

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 Bhríde is a co-educational national school under the patronage of the Catholic Bishop of Cloyne. It is located in a rural setting. There is currently a pupil enrolment of 424. There are 24 teachers, 8 of whom work in special education and 6 Inclusion Support Assistants (ISAs). Currently we have a bank of 30 Chromebooks and 26 iPads in the school, 18 of which have been donated by DePuy Synthes (Johnson & Johnson) as part of STEM Academy. We also have a number of iPads and laptops purchased under DES Assistive Technology grants for children with Special Educational Needs. Each teacher has his/her own laptop and there are interactive whiteboards in all mainstream classrooms. Our current School Self-Evaluation focus is the development of Digital Technologies in our school.

1.2 School Vision:

As a school community and as stated in the *Digital Strategy for Schools 2015-2019* we “realise the potential of Digital Technologies (DT) to enhance teaching, learning and assessment so that Ireland’s young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy”. We aim for our learners to use DT to open up new forms of learning and collaboration and to accept ownership of their learning. We also wish to maximise upon the potential of DT to support pupils with special educational needs (SEN) to make learning more accessible for them and we aim to harness this potential in our school moving forward.

As we are living in a digital society, we feel it is important that we also equip our pupils with the skills and knowledge they need to work safely in this environment, as highlighted in our Acceptable Use Policy.

The management will promote a culture of collective, collaborative and reflective practice among staff when using DT. Our teachers aim to take a more facilitative role, providing learner-centred guidance and engaging more frequently in exploratory and team-building activities with learners. As a staff we aim to upskill with CPD in this area so that we can support our pupils to use DT more meaningfully, creating digital content across the curriculum.

As a school community we plan to make better use of the equipment that we have (interactive whiteboards, laptops, iPads and visualisers) and invest in further equipment. We have also formed a Digital Learning team comprising of a range of teachers from each class level, a member of our SET team, the School Self-Evaluation co-ordinator, the DT co-ordinator and the principal.

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.

Pupils are currently using technology to source information, but not to create their own digital content.

2. The focus of this Digital Learning Plan

We chose to focus on pupils using their appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. We will undertake a digital learning evaluation in our school during the period January-February 2019. We will gather evidence using:

- Teacher and pupil questionnaires
- Online Survey Tool
- Checklists and Inventory
- Feedback at staff meetings

2.1 The dimension and domain from the Digital Learning Framework being selected is:

- Teaching and Learning

2.2 The standard and statement from the Digital Learning Framework being selected

Standard	Statement
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.

2.3 This is a summary of our strengths with regard to Digital Learning

- There is an excitement and willingness to embed new Digital Technologies amongst the children and staff in our school
- Pupils currently work on a collaborative basis when using the DT infrastructure in the school
- Some classes use DT as a form of self-assessment
- The use of assistive technology for pupils with Special Educational Needs (SEN) is becoming more frequent
- An engineering company is currently working with 5th and 6th class pupils in STEM Academy
- Teachers are already using DT to support collaborative learning and active learning
- Our staff members are motivated to gain CPD relating to embedding DT across the curriculum
- Training by the PDST for teachers in the safe use of sites and apps has taken place in the school
- Teachers are using DT to design tasks and tests for the purpose of assessment of learning and assessment for learning

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

- More IT infrastructure to be purchased to cater for the increasing enrolment of pupils
- Develop a working timetable for mainstream classes and pupils with SEN to use DT infrastructure
- Ensure that pupils use age-appropriate DT to foster active engagement in attaining appropriate learning outcomes
- Ensure that pupils focus more on creating digital content
- Greater IT support for day-to-day troubleshooting
- Teacher participation in more CPD training is the use of DT
- Encourage the use of DT in the locality and school grounds
- Ensure that all learners are catered for in the appropriate use of DT (visual, auditory and kinaesthetic)

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, **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Actions (What needs to be done?)	Timeframe (When is it to be done for?)	Remits (Who is to do it?)	Success Criteria (What are the desired outcomes?)	Resources (What resources are needed?)	Achieved?
Teachers will engage in CPD on using digital technologies to create content with a CPD provider.	Jan. 2019	Claire O'Riordan (PDST)	By April 2019 each pupil will have.....	Timetable Supervision	Yes
Infant Level (Oral Language) -Children will be able to handle an iPad appropriately and turn it on and off. -Children will be able to open the camera app and take a photo. -Children will present oral reports using photos taken during their Spring walk.	Feb. 2019 Mar. 2019 Apr. 2019	Infant Teachers	-created an oral report using photos taken on iPads	iPads	Ongoing To June 2019
1st/2nd Class Level (Writing/Maths) -Children will use Spark video to create a class narrative story. -Children will use a QR code to access a Maths app	Mar. 2019 Apr. 2019	1 st and 2 nd Class Teachers	-created a class narrative story and accessed a Maths app	iPads Spark Video Copies Oral Lang. programme (Starlight)	Ongoing To June 2019
3rd/4th Class (SESE) -Children will access Mentimeter to assess prior knowledge and to answer questions based on an SESE topic. -Children will take pictures of QR codes to access specific websites on the chosen topic.	Mar. 2019 Apr. 2019	3 rd and 4 th Class Teachers	-used Mentimeter to elicit prior knowledge and QR codes to access websites	iPads Interactive whiteboards Mentimeter QR codes	Ongoing To June 2019
5th/6th Class (SESE) -Children will use apps such as Kahoot to elicit prior knowledge of SESE topic (as part of KWL). -Children will use QR generator in a scaffolded approach to research chosen SESE topic. --Children will use Mentimeter to assess knowledge after a lesson/topic.	Feb. 2019 Mar. 2019 Apr. 2019	5 th and 6 th Class Teachers	-created a digital KWL through Kahoot, QR generator and Mentimeter	iPads Mentimeter Kahoot Classroom Screen QR codes	Ongoing To June 2019
SEN (Oral Language/Writing/Spelling) -Children will use one/two digital resources to develop their writing/oral language or spelling skills	Apr. 2019	SEN Teachers	-used digital technology to do one of the following: Weekly spelling lists, story board, correct typing skills	iPads A+ Spelling Spark Video getepic.com typingclub.com	Ongoing To June 2019

Pupils will regularly share the digital content with their peers and get feedback on it.	Apr. 2019	All teachers	-share digital content when target has been reached	Peers Other classes	Ongoing To June 2019
Staff will share their experiences using DT in their classrooms with each other and engage in peer support where appropriate.	Apr. 2019	All teachers and pupils	-teachers share experiences at staff meeting	Feedback at staff meetings in relation to achievement of targets	Ongoing To June 2019

Evaluation Procedures:

Feedback at staff meetings, Cuntais Míósúla, evidence of pupil work completed using DT, assessment checklist

Log of Progression Steps

Feb. 2019: Teacher surveys sent out; Digital Technology targets set (class level groupings)

Mar. 2019: Analysis of teacher surveys to find strengths and areas of DT to improve;
Inventory of DT infrastructure currently in the school

Apr. 2019: Feedback from DL Team in relation to achievement of targets at various class levels.

May 2019: Feedback at staff meetings on achievement of targets; setting new targets for May and June.