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# **Scoil Mhuire, Milford, Co. Cork.**

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#  **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. The development of this plan was set out as a priority area by the school to comply with the Department of Education publications ‘Circular 0001/2017’ and ‘Digital Strategy for Schools’. The school staff chose to engage in the Digital Learning Planning Guidelines to create a Digital Learning Plan for our school, to support individual teacher planning and to promote digital learning at programme and cross-curricular levels and ultimately to embed digital technologies into all areas of school activity. 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, Milford is a rural, vertical, co-educational, primary school with an enrolment of 75 pupils. At present it has 4 class teachers, two SET, one cluster teacher and three SNA’s. We have an active Parent’s Association who support Learning in the school and regularly fundraise for activities.

**1.2 School Vision:**

● **For Teachers**: To support teachers in integrating Digital Learning across the curriculum. To provide teachers with comprehensive training and support on how to implement Digital Learning in their classrooms. To assist teachers in planning and preparing lessons that integrate available digital technologies in a way that promotes engagement, excitement, creativity and collaboration amongst pupils. To assist teachers in assessing the efficacy of the technologies used and revise their teaching strategies accordingly.

● **For Pupils**: We want pupils to engage with Digital Learning in an exciting, creative and collaborative way. We want pupils to view Digital Learning as a medium for creative expression whereby they can create meaningful digital content as opposed to being passive consumers of digital technologies.

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

* In our school to date technology is used in line with the available infrastructure. We aim to focus more on student engagement with digital technology for learning.
* Two teachers got their laptops updated in 2020
* Good school broadband since 2020.
* In May 2020, we introduced the Digital Learning Platform SeeSaw. We have a school license for SeeSaw and Zoom. Children throughout Term 1 completed homework on SeeSaw each week.
* All class teachers have an interactive whiteboard in their classroom and a laptop with internet access. Three new boards were purchased in 2020. One new board was purchased in 2022..
* We own a networked colour photocopier which all teachers have access to print to.
* We use the Aladdin system for emailing parents, roll books, school reports etc.
* Pupils currently use the 14 iPads for the following: to research and source information and images; to create videos and oral presentations,to make powerpoints, in limited cases, on topics studied; to engage with apps and activities provided by the Teacher. It is felt that further work could be done in enabling pupils to create their own digital content in an exciting, engaged, creative and collaborative way.
* SNAs assist SEN pupils with their engagement with IT, especially in the cases where Assistive Technology is being used.
* In 2022, new laptops were purchased for the principal and one class teacher. One of these laptops can also be used by the secretary in the case of the desktop computer failing.
* 12 chromebooks purchased for use by the school children
* Google profiles set up for all students in the school.
* Management of the profiles are being done by a company called Perduko. They manage all the profiles, monitor usage and ensure that no inappropriate usage is happening.
* Typing programmes have been introduced for the children in SET. These have been used to develop their touch typing and to try and incorporate their typing into their classwork. We have used the English Touch Type Junior and Senior
* A shared google workspace has been set up that allows resources, teaching plans, support files and timetables to be shared among all staff members
* The staff are now putting their cuntas miosula on the workspace as well as summer course and CPD certificates.
* Children are making use of a website called Read Theory to aid their comprehension skills.
* The school has engaged in the Digital learning plan. Domain 1 –
* Newsletters are published termly in our school.

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

We undertook a digital learning evaluation in our school during the period *(September/2021)* to *(January/2022)*. We evaluated our progress using the following sources of evidence:

* Feedback at staff meetings
* Staff emails and discussion
* Attendance at, and engagement with, a Digital Learning Framework Professional Development Course
* Research on PDST IT website

Our plan is to focus on a small number of standards, as we feel this is the best way to ensure we embed these standards into our teaching and learning. It will also allow us to more easily and effectively review our progress in the chosen standards.

Digital Learning Team members: Danny O Flynn & Mrs Keen.

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

* Domain 2 – Learner Outcomes

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

| **Standard** | **Statement(s)** |
| --- | --- |
| * Pupils engage purposefully in meaningful learning activities
* Pupils grow as learners through respectful interactions and experiences that are challenging and supportive
* Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
* Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning
 |  Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being.Pupils use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation.Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners. Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning. |

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

* All class teachers report that they are using digital technology daily in their methodologies
* All teachers report that they would like to enable the pupils to have more contact time with digital technologies
* Pupils and Teachers are quite enthusiastic about digital technology
* Some staff members have excellent skills in this area and are willing to help others through modelling and sharing expertise
* Staff members are motivated to engage with CPD and some have already done so
* Funding available from BoM to encourage upskilling.
* With the school closure, due to COVID, teachers found themselves engaging in Remote Learning. Staff engaged in CPD in order to facilitate this. In particular, they were upskilled in the use of the platform Seesaw.
* Planning for the possibility that pods or bubbles may be learning from home in the future on account of COVID, teachers continue to upskill, particularly in the use of Seesaw: learning to do more with them and keeping up with the improvements on Seesaw.
* Staff meetings have included discussion about using technology to teach remotely.
* School publishes a newsletter every term.
* All staff have engaged in CPD delivered by Perduco on how to utilise Chrome laptops.
* Staff are using iPads & Chromebook with their classes.

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

* Use of Aladdin for online banking and storage of Classroom and Standardised test results
* Enhance and develop children’s typing skills in the school using a touch typing programme.
* Share digital knowledge among the staff on an on-going basis.
* Improve teachers digital knowledge and level of expertise in order to realise our vision of a whole school approach to digital learning.
* Improve our IT infrastructure through investment.
* Teach children the advantages and disadvantages of using different digital technologies.
* Timetable the use of Chromebooks and tablets to be used by pupils in each class weekly.
* Get continued training and support for staff from other school leaders who have successfully embedded Google for Education and chromebooks

**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 2023-2028**

| **DOMAIN: Domain 2 – Learner Experiences** |
| --- |
| **STANDARD:** * Pupils engage purposefully in meaningful learning activities
* Pupils grow as learners through respectful interactions and experiences that are challenging and supportive
* Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
* Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning
 |
| **STATEMENT: (From Digital Learning Framework)** * Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.
* Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being.
* Pupils use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation.
* Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.
* Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning.
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| **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?) |
|  Children will be given opportunities to use ICT for research and learning purposes.Infants will create a video a story in relation to their writing genre.1st -6th classChildren will type and publish a piece of writing in their writing genre.Pupils will create digital content in SESE TermlyInfants: Take and use pictures from the environment to give a short presentation about an SESE subject. Oral reading/ Show and tell 1st/2nd: Create writing with suitable pictures.3rd/4th: Create narrated projects to showcase learning on a topic in SESE. 5th/6th: Create and present an original digital presentation, making use of mixed media types, to showcase curricular learning in SESE.  Children from 1st - 6th classes will engage in a touch typing programme called Type wizTeach the lessons from Webwise to J.I- 6th ClassInternet Safety Day Children will complete internet safety talks. | * Ongoing

OngoingOngoing.* Termly

YearlyYearly6th February 2024 | * All teachers

Class teachers Class teachersClass teachers Principal and ISM Class teachers.Class teachers and ISMParents & Staff | twice weekly engagement * Active learning
* writing genre researched & published.

Video published  SESE projects completed using ICTAll classes are familiar with using google workspace.5th & 6th class can use google docs, powerpoint & Send an email.Students will report a positive attitude to digital technologies in the end of year Survey Monkey. Students are able to identify the risk and limitations of digital technologies at the end of lessons evaluation.Identify safety online prompting respect & building empathy online.Students become more aware of safety on the internet. Students demonstrate via questionnaire that understand the meaning of cyber bullying     | * Chrome book accounts
* Teacher devices
* App

IpadsChrome booksChrome booksTouch Typing Programme All aboard to Digitown (J.I-2nd) Webwise resource, HTML Heroes(3rd4th), My Selfie and the Wider World (5th/6th) Guest speaker on internet safety.Garder speaker on internet safety.End of year survey.Internet Safety - Webwise.By June 2024 pupils will have created their own digital content along the guidelines outlined in the Actions section of this document. |
| EVALUATION PROCEDURES:(How are we progressing? Do we need to make adjustments? Have we achieved our targets?) |
| January 2021- School closed, Contingency plan in place.January – Zoom session with Claire O Riordan PDST on “Digital Learning Policy”March ’21 – Met with Claire O Riordan PDST to overlook draft planApril 2021 – CPD on Digital toolsApril ’21 - Contact companies on purchase May ’21 - Pupils will have created their own digital content April 22 Staff have engaged in CPD to use Chromebooks delivered by Perduco.September 2023 All students are using Chromebooks and Ipads in their learning.January 2024 All staff trained in Lego Coding.February 2024 All children using Lego Coding in the classroom. |

**Leadership and Management**

| **Dimension:** | **DOMAIN 1: LEADING LEARNING AND TEACHING** |
| --- | --- |
| **Standard:**Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment |
| **Statement(s) of Practice:**The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate the sharing of practice.The school’s self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment.The principal, with those leading the process,uses SSE very effectively to embed digital technologies in a way that is engaging and challenging and enables all pupils to become active and motivated learners.The principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digitaltechnologies, and lead the development of effective policies and practices to support technology integration.The principal and other leaders in the school lead the development of effective policiesand practices to support innovation and creativity, and embed digital technologies in all aspects of learning, teaching, and assessment.They promote and encourage the use of digital technology to foster innovation and creativity. They recognise the value of individual and collective contributions and achievements. |
| **TARGET(S): *(These are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes).***

| ***2023-2025**** Provide Professional Development Opportunities:
	+ Target: Offer training sessions or workshops.
*
* Promote Experimentation and Risk-Taking:
	+ Target: Encourage educators to take risks and try new approaches.
 | ***2025-2028**** Integrate Technology into Teaching and Assessment:
	+ Target: Increase the use of technology for learning and assessment.
* Facilitate Cross-Disciplinary Collaboration:
	+ Target: Foster collaboration across different subject areas..
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| --- | --- |

By implementing these actions, educational leaders can promote a culture of improvement, collaboration, innovation, and creativity in learning, teaching, and assessment within our school. |

***Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.***

| **Action**  | **CRITERIA FOR SUCCESS** | **PERSONS RESPONSIBLE** | **TIME FRAME** | **Action Completed** |
| --- | --- | --- | --- | --- |
| Provide training and resources on educational technology tools and platforms. Lego coding workshops. Establish a system where teachers can propose experimental teaching methods or projects. Provide support and resources for these initiatives.Encourage teachers to incorporate digital tools into their lesson plans and assessments creatively.Create opportunities for teachers to collaborate on projects or policies. Encourage the sharing of resources, ideas, and best practices to enhance teaching and learning across the curriculum | Engage in Lego Coding workshops.Implement Lego independently in the classroom.Implement new teaching methods, assessment strategies, or digital tools compared to the baseline before the implementation of the action plan.Monitor the integration of technology tools and platforms in lesson plans, assignments, and assessments across various subject areas. Educators will use google workspace to add newly discovered digital learning resources added to an editable shared document on Google Drive. | **Teacher & ISM****Teacher and ISM** | **January 2024****February 2024-** **Ongoing****Ongoing** |  |

| **Monitoring and Evaluation Procedure: How are we going to monitor our progress? Do we need to make adjustments?**Schedule regular review meetings with stakeholders involved in the implementation of the action plan. ISM will meet annually to discuss progress to date and look at areas for improvement. All staff will be consulted to share ideas. We will also distribute questionnaires and students to get their input. Discuss the findings from the data analysis, share insights, and identify any challenges or opportunities for improvement |
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