Scoil Ghormáin Naofa

Castletown, Gorey, Co. Wexford.

Chairperson: School Principal:

Joe O’Shaughnessy Emer Russell

# **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:**

* **We are a co-ed mainstream school of 5 mainstream classes and one special class for children with ASD. There are 134 pupils in attendance. There are 5 mainstream class teachers, 5 SET teachers and 5 Inclusion Support Assistants. The school derives much of its population from the rural community surrounding the school, with some children travelling from neighbouring towns. The school has a hugely active Parents’ Association, who regularly fundraise for ‘wish list’ items for the school. Currently, we have a bank of 10 ipads in school. Each teacher has their own laptop and IWB in their room. There are two extra laptops used for early finishers, typing skills and project work. We have identified Physical Literacy as our area of focus for SSE (Move Well, Move Often). We have ongoing CPD opportunities both inside and outside of school**
* **We have recently upgraded our Wifi cover to extend accessibility to the whole school**
* **We have a committed and dynamic staff who have engaged in and are willing to engage in CPD in the area of Digital Learning**

**1.2 School Vision:**

* **In our school, we see that digital literacy is an imperative skill for children to have. With increasing job opportunities and communication in the digital industry, we are aware of our role in teaching IT skills to our students in order to equip them with the necessary skills required. We see that Digital Learning is fast becoming an integral part of the curriculum and note its usefulness as a resource. For many, it is a learning style that is successful where other styles may have failed. Digital learning provides access to the curriculum for children who may find reading and writing (in the traditional sense) difficult.**
* **School management actively supports and promotes CPD in the area of Digital Learning and we are looking at investing in more IT resources for our school. We will request in school support from PDST when the opportunity arises. So far, the principal and another teacher have attended the Digital Literacy Learning Framework training and have shared the learning outcomes with staff. Charging and maintenance of ipads is the remit of one of our ISAs and we invest in an external IT engineer to service and maintain our IT resources regularly. We have recently welcomed a parent from Microsoft to teach coding to our senior classes and are planning to visit Microsoft as part of a school tour in the coming months. Our senior school tour will take place in Explorium and we have worked as a staff in the area of STEM this year, engaging in the area of Discovery Primary Science as a way of effectively utilising our Croke Park Hours. We see Digital Learning as being a crucial component of STEM teaching and have a whole school approach to this. We are currently finalising our application for the Discovery Primary Science Plaque award.**
* **We would like to use Digital Learning as a way of engaging the imaginations and interest of our pupils. We see it as an interactive resource by which we can capture the minds of our inquiring learners. We see opportunities for self expression, art, mathematical problem solving, further research, literacy, presentation, oral language and many other learning opportunities.**
* **We recognise the many opportunities for SEN children to engage in fun and productive learning through the use of IT.**

**1.3 Brief account of the use of digital technologies in the school to date:**

* Currently, we use IT in line with the available resources. 10 ipads are shared so there has to be planning around when we use it, ensuring that ipads are always fully charged in order to optimize the productivity of a lesson. Sharing ipads between 3 is not ideal and we would be keen to invest in more ipads. We see the use of ipads as an opportunity for students to lead their own learning; active learning that is guided by the teacher.
* We currently use ipads for research for projects
* We currently use IWBs for interactive lessons (eg Bua na Cainte in junior classes)
* We currently use IWB for interactive Maths lessons
* We currently use IWB for media lessons (News 2day), documentaries etc
* We currently use IWB for the tools such as protractors that can enhance the visual aspect of a Maths lesson

**2. The focus of this Digital Learning Plan**

We undertook a digital learning evaluation in our school during the 2nd term (March 2019).We evaluated our progress using the following sources of evidence:

* Teacher Survey (results on file)
* Student survey (results on file)
* Feedback at staff meetings
* Evaluation of principal and teacher at Digital Learning Framework CPD

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

* Teaching and Learning: Learner Outcomes

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

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| --- | --- |
| **Standard** | **Statement(s)** |
| **Pupils enjoy their learning, are motivated to learn and achieve as learners** | **Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes** |
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|  |  |

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

* Pupil proficiency
* Interest and motivation of students towards engagement
* Interest and motivation of teachers towards engagement
* Motivation of staff towards engaging in CPD
* Earmarking funding to invest in IT

**2.4** **This is what we are going to focus on to improve our digital learning practice further**

* We will apply for CPD from PDST in school when the application process opens for the coming year
* Staff will collaborate in terms of planning as to how best to sue IT to support the teaching of the curriculum
* Staff will share expertise; some may be more proficient than others. This peer support will be a resource to teachers less confident
* We will continue to access the skills of parents with expertise in IT (such as coding)
* We will provide opportunities for students to use digital technologies to support and enhance learning in different curricular areas (eg in station teaching, assessment, research, problem solving, oral presentation).

**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**

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| DOMAIN: (From Digital Learning Framework) Learner Outcomes |
| STANDARD(S): (From Digital Learning Framework) Pupils enjoy their learning, are motivated to learn and achieve as learners |
| STATEMENT(S): (From Digital Learning Framework) Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes |
| TARGETS: (What do we want to achieve?) Pupils will create and share curricular-based content, appropriate to their class level, once per month  |
| 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?) |
| * Teachers will engage in CPD through the PDST
* Whole staff meeting to introduce the idea of digital learning framework for our school
* Use of Croke Park time in August to plan for digital learning for the coming academic year
 | * This will be applied for when applications open and received in the coming academic year
* April 2019
* August 2019
 | * Emer Russell
* Emer Russell and Niamh ní Shuilleabháin
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 | * Knowledge and awareness of expectations. Knowledge of supports available. Simplification of the expectations for those who may find IT daunting
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* Planning – collaborative
* Discussion and recording of same
* Knowledge and awareness of expectations. Knowledge of supports available. Simplification of the expectations for those who may find IT daunting
 | * Ipads
* Laptops
* IWBs
* Online tools
* Apps
* Skills of PDST
* Skills of teachers willing to share

As above As above |
| EVALUATION PROCEDURES:(How are we progressing? Do we need to make adjustments? Have we achieved our targets?) |
| \*\* Based on the projected CPD outcomes, staff will select an area of focus in August and we will add this to the plan Update: Use of Digital Learning facilities in the areas of * Research in classes for projects
* Use of IWBs for interactive learning (songs, dance, enriching learning experiences)
* Use of apps such as Jolly Phonics etc to target specific curricular objectives
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**Ratified by the Board of Management**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chairperson) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Principal) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Updates 19/01/2022:**

* **Investment in resources to support implementation of Digital Learning Framework:**

**Full suite of IWBs – each classroom has new IWB with touchscreen facility**

**Investment in 15 ipads to support station teaching**

**Investment in 5 laptops to support station teaching – specifically the use of word and typing programmes such as Typing Club**

* **Since the advent of Covid, we created an Acceptable Use Policy around the use of IT.**
* **Zooms and webinars are a regular feature of teaching and learning now and a number of workshops/webinars have been facilitated across the curriculum with outside agencies such as libraries and Heritage in Schools.**