



Scoil Barra Naofa, Monkstown
Our Digital Learning Plan
2018-2023

1. Introduction

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’. As part of our School Self Evaluation (S.S.E.) in 2018, 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 Barra Naofa, founded on 19th February 1872 is a Catholic Primary School of both boys and girls, situated in Monkstown, Co. Cork. In 2018 we have 205 pupils between the ages of 4 and 12 attending the school, from Junior Infants to 6th Class. There are currently 12 teachers – Principal, eight class teachers and 3 Special Education Teachers, and four Special Needs Assistants working in Scoil Barra Naofa.

1.2 School Vision:

General:

Scoil Barra Naofa’s school motto is “I d’óige oscail do mheabhair is bailigh an fhoghlaim leat” (In your youth, open your mind and you will learn). 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. We are committed to providing a learning environment which is free from discrimination, threats, bullying, and harassment for all our staff and students. In a caring and respectful way we will affirm each person’s self-worth and dignity and provide a student-centred education that nurtures the strengths, talents and potential of all.

Vision for Digital Technologies

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in Scoil Barra Naofa is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. 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 and learning 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.

Scoil Barra Naofa recognizes that a wide variety of opinions regarding the value that digital technologies have in education exist in our school community. Some parents and teachers can over value the benefits of the use of digital technologies in learning for children, while others can undervalue it. Our parental survey in 2018 highlighted that some suggest that technology does little beyond distract children from real learning opportunities much of which could better be accomplished by pen and paper and traditional teaching and that digital technologies can detract from time spent socially, from imagining. Equally many 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. In that light, we will strive to maximize the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning in Scoil Barra Naofa, centers on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil's learning experience. We also aim to ensure that our pupils begin to develop a critical appreciation of the role of digital technologies in society and develop habits which reflect an ethical and responsible use of these technologies.

Scoil Barra Naofa aims to integrate digital technologies into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society.

Scoil Barra Naofa 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 sports events such as football matches.

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

- All classrooms have a Promethean Interactive Whiteboard and a Teacher's Laptop with internet access (and access to the network). Each classroom is equipped with speakers / soundbar.
- We have one computer lab with 17 PCs in total, 2 laptops & 1 Promethean IWB.
- A networked digital coloured printer is located in the Computer Room, along with a (non-networked) Black & White photocopier.
- There is a networked black & white Photocopier / printer located in the main office.
- There are 17 iPads in the school
 - 16 are stored in an iPad Trolley, which has charging facilities
 - 1 iPads mini is stored in the office & is for teachers' use.
- Our school library is equipped with 2 laptops.
- We have 3 SEN rooms – each SEN Teacher has their own laptop.
- A number of digital cameras are available in the office.
- A projector and laptop are available for use in the hall. A soundbar is available for use in the school hall also.
- A number of SEN students use laptops or i-Pads to support their learning.
- The school broadband is comprised of a combination of wired and wireless service. The school is receiving approx **10Mb** broadband, through the Schools Broadband Programme. Ripplecom are our current provider and we are under 3 year contract due to a custom install required in March 2018.
- We have a school website (hosted by Letshost.ie, updated using Word Press by staff and managed by JamJo), Facebook & Twitter Pages that are regularly updated by staff. The school use “Aladdin” software to contact parents by text or email.
- We currently use “Aladdin” to record student data, attendance and assessment results.
- Payments are received electronically via Aladdin ePayments system (September 2018) and are made electronically using iBB.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period January 2018 to December 2018. We evaluated our progress using the following sources of evidence:

- Digital Learning Cluster Group Formed Focus group of teachers established to work on developing our digital learning plan. The DL Team group includes Ciara Ní Bhuaigh (Principal), Geraldine Kelly (Class Teacher) and Diarmuid Murphy (Special Education Teacher). The group is supported by Tony McKeown of McKeown IT – IT support provider to the school. Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Plan.
- Teacher Digital Learning Survey Online digital survey was carried out among the staff. The main areas of focus were:
 - Reflection on learning, teaching and assessment practices
 - The use of digital technologies in the classroom
 - Professional collaborative review
- Parents Digital Learning Survey online survey was carried out to elicit the views of parents on the use of digital technologies in the classroom, access to digital technologies internet at home and reflect, where possible on their children’s digital learning experiences.
- 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 classroom, their access to internet at home and to reflect on their digital learning experiences.

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

Dimension Teaching and Learning

Domain 1: Learner Outcomes

Domain 2: Learner Experience

Domain 3: Teachers’ Individual Practice

Domain 4: Teachers’ Collective/Collaborative Practice

Dimension Leadership and Management

Domain 1: Leading Learning and Teaching

Domain 2: Managing the Organisation

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

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

Standard	Statement(s)
<p><u>Domain 1: Learner Outcomes</u> Standard 1: Students enjoy their learning are motivated to learn and expect to achieve as learners</p>	<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p>
<p><u>Domain 1: Learner Outcomes</u> Standard 2: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p>	<p>Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.</p> <p>Students understand the potential risks and threats in digital environments</p>
<p><u>Domain 2: Learner Experience</u> Standard 1: Students engage purposefully in meaningful learning activities</p>	<p>Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.</p>
<p><u>Domain 3: Teachers' Individual Practice</u> Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p>	<p>Teachers use a range of digital technologies to design learning and assessment activities for their students</p>
<p><u>Domain 3: Teachers' Individual Practice</u> Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress student learning</p>	<p>Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.</p>
<p><u>Domain 4: Teachers' Collective/ Collaborative Practice</u> Standard 1: Teachers value and engage in professional development and professional collaboration</p>	<p>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 students.</p>

Standard (Leadership & Management)	Statement(s)
<p>Domain 1: Leading Learning and Teaching Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching & assessment</p>	<p>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.</p>
<p>Domain 1: Leading Learning and Teaching Standard 2: Foster a commitment to inclusion, equality of opportunity and the holistic development of each student</p>	<p>The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.</p>
<p>Domain 2: Managing the Organisation Standard 1: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication</p>	<p>The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.</p>
<p>Domain 2: Managing the Organisation Standard 2: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>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.</p>
<p>Domain 3: Leading School Development Standard 4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p>	<p>The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.</p>
<p>Domain 4: Developing Leadership Capacity Standard 2: Empower staff to take on and carry out leadership roles</p>	<p>The principal and other leaders in the school encourage teachers to take on leadership roles and to lead the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities. They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment.</p>

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

- Teachers survey indicate a good understanding of what digital learning and digital technologies are.
- 87.5% of teachers are happy with the digital technologies available for use in the school.
- 63% of teachers report using digital technologies to enhance learning on a daily basis.
- 100% of staff & 89.9% of parent respondents feel that Scoil Barra Naofa is “the same as” or “ahead of” most schools in relation to digital learning.
- Majority of pupils report enjoying time engaged in digital learning – specifically research and project work.
- Level of IT support from IT support provider.

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

- **iPads Management:** We will aim to improve the management of iPads by investigating & investing in a Management system for current iPads. Staff to draw up a whole school approach / policy & procedures in relation to iPads to maximise the use
- **Staff Collaboration:** Currently 12.5 % collaborate to share their knowledge or expertise in the use of digital technologies in the classroom with colleagues on a daily or weekly basis. We will aim to increase this once we implement our Digital Action Plan.
- **Curriculum:** We will aim to incorporate digital technologies more into our teaching, initially into the core subjects are of Numeracy. Aim to (regularly) identify Numeracy digital technologies (apps, websites, software) that support teaching & learning & communicate those deemed as valuable to the with school community. Aim to introduce valuable digital learning elements into to school wide programmes such as Station Teaching, Problem Solving Programme, Peer Tutoring (Buddy programme).
- **Broadband & Infrastructure:** We will aim to liaise with the Schools Broadband desk to ensure maximum speeds available to us are being reached. Will also liaise with IT support to improve our wireless network to which devices such as iPads connect.
- **CPD:** 25% of staff have indicated that they are not confident when it comes to use of new digital technologies. We will aim to identify areas in which to provide CPD that would support these and all staff, to maximise the digital learning experiences for pupils.

3. Our Digital Learning plan

On the next pages we have recorded:

- The **targets** for improvement we have set
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**

- The **actions** we will implement to achieve these
- How we will measure **progress** and check **outcomes** (criteria for success)

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

Digital Learning Action Plan (Teaching & Learning)

Domains 1 & 2: Learner Outcomes & Learner Experience

STANDARD(S):

- Students enjoy their learning are motivated to learn and expect to achieve as learners.
- Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships
- Students engage purposefully in meaningful learning activities

STATEMENT(S):

- Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.
- Students understand the potential risks and threats in digital environments
- Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation

TARGETS: (What do we want to achieve?)

- Digital technologies to be used by pupils specifically during Literacy and Numeracy lesson to consolidate learning.
- Digital safety module to be completed with all class groups during the school year.

ACTIONS <small>(What needs to be done?)</small>	TIMEFRAME <small>(When is it to be done by?)</small>	PERSONS / GROUPS RESPONSIBLE <small>(Who is to do it?)</small>	CRITERIA FOR SUCCESS <small>(What are the desired outcomes?)</small>	RESOURCES <small>(What resources are needed?)</small>
<ul style="list-style-type: none"> • To expand the use digital technologies in delivering the curriculum and ensure that all students experience digital learning activities regularly. 	<ul style="list-style-type: none"> • September 2018 – June 2019 	<ul style="list-style-type: none"> • All teachers 	Numeracy <ul style="list-style-type: none"> • Pupils to consolidate learning using activities such as websites, software and apps. • Every half term staff will identify 1 new Numeracy App, software per class band (Jnrs/Snrs; 1st/2nd etc) to support pupils learning. 	Computer access Internet access iPads Relevant Apps for iPads

			<ul style="list-style-type: none"> • The above to be communicated to parents via school newsletter & website. • Numeracy Station Teaching Programme will have incorporated one digital learning station/element • Digital learning element introduced to SBN Problem Solving Programme. • Peer Tutoring: Buddy Programme to incorporate digital learning element, as appropriate. 	
<ul style="list-style-type: none"> • Digital safety module completed; January to become internet safety month 	<ul style="list-style-type: none"> • January 2018 & annually each January 	<ul style="list-style-type: none"> • ISM Team to arrange external experts to deliver seminars to parents, pupils and staff every second year • Class Teachers 	All students will have been taught a module on internet safety and risks.	Internet safety class resources Webwise.ie

EVALUATION PROCEDURES:

(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in September 2018.

An increase in staff and student use of digital technologies within Literacy and Numeracy lessons will indicate an achievement of targets.

Digital Learning Action Plan (Teaching & Learning)

Domains 3 & 4 : Teachers' Individual Practice & Teachers' Collective/ Collaborative Practice

STANDARD(S):

- The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.
- The teacher selects and uses planning, preparation and assessment practices that progress student learning.
- Teachers value and engage in professional development and professional collaboration.

STATEMENT(S):

- Teachers use a range of digital technologies to design learning and assessment activities for their students.
- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
- 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 students.

TARGETS: (What do we want to achieve?)

- To ensure all staff are both competent and confident to use new digital technologies in the classroom as part of their teaching.

ACTIONS <small>(What needs to be done?)</small>	TIMEFRAME <small>(When is it to be done by?)</small>	PERSONS / GROUPS RESPONSIBLE <small>(Who is to do it?)</small>	CRITERIA FOR SUCCESS <small>(What are the desired outcomes?)</small>	RESOURCES <small>(What resources are needed?)</small>
Identify relevant DIGITAL TECHNOLOGIES courses for continuing professional development. Identify external experts for CPD in specific areas as identified by staff	Ongoing	Digital Learning Team Principal	An increase in the number of teachers who are confident to use DIGITAL TECHNOLOGIES in their everyday teaching by 5%	Computers, Projectors iPad WIFI

Teachers to engage in regular collaboration and team planning in relation to digital technologies	Ongoing	All staff	Teachers to meet in groups (Senior Class teacher, Junior Class teachers, SEN teachers) on monthly basis, to share information and discuss planning re: digital learning and technologies
Teachers to get involved in peer training to increase the IT proficiency and confidence among their colleagues.	Ongoing	Volunteer teachers willing share expertise	Teachers will increase the use of digital learning in the classroom and will identify class appropriate activities and integrate them into their teaching.
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Ongoing	Digital Planning Team Principal All Staff	Teachers share information on new websites they find to be of particular use in delivering the curriculum.
Staff input into digital learning plan.	Ongoing	All Staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.

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. Progress will be reviewed every year and this document will be updated to reflect progress made.

Digital Learning Action Plan (Leadership & Management)

Domains 1 & 4: Leading Learning & Teaching & Developing Leadership capacity

STANDARD(S):

- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
- Foster a commitment to inclusion, equality of opportunity and the holistic development of each student
- Empower staff to take on and carry out leadership roles

STATEMENT(S):

- 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.
- The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.
- The principal and other leaders in the school encourage teachers to take on leadership roles and to lead the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities.
- They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment

TARGETS: (What do we want to achieve?)

- To encourage use of DIGITAL TECHNOLOGIES in planning for classes, notify staff of courses that are available and provide access to IT for students within the school.
- To develop a practice of sharing expertise and experience of use of IT for teaching & learning amongst colleagues.

ACTIONS <small>(What needs to be done?)</small>	TIMEFRAME <small>(When is it to be done by?)</small>	PERSONS / GROUPS RESPONSIBLE <small>(Who is to do it?)</small>	CRITERIA FOR SUCCESS <small>(What are the desired outcomes?)</small>	RESOURCES <small>(What resources are needed?)</small>
Professional Development: All staff competent in the use of computers & projectors, Aladdin, GSuite & iPads	Ongoing	Digital Learning Team Principal	All teachers capable of using digital technologies for teaching and admin (attendance, results, reports etc.). All teachers using their laptop and projector etc every day.	Computers, Projectors iPads WIFI

Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Ongoing	All staff Digital Learning Team External Tutors	All teachers aware of new resources and hardware in the school and that teachers share information on new websites they find to be of particular use in delivering the curriculum	
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EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

Online digital learning survey will be carried out among staff and results compared with baseline data from surveys carried in September 2018. An increase in staff and student use of digital learning within school will indicate an achievement of targets.

Digital Learning Action Plan (Leadership & Management)

Domains 2 &3: Managing the Organisation & Leading School Development

STANDARD(S):

- Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.
- Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.
- Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

STATEMENT(S):

- The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.
- 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.
- The principal and other leaders in the school are informed by national policy and technological developments and see their relevance to the school.

TARGETS: (What do we want to achieve?)

- To ensure all DIGITAL TECHNOLOGIES facilities are maintained to a high standard and are fit for purpose and updated within resources.
- To comply with policy and developments as set by DES

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?)
Upgrade existing Broadband and digital technologies equipment.	Ongoing (Summer 2018)	Digital Learning Team Principal External IT Support Company	Improve wireless network throughout the school and update any digital technology hardware as required.	

iPad Management System	Term 1: September 2018- Dec 2018	Principal Digital Learning Team External IT Support Company	Management System for all iPads in the school, to ensure that each device has same apps / features / settings	Computers, Projectors iPads WIFI iPads
Develop a digital learning culture within the school.	Ongoing	All staff Principal ISM Team (Deputy Principal) School Secretary	Maintain a vibrant and up to date website / social media. Use of digital technologies in administration and communication e.g.– Aladdin, ePayment, iBB, Email & Text Communication	
Develop a digital learning plan and develop a culture moving focus in DIGITAL TECHNOLOGIES from equipment and basic skills to a culture of digital learning integration.	Ongoing	All Staff Digital Learning Team	Creation of and implementation of a digital learning plan. Updated Digital Learning Policy & Acceptable use policy for internet access & Digital Technologies Use. Digital learning update on the agenda at each staff meeting.	
Staff input into digital learning plan.	Ongoing	All Staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.	

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.

Elements of the Action Plan and some targets will be reviewed or added to on a half-termly / termly basis. New targets will be added as appropriate.

Overall progress will be reviewed at the end of each every year and this document will be updated to reflect progress made.