Our Digital Learning Plan

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

- **Scoil Mhuire gan Smál is a 12 teacher school situated in Kilkerley near Dundalk, Co. Louth. There are currently 206 pupils enrolled, 99 boys and 107 girls. We have eight classrooms, three resource rooms, a principal's office, a secretary's office, one staffroom and three store rooms. The school has wireless broadband. Every classroom has an interactive whiteboard connected to a laptop and projector. Each classroom is also fitted with a sound system and intercom. All classrooms also have two PCs. All classrooms, resource rooms and offices are connected by network to a laser colour printer/photocopier/scanner. We have eight ipads with headphones and 16 chromebooks which are stored in a self containing charging unit. We also have an iPad to laptop cable for looking at videos and photos taken on iPad on Interactive White Board.**
- **We have a school server on which any relevant resources and files are stored and are accessible to all staff members. Our school uses Databiz to record attendance, store standardised test results, create school reports and will also soon be used to facilitate parents making payments to the school. Text a parent is also used to communicate information to parents, as is our school Twitter account and our school website: www.kilkerleyns.com**

1.2 School Vision:

- **Mission Statement**
- Scoil Mhuire gan Smál is a co-educational, Catholic, primary school which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.
- While Scoil Mhuire gan Smál is a school with a Catholic ethos, it also has due recognition for all other religions.
- Scoil Mhuire gan Smál will strive to promote, both individually and collectively, the professional and personal development of teachers through staff development programmes.
- Scoil Mhuire gan Smál will encourage the involvement of parents through home/school contacts and through their involvement in the Scoil Mhuire gan Smál Parents Association.
- Scoil Mhuire gan Smál will endeavour to enhance the sell-esteem of everyone in the school community, to imbue in pupils respect for people and property and to encourage in them the idea of being responsible.

- Scoil Mhuire gan Smál will promote gender equity amongst the teachers and pupils.
- Déanfaimid iarracht Gaeilge a labhairt.

- Our school motto is; Happy children; Healthy citizens

1.3 Brief account of the use of digital technologies in the school to date:
- Vex Robotics
- STEM Awards
- Fís Film Festival and Awards
- iPad apps: Tynker for Coding, Jolly Phonics, I Movie, IXL, mangahigh
- CD Roms for spelling and phonics: Wordshark, Numbershark
- iPads: for recording videos and taking photos, creating time lapse videos and stop motion animation
- Chromebooks: Hour of Code, Scratch, Google Docs, Google Slides, Kahoot Quizzes,
- Laptops: Google Earth, websites such as topmarks, nrichmaths, mathsnz, geokids, robó.ie, gonoodle, twinkl, reading a-z, razkids, folens online, grow in love online, cj fallon online, timers, bouncyballs.org to monitor class noise level, PSSI for P.E. Weebly for school website blog, Spotify for mindfulness for kids
- iPad to laptop cable for looking at videos and photos taken on iPad on Interactive White Board
- Interactive White Boards for classroom teaching and learning
- Many free websites which provide online games in spelling, literacy, numeracy, typing and all curricular areas
- Many free websites which provide printable teaching resources

2. The focus of this Digital Learning Plan
We undertook a digital learning evaluation in our school during the period *(March/2019)* to *(March/2019)*. We evaluated our progress using the following sources of evidence:
- Staff Questionnaire detailing the programmes/websites being used by each staff member, the hardware used, the objectives for student learning and the curricular areas involved. Also included in this questionnaire was IT use for staff development and an opportunity to share ideas, resources or recommendations. Finally, there was a section in which staff could outline areas they would like help with or ideas for.
- Audit of technological resources in our school: The details from this are mentioned in the first section of this plan. While the audit showed that we have many great resources, it was also found that many of the classroom PCs are not working well and some have not been possible to repair. This has had a direct impact on students qualifying for assistive technology and is, therefore, a priority for our school.

2.1 The dimensions and domains from the Digital Learning Framework being selected

- Teaching and Learning: Learner Outcomes
- Teaching and Learning: Learner Experiences
- Teaching and Learning: Teachers' Individual Practice
- Teaching and Learning: Teachers' Collective/Collaborative Practice

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Pupils use digital technologies to collect evidence and record progress.
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Pupils have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. Pupils understand the potential risks and threats in digital environments.
Pupils engage purposefully in meaningful learning activities	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their pupils. Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning. When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.
Teachers value and engage in professional development and professional collaboration	Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all pupils. Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.
Teachers work together to devise learning opportunities for pupils across and beyond the curriculum	Teachers participate in professional online communities to help them design learning opportunities for pupils across and beyond the curriculum. Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for pupils.
Teachers contribute to building whole- staff capacity by sharing their expertise	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.

2.3. These are a summary of our strengths with regards digital learning

- All staff in our school have a positive attitude to digital learning.
- All staff in our school are willing to share information and ideas.
- All staff in our school have knowledge of a variety of areas in digital learning.
- Students in our school have a positive attitude and great parental support when it comes to digital learning.
- Digital learning in our school is already happening across the curriculum including SET, literacy, numeracy, Gaeilge, SESE, SPHE, coding, movie making, time lapses, stop motion animation, word processing, slideshows, making graphs, brain breaks, mindfulness, P.E.
- Staff in our school regularly update our website and twitter accounts with blogs of events taking place in the school.
- Staff in our school make good use of websites, podcasts, YouTube videos and Spotify to help with the teaching and learning in our school and to obtain printable resources.

2.4 This is what we are going to focus on to improve our digital learning practice further
- Making digital learning enjoyable and more fun for all our students.
- Making students more aware of the benefits and risks involved in online learning and how to be responsible users of the internet.
- Allowing the students to utilise digital methods of self assessment.
- Allowing staff members to increase their knowledge and confidence when it comes to digital learning by providing them support from other staff members who may have more technological expertise.
- Alerting staff members of upcoming useful courses and seminars.
- Providing a folder on our school server containing useful websites, apps or other information that can be added to readily.
- The creation of a student led Digital Learning Committee to allow for successful transfer of ideas and queries relating to digital learning in our school.

3. Our Digital Learning plan
On the next page we have recorded:
- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:
- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework)
Teaching and Learning: Learner Outcomes, Learner Experiences, Teachers' Individual Practice, Teachers' Collective/Collaborative Practice

STANDARD(S): (From Digital Learning Framework)
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners **Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships** **Pupils engage purposefully in meaningful learning activities** **The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills** **Teachers value and engage in professional development and professional collaboration** **Teachers work together to devise learning opportunities for pupils across and beyond the curriculum** **Teachers contribute to building whole- staff capacity by sharing their expertise**

STATEMENT(S): (From Digital Learning Framework)
Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Pupils use digital technologies to collect evidence and record progress. Pupils have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. Pupils understand the potential risks and threats in digital environments. Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning. Teachers use a range of digital technologies to design learning and assessment activities for their pupils. Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning. When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly. Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all pupils. Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning. Teachers participate in professional online communities to help them design learning opportunities for pupils across and beyond the curriculum. Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for pupils. Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.

TARGETS: (What do we want to achieve?)				
ACTIONS (What needs to be done?)	**TIMEFRAME** (When is it to be done by?)	**PERSONS / GROUPS RESPONSIBLE** (Who is to do it?)	**CRITERIA FOR SUCCESS** (What are the desired outcomes?)	**RESOURCES** (What resources are needed?)
• Involve all students in active digital learning that is enjoyable with achievable outcomes • Ensure that all senior classes are given the opportunity to use a variety of digital tools to record and present their work • Ensure that all students recommended to have assistive technology are given the opportunity to practise typing skills using free online typing games • Introduce the concept of a SALF folder in digital form (e-portfolio) to senior classes with a view to using a buddy system to enable junior classes to do the same.	• Ongoing • June 2020 • ongoing • June 2020	• All teachers • All teachers • Class and SET teachers • Teachers of senior classes starting with 4th, 5th and 6th	• All students have experienced success in at least one area of digital learning • All senior students have produced and/or presented a piece of their own work on apps such as Google docs or Google slides • Students show progress in speed and accuracy with typing • All senior students have an element of self assessment completed in e-portfolio format	• Chromebooks, iPads, P.C.s and appropriate apps and websites • Chromebooks, iPads, P.C.s and appropriate apps and websites • Chromebooks, iPads, P.C.s and appropriate apps and websites • Chromebooks, iPads, P.C.s and appropriate apps and websites

• Ensure that every student in 2nd to 6th classes is aware of online risks and equipped to deal with these and to use the internet responsibly through the use of resources such as the Webwise programme and specific lessons tackling cyber bullying.	• June 2020	• Teachers of 2nd to 6th classes	• Student certificate of completion of Webwise lessons and relevant cyberbullying lessons	• Webwise resources, Stay Safe programme, KiVa Program
• Teachers will be encouraged to become familiar with a variety of digital tools and resources through courses, facilitators or shared information at staff meetings, on the internal email or through a designated school server folder	• Ongoing	• All teachers. Catherine Donnelly to create a folder for shared ideas and resources on the school server and to inform staff of relevant courses through internal email and notice board in staff room	• Evidence of increased use of resources and tools in all classes. Evidence of staff overcoming technical issues through staff support.	• in-school support from staff, support from outside school, e.g. PDST courses and facilitators, internal email and staff room notice board

• Any technical issues or problems are highlighted and referred to our technical support team (Nortech) through the use of a designated notebook kept in the office. Staff to be notified through internal email of technical support team upcoming visits.	• Ongoing	• All staff may report technical issues in notebook or directly to Catherine Donnelly who will then refer these issues to Nortech	• Prompt action taken to alleviate technical problems	• Notebook in office, internal email, Nortech IT Solutions

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

Evaluation will be ongoing through the internal email or direct conversation but it will also be a designated item on staff meeting agendas. Student evaluation will be facilitated through the creation of a Student Digital Learning Team which will meet at regular intervals.