to upload into Frog.These could be collated during an inset day. Share the load, by encouraging each Department Head to take ownership of their Departments migration. This process can be staged over the year | Frog Champions | Frog is the focal point for learning resources and will be accessed regularly.Staff are encouraged to share resources with each other. Collaboration within departments.Explore One Drive (PowerPoint) Google drive (collaborative content) |  |
| **Target** | **All information is available online** |  |  |  |
| **Actions** | Encourage staff to use Frog as the sole source of information and encourage no printing or emailing of documentation. Assignments for online submission and marking. Capture information for sharing via, Walls, forums, self-marking quizzes, Frog Snap & timelines. Duty’s, timetables, bulletins.  | Frog Champions | Raise profile of Frog, save copying costs, centralisation of documents and resource booking.Reduction on printed documents. Increased use of Frog as an information resource.  |  |
| All teaching content/revision materials to be created and stored in Frog. (Documents & Shared with Me)SLT will need to review and monitor Frog usage, to encourage all staff to be consistent. | Frog Champions | Enforce Frog to be the central resource for all learning resources Frog embedded into the School.  |  |
| Encourage each Facility to create one e-learning objective that is specific to them i.e. English department create forums to allow students to review books online. For languages students can create their own Podcasts in another language. | Frog Champions | Frog functionality is further utilized within the school Other departments see the potential of Frog, create more interactive resources.  |  |
| **Target** | **Plan of Action 2** |  |  |  |
| **Actions** | Review 2 meeting to identify what went well, what needs to be re-evaluated  |  |  |  |
| **Target** | **Launch Frog to students** |  |  |  |
| **Actions** | Get Frogged up – screen savers, posters, badges etcEncourage positive online behaviours | Frog Champions | FrogLearn becomes liveFrog has a pupil voice |  |
| Recruit Student Frog Wardens to help monitor and guide how students are using Frog. See Frog community for job descriptions. | Frog Champions | Peer mentoring helps students think Frog is cool/trendy not just learning resource  |  |
| Encourage students to use Frog for extracurricular activities* Transfer Schools ‘houses’ communication to Frog, students can update information more easily
 | Frog Champions | Frog is not just a learning platform, it’s a way to allow pupils to collaborate with each other Student community grows within Frog encouraging the platform to become central to the schools needs |  |
| Celebrate learning Showcase students achievements via an online School exhibition site | Frog Champions | Sharing is encouraged across year groups Encourages more pupils to create great things in Frog |  |
| **Target** | **Engaging resources for students**  |  |  |  |
| **Actions** | Provide twilight training to staff to show them how Frog can help them create engaging resources. Show staff how to:* Upload videos
* Create podcasts
* Add picture files
* Create quizzes
* Use discussion forums

  | Frog Champions | Staff can see that students are more involved in lessons when using resources created via Frog. Encourages staff to create more and in the long term has the ability to improve learning and raise grades.  |  |
| Ask students to review the materials created by staff. | Frog Champions | Constructive feedback will provide students with the types of resources they will use. |  |
| **Target** | **Extend learning day**  |  |  |  |
| **Actions** | Set target to ensure a certain percentage of directed study is set via Frog (Assignment Manager) | SLT | Teachers can easily track work set and mark work online, saving them time.  |  |
|  | Directed study, is not just an essay – push staff to set interactive homework, get students to upload sound files, video galleries, create websites and discuss topics in a forum.  | SLT/ Frog Champions | Students more likely to spend longer completing homework as they are using online resources they are more familiar with.Students learning new IT skills and acceptable way to behave online. |  |
| **Goal** | **Launch Frog to parents** |  |  |  |
| **Actions** | Create parent focus group to identify what things parents would like information on, such as: trips, surveys, uniform, cashless catering, news letters | Frog Champions | Find out how Frog can be improved to meet parents needsParents ideas come to fruition |  |
| Review how Frog can be launched to parents:* Create parent facing webpage
* Make all communications online
* Regularly update information sent out
* Show parents how they can find out about what their child has been learning, what homework has been set
* Frog Voice can be used to encourage 2 way communication between School and parents
 | Frog Champions | Action plan created - Take into account parents ideasTrial of Parents portal with the focus group of parents is a success |  |
| Launch Frog to parents, during parents evenings provide parents with login details to Frog. Show them how to log in and what information they can find online. | Frog Champions | Direct communication link with parents Parents become more in-tune with their child’s school life |  |
| Parents begin to use Frog |  | Parents are encouraged to engage more with their children and can activity help with their education Raise student achievement levels |  |
| **Goal**  | **Review and Monitor progress**  |  |  |  |
| **Actions** | Complete online evaluation using Frog’s School Improvement Framework  |  | Progress have been made in areas, the spider graph is different this time round.  |  |
| Review how Frog re-launch has progressed so far with Staff and students  |  | May need to redefine objectives in line with progress End users see their ideas put into action  |  |
| Begin setting targets to encourage both staff and students to use Frog more, to keep the momentum going.Select a few targets to become a compulsory component of teachers CPD.All targets set need to be monitored and progress recorded. If targets are not met the SLT will need to provide encouragement. |  | for example:* All course work for years 10 and 11 must be set via Frog
* At least one new departmental worksheet must be added to every department on weekly basis

Frog becomes an essential IT application students and staff cannot live without. |  |
| Identify how Frog can help the School achieve improvements in the School’s overall improvement plan i.e. transition, parental engagement, home learning, independent learning, student leadership, student engagement.  |  | Frog continues to progress in the School in line with the Overall increased improvements in the School  |  |