Scoil Bhríde PS, Edenderry

Digital Learning Plan



# 1. Introduction

The development of this plan complies 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 Bhríde PS is a Catholic Primary School of both boys and girls, situated in Edenderry Co. Offaly. There are currently 550 children between the ages of 4 and 13 attending the school, from Junior Infants to 6th Class. There are 23 Mainstream Class Teachers, 6 ASD Class Teachers, 14 Special Education Teachers, 1 Home School Liaison Person, 19 SNAs, 7 bus escorts, 3 clerical staff, 5 caretaking/cleaning staff, 2 Hot Food operatives and 1 Breakfast Club operative working in Scoil Bhríde.

There is a good culture and history of use of Digital Technologies in Scoil Bhríde PS. Each classroom is equipped with an Interactive Whiteboard and teacher laptop. There are also 150 iPad devices and 60 laptops for use by pupils. A server, information management system and networked printers are in use by the staff and each staff member has their own account managed by the school.

# 1.2 School Vision

**General:**

* Scoil Bhíde PS is a school where the mission of the school is to provide a comprehensive, inclusive and accessible education of the highest quality, which will enable all our pupils to develop to their full potential as persons – spiritually, socially, morally, physically and academically. At the school, moral values such as honesty, fairness, justice, truthfulness, tolerance, and a responsible attitude towards others is fostered and encouraged. Therefore, the staff of the school strives to create a happy, safe environment for the children where they feel secure and included, knowing that if they have any concerns, they will be listened to with understanding and respect and that these concerns will be acted upon. The school promotes the development of self-esteem and encourages the child’s inner sense of responsibility. Every effort is made so that the children and staff may work together in an environment conducive to learning and where trust is built with the support of the parents/guardians.

**Vision for Digital Technologies:**

* Scoil Bhríde PS views digital learning as an essential component of modern life and an innovative, motivational and interactive tool for enhancing teaching, learning and assessment. At Scoil Bhríde PS, the staff are conscious of the fact that we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality. Pedagogically, digital learning can be highly motivating for the learner and particularly for those children who find the more traditional methodologies of the school setting constraining. We also recognise the positive impact that digital technologies can have on the learning of pupils with special and educational needs. In that light, we will strive to maximize the potential for children’s learning using digital technologies, where appropriate. Our vision for digital learning at Scoil Bhríde Primary School, centres on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil’s learning experience. Therefore, Digital Learning (previously ICT) is not a subject or a curriculum in its own right. It is a tool that can add value to the teaching, learning and assessment process when it is used appropriately. The purpose of computer literacy is the same as all teaching and learning, to awaken and to support the development of intellectual curiosity.
* Best practice in digital learning needs a well-resourced, knowledgeable and skilled staff to ensure a move towards learning that is child-centered, self-directed and creative. The management of Scoil Bhríde PS are committed to building upon the good knowledge, skills and values of our staff as well as providing the best resources in the best environment possible. The management will promote a culture of collective, collaborative and reflective practice amongst staff (teachers and Inclusive Support Assistants) when using digital technologies.
* At Scoil Bhríde, we want to use Digital Learning as an exciting, engaging and creative medium for expression whereby the pupils in our school can create meaningful digital content as opposed to passively engaging with digital technology. We want students to leave our school as confident, creative and productive users of new technologies, including digital technologies, and understanding the impact of those technologies on society.
* Scoil Bhríde PS sees internet safety and the ethical and responsible use of technology as critical elements of teaching and learning in the 21st century. We aim to embed these elements across our curriculum where appropriate.
* Scoil Bhríde PS recognises the partnership between the school and parents as being imperative for providing students with life-long skills. Digital technologies will play a part in maintaining the links with home and regularly educate and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via e-newsletters, e-mail, website news, and texts to parent. Digital Technologies are used for projects, when appropriate. The school website, Twitter and Facebook accounts provide parents and the wider world with an up-to-date view of daily activities and relevant useful information relating to our school.

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

* All class teachers have an interactive whiteboard in their classroom and a teacher’s laptop with internet access. Each classroom is equipped with speakers.
* Each Special Education Teacher has a laptop.
* Some SEN children have assistive technology in the form of school laptops.
* Each Junior Infant and Senior Infant mainstream classroom is equipped with a set of five iPads and five headsets. Each mainstream classroom from 1st to 6th class is equipped with a set of 6 iPads and six headsets. A set of 12 iPads and headsets is shared among the six classes in Sonas.
* Our school library is equipped with 2 laptops.
* We have four networked colour photocopies which all teachers have access to print to.
* A projector is available for use in the hall.
* Staff and pupils already use digital technologies in the classroom in a variety of ways including: digital presentation tools, online and interactive learning games and activities, digital photos and videos, internet research and digital audio content.
* Staff and management use digital technology tools for administration, planning, sharing of resources and as a communication tool. “Aladdin” software is used to contact parents by text or email, to record student data, attendance and assessment results and to collect payments.
* We have a school website, Facebook and X Page that are regularly updated by the person in charge of this post.

# 2 The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period from January 2023 to April 2023. We evaluated our progress using the following sources of evidence:

* Teacher discussion groups at Croke Park meeting. Main outcomes as follows:
* Teachers recognised that pupils enjoy using digital technologies in the classroom to acquire new knowledge and consolidate learning.
* Teachers recognised that the majority of pupils are quite proficient at using digital technologies and do so in their everyday lives.
* Many teachers stated that they did not give students enough opportunities to use digital technologies to construct their own knowledge.
* Many teachers stated that the use of an iPad trolley that comes to each classroom once a week is not very effective.
* Some teachers felt they needed more professional development in this area.
* Results on file.
* Student Focus Group (Student Council): A focus group session was carried out to elicit the views of older pupils on the use of digital technologies in the school and classroom and to reflect on their digital learning experiences. Subsequently, the focus group sought feedback from their classmates. Main outcomes as follows:
* Most pupils stated that they enjoyed using digital technologies at school.
* Many pupils expressed the opinion that they were not given enough opportunities to use digital technologies at school and would like to get more.
* Most pupils stated that they used digital technologies at school to practice skills or consolidate learning rather than to construct new knowledge.
* Parent Input – Carried out informally. Main outcomes as follows:
* Parents think including digital technology in curricular areas is important. However traditional methods should not be abandoned.
* Parents are concerned about safety surrounding digital technologies and would like more information for themselves and their children on this.

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

* Teaching and Learning: Domain 1 - Learner Outcomes
* Leadership and Management: Domain 2 - Managing the Organisation

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

Teaching and Learning: Domain 1 – Learner Outcomes

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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. Pupils use digital technologies to collect evidence and record progress.  |

Leadership and Management: Domain 2 - Managing the Organisation

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| Standard  | Statement (s) |
| Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation.  | The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment. The Board of Management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.  |

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

* The Board of Management is proactive in supporting and developing digital strategy.
* A digital co-ordinator is appointed with the responsibility of leading digital learning in the school.
* The school provides good Wi-Fi access in classrooms.
* Pupils in the school are quite proficient in using digital technology.
* Majority of pupils report enjoying time engaged in digital learning.
* All class teachers report that they are using digital technology daily in their methodologies. Most teachers pick specific tools to help teach literacy and numeracy skills in lessons.
* Some staff members are engaged in a number of digital technology projects.
* Staff members are motivated to gain CPD relating to embedding digital technologies across the curriculum, with some already having done so.
* Funding available to purchase equipment, if needed.
* The school predominately uses digital technology to send information to parents.
* All teachers have access to a Shared Drive on Google on which all relevant documents are uploaded.
* Internet safety sessions are provided to senior pupils on an annual basis. Talks for parents on internet safety are also offered.
* The school has an attractive website that is updated regularly. The school also uses Twitter to share information with the wider community.

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

* Staff need to engage with CPD to facilitate a greater use of digital technologies by pupils.
* Ensure that digital technologies are used in a planned manner and that a constructivist approach is used by teachers in embedding these technologies in teaching, learning and assessment.
* Improve the use of iPads by investing in a set of iPads for each classroom.
* Increase the awareness of different digital tools that can be used to enhance teaching, learning and assessment with a particular focus on content creation tools. Teachers will design activities where these tools can support and enhance pupils learning in different curricular areas.
* Develop a collegial mentoring approach so that teachers can share new knowledge, skills and good practice with one another. We will set up peer support for staff members to increase competence and confidence in embedding digital technologies in teaching, learning and assessment.

# 3. Our Digital Learning Plan

On the next pages we have recorded:

* The **targets** for improvement we have set.
* The **actions** we will implement to achieve this.
* **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**

**Teaching and Learning**

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| DOMAIN: (From Digital Learning Framework): * Learner Outcomes
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| STANDARD(S): (From Digital Learning Framework): * Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum.
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| STATEMENT(S): (From Digital Learning Framework):* Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum.
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| TARGETS: (What do we want to achieve?) * All pupils will experience digital learning activities regularly.
* Pupils will use digital technologies to access and engage with curriculum knowledge and skills in a more constructivist manner.
* Pupils will use digital technologies to consolidate learning in literacy and numeracy, particularly with the introduction of the new Primary School Curriculum.
 |
| ACTIONS(What needs to be done?) | TIMEFRAME(When is it to be done by?) | REMITS(Who is to do it?) | SUCCESS CRITERIA(What are the desired outcomes?) | RESOURCES(What resources are needed?) |
| * A set of iPads and headsets will be made available to each class.
* Teachers will engage in CPD on using digital technologies with a CPD provider.
* Apple Classroom will be set up on iPads to facilitate teachers in organising lessons using iPads.
* Pupils will use digital technology to source information and consolidate learning on a regular basis.
* Teachers will include one digital learning station/element in all numeracy station teaching activities.
* Pupils will engage in coding and computational thinking activities appropriate to their age group.
* **Jun/Sen Infants:** Use of BeeBot activities to support emerging coding ability.
* **1st/2nd Class:** Scratch Jr lessons.
* **3rd/4th Class:** Lego WeDo coding, engineering and teamwork activities.
* **5th/6th Class:** Scratch, Learnit Robitics Workshop.
* Staff will share their experiences using Digital Technologies in their classrooms with each other and engage in peer support where appropriate. A shared collection of digital tools, resources and websites that can be used at different class levels and on a cross curricular basis will be compiled.
 | * December 2023
* April 2024
* June 2024
* June 2024
* June 2025
* June 2025
* June 2026
* Jan 2023 – June 2026
 | * Digital Learning Team
* DT to arrange support – All staff
* Digital Learning Team
* All teachers and pupils.
* All teachers and pupils
* All teacher and pupils
* All teachers and pupils
* All staff
* All staff
 | * Each classroom will be equipped with its own set of iPads and headsets.
* Teachers will feel more knowledgeable and confident to use digital technologies purposefully in their classroom.
* By June 2024, Apple Classroom will have been set up on each iPad and teachers feel confident in using it.
* By June 2024, each teacher will have introduced one digital tool to his/her class that can support their independent learning.
* By June 2025, each teacher will have introduced 2 different digital tools to his/her class and uses them regularly to support teaching and learning in the new Primary Curriculum.
* By June 2025, all pupils will have experienced station teaching activities in numeracy that incorporated one digital learning station / element.
* By June 2026, all pupils will have experienced coding and computational thinking activities in their classes. Evidence of some pupils’ work will be published on the school’s website.
* Sharing good practice at whole staff meetings.
 | * iPads
* Laptops
* Online tools
* BeeBot Kits
* Lego WeDo
* Robotics
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| EVALUATION PROCEDURES:(How are we progressing? Do we need to make adjustments? Have we achieved our targets?) |
| The digital learning plan will be implemented on an on-going basis. Feedback will be obtained at staff meetings.Progress will be reviewed every year and this document will be updated to reflect progress made. Updates on our progress will be made via the school’s website and social media pages.  |

**Digital Learning Action Plan**

**Leadership and Management**

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| DOMAIN: (From Digital Learning Framework): * Domain 1: Leading learning and teaching
* Domain 2: Managing the organisation
* Domain 3: Leading School Development
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| STANDARD(S): (From Digital Learning Framework): * Domain 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.
* Domain 2: Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation.
* Domain 3: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education.
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| STATEMENT(S): (From Digital Learning Framework):* Domain 1: The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice.
* Domain 2: The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.
* Domain 3: The principal and other leaders in the school are informed by national policy and technological developments and see their relevance to the school.
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| TARGETS: (What do we want to achieve?) * To encourage use of digital technologies in planning for classes and notify staff of courses that are available.
* To develop the practice of sharing expertise and experience of use of ICT for teaching and learning among colleagues.
* To equip each classroom with appropriate digital technologies so that they can be used purposefully on a regular basis to develop knowledge, skills and understanding across the curriculum.
* To ensure all digital technology facilities are maintained to a high standard, fit for purpose and updated regularly.
* To comply with policy and developments as set by DES.
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| ACTIONS(What needs to be done?) | TIMEFRAME(When is it to be done by?) | REMITS(Who is to do it?) | SUCCESS CRITERIA(What are the desired outcomes?) | RESOURCES(What resources are needed?) |
| * Professional Development: All staff need guidance on the use of computers and iPads. Regular digital updates are made.
* Upgrade existing Broadband.
* Install projectors in SET rooms that require them.
* Purchase 80 new iPads and headsets for each one.
* All iPads need to be updated with the same settings and Apps.
* IPad Management System needs to be established.
* A screen that’s function will be to deliver information in relation to the school to all visitors needs to be purchased.
* Staff need to give input into digital learning plan.
* Develop a digital learning culture within the school.
* Purchase devices and applications to aid the teaching of coding.
* Professional Development: All staff need instruction on how to introduce coding to children.
 | * Ongoing
* June 2023
* June 2023
* December 2023
* December 2023
* June 2024
* December 2024
* December 2024 and ongoing
* June 2025 and ongoing
* June 2025
* December 2025
 | * Digital Learning Team
* Principal
* All staff
* External IT Support Company
* External IT Company
* DLT
* DLT
* DLT
* DLT
* All staff
* All staff
* DLT
* DLT
* DLT
 | * All teachers are competent using iPads to aid teaching.
* All teachers share information on new websites and apps they find useful in delivering the curriculum.
* The wireless network throughout the school will be much improved.
* By June 2023, all SET rooms that require projectors for their rooms will have them.
* By December 2023, each classroom will be equipped with its own set of iPads.
* By December 2023, each iPad will have the same apps/ features/ settings.
* By June 2024, each iPad will be set up on Apple Classroom.
* A screen that gives information updates in relation to the school is on view at school reception.
* Teachers give feedback on a termly basis on the incorporation of digital learning to the curriculum delivery.
* A vibrant and up to date school website/social media is maintained.

 * By June 2025, the school owns a set of BeeBot and Lego WeDo Kits.
* By December 2025, all staff feel confident to teach coding to their class.
 | * IPads and headsets
* WIFI
* BeeBot Kits
* Lego WeDo
 |
| EVALUATION PROCEDURES:(How are we progressing? Do we need to make adjustments? Have we achieved our targets?) |
| The digital learning plan will be implemented on an on-going basis. Feedback will be obtained at staff meetings.Progress will be reviewed every year and this document will be updated to reflect progress made. An annual audit of all IT equipment will be conducted. Updates on our progress will be made via the school’s website and social media pages.  |

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| **Board of Management Ratification**This policy is hereby ratified by the Board of Management of Scoil Bhríde Primary School.Signed: Nichola Hogan Date: 13th May 2024            Ms. Nichola Hogan (Chairperson BOM) |

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