



## Roll No: 11894 I

# 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 these targets.

#### 1.1 School Details:

- Scoil Mhuire is a vertical girls national school. There is currently a pupil enrolment of 275 (approx). There are 11 mainstream class teachers, 3 teachers (1 of whom is shared) working in SET, and 1 teacher in our autism class.

#### 1.2 School Vision:

Digital Technology (DT) is a powerful tool which is central to the educational process. We recognise the potential of DT at the heart of the curriculum in terms of learning and teaching and as a core competence for the pupils. We recognise the success of DT training in raising the profile of DT within our school and in enthusing teachers. We aim to develop and strengthen the use of DT to support learning and teaching. We want our pupils to become independent, autonomous learners who are confident and competent using technology. We are aware of the rapid development and the increasing complexity and range of uses of DT (much broader than just computers), the increase of interactive technologies in schools and the development of communication through broadband.

Integrated technology in teaching and learning across the curriculum is a challenge which we feel must be met in Primary Education. We aim to develop skills in our pupils to enable them to live and work in an ever-changing world. We, as teachers, recognise the potential of DT as a cross-curricular resource at primary level. In line with the general educational philosophies of the school, the mode of instruction will attempt to generate in the children, a sense of fulfilment, while experiencing the benefits of DT to facilitate creative expression and academic achievement.

Scoil Mhuire's philosophy and ethos states that each person, through positive learning experiences, will be stimulated to achieve her potential. The introduction of high speed internet access, flatscreen panels and the associated DT infrastructure has enhanced the learning opportunities of all the children in an atmosphere of self-worth, self-belief and self-motivation. This indicates our positive endorsement of the benefits of multimedia educational strategies.

To promote a positive attitude to technology, Scoil Mhuire, recognises the need to provide all its pupils with digital technology skills so that they will be able to maximise the opportunities presented to them by the information age in Ireland and abroad. Teaching at all levels of the educational system must keep abreast of the potential created by technologies for the process of teaching and learning. It is increasingly important that a basic appreciation and understanding of modern digital technologies is fostered in young people, from their early years in school up to the completion of their education.

- Scoil Mhuire is committed to being a lifelong learning centre for DT, serving the educational needs of the children and the school community, through creative educational use of present and emerging digital technologies.
- We will identify the educational DT needs of both school and community. We aim to encourage the “learning community” to access the resources and skills necessary to implement our vision of educational development. We will re-examine, broaden and revise our educational objectives in the light of developing strategies and resources in DT educational theory and practice.
- The mode of instruction will generate a sense of fulfilment while experiencing the benefits of DT to facilitate creative expression.
- Our use of DT in the collaborative educational environment of our school will be a positive endorsement of the educational value of multimedia instruction

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

- Each classroom had been equipped with a teaching computer/laptop linked to a flatscreen panel.
- 2 sets of 16 ipads available for use by all classes in the school (timetabled)
- 2 sets of 16 chromebooks available for use by all classes in the school (timetabled)
- 1 set of 6 ipads for use by SET
- 1 set of 6 ipads for use by our autism class
- Each teacher has a school laptop
- Strong room for storage and charging facilities
- Desktop computers for use in classes as required by teachers
- Projector, screen and pc in Hall
- Set of 7 Beebots (available for use by all classes)
- Secretary and Principal each have pc
- The school has 1 monochrome and 1 colour networked photocopier/printer.
- The school maintains a website at [www.scoilmhuiregns.ie](http://www.scoilmhuiregns.ie)
- Currently Scoil Mhuire uses digital technology for learning and teaching, communicating with parents, communicating with each other, communicating with the members of the Board of Management, taking online courses, school administration, school planning and self-evaluation.
- Aladdin School Software and Aladdin Connect used in the school
- Google Workspace for Education - all staff and pupils have an account, Docs, Slides, Classroom and Drive used throughout the school

- Digital technology is also used to administer and update our school website.

## 2. The focus of this Digital Learning Plan

In September 2021, following the removal of Covid restrictions, we undertook a digital learning evaluation in our school. The initial assessment was carried out by the Digital Learning Leadership Team, in conjunction with the wider Scoil Mhuire community. This team is made up of the Principal, Deputy Principal (with responsibility for IT in the school), Assistant Principal 2 (with responsibility for Literacy in the school). We examined our use of IT during Covid restrictions and school closures, evaluated our existing IT Policy, and examined our current usage of IT for teaching and learning and administration in the school.

It was decided to focus on integrating the use of IT during school closure into the teaching and learning in our school. Furthermore, the use of IT and shared Drives will be further developed in teacher planning and collaboration.

### Gathering Evidence

We undertook a digital learning evaluation in our school during the period September/December 2021. We evaluated our progress using the following sources of evidence:

- The staff completed reflection sheets on their use of Digital Technology during Covid restrictions.
- Parents completed a Google Forms survey on use of IT during school closures
- Pupils were consulted (focus group) to ascertain their own use, what they enjoyed, what they would like to change.

### 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 collective/collaborative Practice
- Leadership and Management: Leading Learning and Teaching

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

Domain	Standard	Statement(s)
1	<b>Standard 1:1</b> Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes. Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.
2	<b>Standard 2:1</b> Pupils engage purposefully in meaningful	Pupils use a variety of digital technologies for knowledge creation to source, critique, and

	learning activities	manage information and to reflect on their learning.
3	<b>Standard 3.1</b> The teacher has the requisite subject knowledge, pedagogical knowledge	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.
4	<b>Standard 4.1</b> Teachers value and engage in professional development and professional collaboration	Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all pupils. Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.

### 2.3. Summary of our strengths with regards digital learning

- Children have a positive attitude towards the use of digital technologies and are learning to use a range of digital technologies effectively.
- Children are familiar with and are using their Google Workspace account to access Google Classroom
- Children use digital technologies to collaborate and co-create and to develop their competence as self-directed learners
- Teachers use digital technologies to plan, record, collaborate and create learning experiences for their pupils
- Teachers lead and support colleagues in the use of digital technologies to expand learning opportunities for all children.
- Digital technology is used extensively in the organisation of the school

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

- Develop the use of technology in order to provide the children with meaningful learning experiences
- Explore new technologies and continue to use a variety of technologies to enhance teaching and learning
- Develop a consistent approach to peer CPD.

### 3. Our Digital Learning plan Includes:

- 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

<b>Domain:</b> Learner Experiences
<b>Standard(s):</b> Pupils engage purposefully in meaningful learning activities Teachers value and engage in professional development and professional collaboration
<b>Statement(s):</b> <u>Effective Practice</u> Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.  <u>Highly Effective Practice</u> Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.  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.
<b>Targets:</b> <ul style="list-style-type: none"><li>● All teachers will use Google Drive to exchange and store information, complete plans and resources</li><li>● All learners will reflect upon their learning using digital technologies at least once a week.</li><li>● All teachers will trial at least two new apps/ websites in their teaching (Reading Eggs - all classes, Jolly Classroom - Junior classes, Wordwall, iMovie, Kahoot - Senior classes)</li><li>● All learners will use at least two new apps/ websites for knowledge creation by the end of year (Reading Eggs - all classes, Writing Wizard - Junior classes, Classroom, Bookcreator, iMovie, Tangram - Senior classes)</li></ul>

- Coding - All pupils will engage in coding activities. Use of Beebots, Daisy the Dinosaur, Scratch Jr. A focus on the students engaging in computational thinking will underpin all programming activities.
- Staff and pupils will use their individual Google accounts to log into their accounts
- Cloud storage will be used by teachers and students for the creation, storage and sharing of work.
- Staff and pupils will use Google Workspace to create and store their work in Drives

Action	Timeframe	Remit	Resources	Success Criteria
<ul style="list-style-type: none"> <li>● Teachers will engage in CPD on using digital technologies to create content</li> </ul>	Ongoing	Digital Learning Team	iPads	Staff will be familiar with using Google Workspace and Drive to create, save and share information
<ul style="list-style-type: none"> <li>● Teachers will work collaboratively and use teachers meetings to identify and provide support in using Classroom, Google Workspace and in the use of websites (Reading Eggs) and apps</li> </ul>	Year 1 - Ongoing	Teachers	Chromebooks Free and paid apps and websites Teacher laptops Flatscreens	Pupils will log into chromebooks and create save and share content
<ul style="list-style-type: none"> <li>● Pupils will be encouraged to work collaboratively in creating digital content and in providing feedback to each other</li> </ul>	Ongoing	DLT, teachers and pupils		Pupils and teachers work from identified websites and apps will be recorded in eportfolios and teacher cuntas miosúla
<ul style="list-style-type: none"> <li>● Google Workspace user accounts will be used by staff and pupils to share documents, log into chromebooks and create ePortfolio's in Drive</li> </ul>	Ongoing	DLT, teachers and pupils		
<ul style="list-style-type: none"> <li>● Teachers will share their experiences and provide peer to peer support in using digital technologies in the classroom</li> </ul>	Ongoing	DLT, teachers		

**Evaluation:**

Digital Learning will be on the agenda at Teachers Meetings  
Informal feedback from Staff, Cuntais Miosula, evidence of pupils work completed  
Feedback from pupils and parents  
Use of Google Workspace, Classroom, Drive, ePortfolio  
Evidence of digital content being shared throughout the school  
Teachers and pupils increased use of digital technology  
Reading Eggs Reports

**Ratification and Review**

Following a review, this revised policy was ratified by the Board of Management in September 2022. It will be reviewed every 4 years and/or as changes arise that suggest the need for review.

Signed: 

Josephine Henry, Chairperson

Signed: 

Donncha Cleary, Principal

Date:22/9/2022