

## Video conferencing for Learning Matrix



School:

Date:

Aspect	Working towards		Met		Exceeding	
	★	★★	★★★	★★★★	★★★★★	★★★★★★
<b>Role of SLT/ Curriculum leader</b>	Vision tentative. Beginning to understand the potential of Videoconferencing. No mention of VC in whole school policies.	Vision defined and SLT facilitate key stakeholders (staff and pupils) in their initial use.	SLT begin to model good practice and facilitate VC across the school and embeds VC into school e-safety policy policy.	Vision refined and mature. SLT consistently model good practice and facilitate VC across the school.	Vision is clearly understood throughout the school. VC use enhances learning, collaboration and communication on a regular basis. Systems in place for continued review.	Vision enhances learning, collaboration and communication impacting beyond their own school and/or to the wider community.
<b>Role of Technician /support staff</b>	Technician has limited knowledge on how to set up a Videoconference.	Technician trained to connect VC unit to school network and can switch it on. Technician registers school on JISC (v-scene).	Technician able to make bookings on V-scene and carry out QA test. Knows details of E164 no, IP no, and V-scene venue name.	Technician able to successfully set up VC with partner with schools/ content providers Nationally or abroad using V-scene.	Technical support in place to facilitate bookings on V-scene and set up VC equipment whenever requested by staff, enabling linking of laptop and sharing of documents/video.	Technical support to facilitate VC given beyond the school and/or to the wider community.
<b>Use of VC opportunities / content and CPD</b>	Limited use and awareness of online VC content. Staff and pupils use VC sessions to support teaching and learning sporadically.	Growing awareness and use of VC content. Some staff and pupils regularly use VC content provider.	Staff begin use of VC sessions from Content providers.	Staff develop confidence in use of VC. VC content is integrated into schemes of work.	Delivery of the curriculum is transformed as a result of the innovative use of VC content and the use of VC to access expert teaching.	Innovative use of VC content and the use of VC to access expert teaching impacts beyond the school and /or to the wider community.
<b>Whole School Communication</b>	VC communication to staff limited or very low.	Nominated person in school registers with JISC (V-scene).	Nominated person begins to receive VC updates and begins to forward to relevant subject staff member.	Nominated person regularly forwards relevant VC opportunities to various staff members, who then take up the offer.	All users are kept aware of VC opportunities and demonstrate innovative use of VC within their teaching and learning.	VC opportunities demonstrate use of VC impacting beyond their own school and/or the wider community.
<b>Local / National and International Partnerships</b>	Limited or no communication with schools in UK or abroad via VC.	Initial contacts made with local or national school partners. School registers to find partner school(s) abroad.	Regular contact with other UK schools via VC. School establishes link with school abroad and sets curriculum targets with partner school, for initial VC sessions.	School maintains regular links with partner school(s), connecting at least once a month.	All users able to communicate on a regular basis with partner school (s) both in the UK and abroad, to support whole school global dimension. International School Award applied for or gained	International School Award applied for or gained and impacts beyond the school and/or the wider community.
<b>Saving Money / Time</b>	Limited or no use of VC to save money or time	School identifies areas within the curriculum or for CPD where VC can be used to support	School initiates use of VC to support exisiting CPD / Curriculum area	School regularly uses VC for support in CPD / Curriculum	School able to show clear evidence of cost saving and time saving via use of VC through CPD or curriculum use	School able to show clear evidence of cost saving and time through VC benefiting other schools or the wider community.

The VCfL Matrix is a measuring tool to enable schools, LAs to measure progress in implementing VC into a school community and beyond. It is by no means a definitive work, new opportunities in using VC are developing all the time and revisions may be inevitable. However, at the very least it should provide a crude baseline of data to take stock of where a school is and what they may aspire to. A best fit for the number of stars is all that is required, it is not envisaged that schools should agonise over placement of stars. It is designed to be a practical aid rather than a burdensome administrative task. 10 -15 minutes should enable schools to make a reasonable snapshot of where they are. The time scales for implementation will vary from school to school but is estimated at an average of 3 years.