

Our Digital Learning Plan 2020-2021/2021-2022

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and actions we will implement to meet the targets.

1.1 School Details:

- St Peter's NS, Dungourney, Co. Cork

1.2 School Vision:

Using the Digital Learning Framework as our guide, we hope to:

- embed digital technologies into our practice
- create a shared vision for technology
- facilitate a whole-school approach
- facilitate teaching and learning from alternative locations, i.e. from home
- ensure high-level pupil engagement
- engage children as thinkers, active learners and knowledge constructors
- provide access to online learning platforms where appropriate

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

- Our school uses interactive whiteboards in the delivery of all curricular areas.
- Teachers have access to approximately 15 iPads.
- iPads are used in whole-class and station teaching settings across the class levels.
- Our school has a proud tradition of film-making and animation and has won a number of national awards.
- The school has incorporated SeeSaw online learning platform into its remote teaching and learning practice.
- The school has incorporated Zoom meetings for a more interactive approach to remote teaching and learning.

2. The Focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *January to June 2019*. We evaluated our progress using the following sources of evidence:

- Teacher questionnaire
- Staff discussions
- Evaluation of equipment
- Attendance at Digital Learning Seminar
- Research on Best Practice
- Exploring the Digital Strategies for Schools

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

- Teaching and Learning
- *D2 - Learner Experiences*
- *D4 - Teachers' Collective/Collaborative Practices*
- *D1 - Learner Outcomes*

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

Standard	Statement(s) - Highly Effective Practice
(d) Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning.	Pupils apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.
(a) Teachers value and engage in professional development and professional collaboration.	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.
(a) Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate dig. tech. to foster their active, creative & critical engagement in attaining challenging learning outcomes. Pupils use dig. tech. to collect evidence, record progress, evaluate and reflect & to create new solutions and/or products.

2.3. This is a summary of our strengths with regards Digital Learning

- Openness to embedding new technologies in our practice
- A willingness to learn among the staff
- A number of staff members are very comfortable in using Digital Technologies to support writing development
- Positive attitudes to digital technologies by staff
- Positive feedback regarding online teaching and learning platforms has been received from pupils, parents and staff.
- Regular interactive practice with the digital technology platforms develop technology skills of the learning facilitator.
- Occasional/regular digital interactive platforms reincorporate the social and inclusive aspects of the classroom.

2.4 This is what we are going to focus on to improve our Digital Learning practice further

- Embedding of 2 applications in our practice next school year:
 - Book Creator
 - Puppet Pals
- Introducing a number of new learning platforms, used by both teachers and pupils:
 - SeeSaw
 - Zoom
- Teachers have also started developing instructional videos for pupils using a range of software:
 - Screen-cast-omatic
 - Loom
 - Movavi
- These apps will be used in all classes from infant to 6th class.
 - Book Creator - Between September and February
 - Puppet Pals- Between February and June

These apps were not introduced to all classes by the deadlines due to COVID-19 ...
Therefore, they can be reintroduced or new apps can be introduced.

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

DOMAIN: (From Digital Learning Framework)

I - Learner Outcomes

II - Learner Experiences

IV - Teachers' Collaborative/Collective Practice

STANDARD(S): (From Digital Learning Framework)

D1(a) - (See Above)

D2(d) - (See Above)

D4(a) - (See Above)

STATEMENT(S): (From Digital Learning Framework)

<p>encourage staff members to share expertise.</p> <ul style="list-style-type: none"> • Highlight potential in-school CPD support (e.g. modelling or professional conversations). • Explore the potential of software during periods when school is open (e.g. Zoom Author Visits and Zoom Assembly). 			<ul style="list-style-type: none"> • The class, groups of children or individuals producing videos, recording voice messages and taking photos and uploading online to learning platforms. 	
<ul style="list-style-type: none"> • Improve the accessibility of equipment for staff members through the development of an equipment maintenance protocol. • Reorganise the apps on the iPads to make them accessible to staff and pupils. • Present the Digital Learning Plan to staff. • Provide CPD input on the apps (i.e. Book Creator and Puppet Pals) and an overview of other useful apps. 	<ul style="list-style-type: none"> • June 2021 • September 2021 	<ul style="list-style-type: none"> • DLF Team • DLF Team 	<ul style="list-style-type: none"> • Development and distribution of the document leading to familiarity and lack of accessibility issues (e.g. charging). • Familiarity with the DLF Plan. • Understanding the DLF Process. • Increase the awareness of apps. 	<ul style="list-style-type: none"> • iPad app Book Creator • iPad app PuppetPals

<ul style="list-style-type: none"> ● Highlight potential in-school CPD support (e.g. modelling or professional conversations). ● Embed Book Creator in Genre Writing Instruction. ● Embed Puppet Pals in Oral Language Instruction. 	<ul style="list-style-type: none"> ● February 2022 ● June 2022 	<ul style="list-style-type: none"> ● DLF Team and Staff ● DLF Team and Staff 	<ul style="list-style-type: none"> ● Encouragement of teachers to avail on in-school support. ● The class, groups or individuals produce completed books. ● The class, groups of children or individuals produce oral language scenarios. 	
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EVALUATION PROCEDURES:

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

- Regular interactions between the DLF Team and staff members to ensure that the apps remain a regular part of teaching and learning in and around the school.
- Put the DLF Plan on the agenda at Croke Park sessions.
- One specific section of a staff meeting in November set aside to discuss how Book Creator is being used in the classrooms and potential developments of the plan.
- Review the books created on Book Creator and staff and child attitudes towards its use in lessons.
- Check in at staff meeting in April on the use of Puppet Pals.
- Review of learner experiences, learner outcomes, teacher individual practices and teachers' collective/collaborative practices.

Digital Learning Framework Team, June 2019. January 2021.