# **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 for the school year 2020-2021.

**1.1 School Details:**

* Scoil Ursula is a large mixed gender urban school. There is a good culture and history of use of Digital Technologies in the school. Each classroom is equipped with a projector and teacher laptop. There are also 30 general use Ipads, 2 ipads allocated to pupils with SEN, 10 google nexus tablet devices and 2 laptops allocated to pupils with SEN. In addition there is a computer room in the school with 20 desktop computers, 15 chrome books and two laptops. 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. We upgraded to business wifi - Ubiquiti in October ‘19. There are 14 access points spread throughout the school. We have 10 Lego We Do kits and 12 Bee Bots.

**1.2 School Vision:**

* Scoil Ursula views digital learning as an essential component of modern life and an innovative, motivational and interactive tool for enhancing teaching, learning and assessment. Best practice in digital learning needs a well resourced, knowledgeable and skilled staff to ensure a move towards learning that is child-centred, self-directed and creative. Management are committed to building upon the excellent knowledge, skills and values of our staff as well as providing the best resources in the best environment possible.
* We believe digital technologies can enable us to work collaboratively as a staff and as teachers and learners. It also enhances our ability to communicate effectively with parents. The children in our school are engaged, creative thinkers and we want to harness those qualities in how we use digital technologies to improve teaching, learning and assessment. Children with special educational needs already benefit from the use of more personalised, interactive and engaged learning using digital technologies. This is something we hope to build upon for all the pupils in our school.
* Scoil Ursula 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.

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

* 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, blogging, coding, internet research, digital audio recordings and publishers online content. Year one of the two year SSE process for the Digital Learning Framework was successful. Teachers gained new skills and we purchased more equipment. In year two we hope to consolidate learning and embed good practices into the teaching and learning process.
* Staff and management use digital technology tools for administration, planning, sharing of resources and as a communication tool.

**1.4 Our Digital Learning Team (DLT)**

The Principal and ICT Co-ordinator surveyed the staff to ascertain who would be interested in becoming a member of the school’s DLT. Last year the Digital Learning Team consisted of 7 teachers, spread throughout the school. This year we have a smaller focus group. The group will continue to support the staff with regard to the Action Plan. They will also meet twice a term to share ideas and co-ordinate how best to support the staff. These teachers will, where appropriate, Demonstrate how to effectively use digital technologies in the classroom and or engage in team teaching where needed (Lego We Do). They meet at the begin to review the plan in June 2020.

Members of the Digital Learning Team: Tony Gallagher (Principal), Lorna Mc Hugh (Digital Learning Co-ordinator), Stacey Wall (3rd & 4th), Stephanie Barrett (5th & 6th), Ashleen Collery SEN.

**2. The focus of the Digital Learning Plan**

We undertook a digital learning evaluation in our school during the period *September 2018* to *October 2018*. This process informed the two year plan. We evaluated our progress using the following sources of evidence:

* Teacher Survey
* Teacher Focus Groups

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

* Teaching and Learning Dimension
* Teacher’s Individual Practice Domain

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

| **Standard** | **Statement(s)** |
| --- | --- |
| The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils’ learning needs | * Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities.
* Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils’ literacy and numeracy skills across the curriculum.
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**2.3. These are a summary of our strengths with regards digital learning**

* Most of the teachers are aware of and use a range of digital technologies when teaching pupils
* Most teachers change their teaching strategies depending on the digital technologies in use in a lesson
* Most teachers pick specific digital tools to help teach literacy and numeracy skills in lessons
* All teachers were inspired and motivated by the SSE process. They saw how pupils benefit from appropriate use of digital technologies. They are energetic and positive.

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

* Ensure that digital technologies are used in a planned manner and that a constructivist approach is used by teachers in embedding them in teaching, learning and assessment
* 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
* Develop a collegial mentoring approach so that teachers can share new knowledge, skills and good practice with one another

**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: Teachers’ Individual Practice |
| --- |
| STANDARD: The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils’ learning needs |
| STATEMENT(S): * Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities.
* Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils’ literacy and numeracy skills across the curriculum.
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| Targets: Pupils will use digital technologies to access and engage with curriculum knowledge, skills and attitudes in a more constructivist manner. Teachers will share good practice, digital tools and websites useful for using digital technologies to support teaching, learning and assessment.  |
| 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?) |
| * Staff will engage with CPD in a number of key areas including:
	+ Content Creation Tools
	+ Coding, Symbaloo, Pixabay
	+ Lego We Do and Bee Bots
	+ GSuite & Teacher Collaboration Tools
	+ Seesaw digital portfolios (Jan 2020)
* Pupils will create digital content at least once a term
	+ **Jun/Sen Infants:** Adobe Spark videos based on a theme: connected to Aistear
	+ **1st/ 2nd Class:** Adobe Spark videos to present learning.
	+ **3rd/ 4th Class:** Adobe Spark / book creator to present learning on a curricular topic
	+ **5th/ 6th Class:** Present learning using Adobe Spark /book creator on a curricular theme
* Pupils will engage in coding and computational thinking activities appropriate to their age group.
	+ **Jun/ Sen Infants:** Box Island on the i-pads, bee bots.
	+ **1st/ 2nd Class:** coding activities on code.org, bee bots
	+ 3**rd/ 4th Class**: coding activities: Code.org, bee bots
	+ **5th/6th Class:** coding activities, Bebras Challenges, Code.org course & Scratch Lessons Lego We Do.
* Video clips of above these activities and shared lesson plans and ideas will be shared on Google Drive /Photo once per term
* Teacher will create a video on a digital tool of their choice once per term and share with the whole staff
* Teachers will compile a bank of digital tools and bookmarks categorised by class level and subject area
 | * June 2019
* June 2020
* Feb 2019
* June 2020
* May 2019
* June 2020
* Jan 2020
* April 2020

 * June 2020
 | * Staff & PDST Advisor
* All Staff
* All Staff
* All Staff
* DL Team Members
* All Staff
 | * Staff will all have successfully engaged with a programme of CPD:

**Review**: Achieved on two occasions in ‘18-’19. PDST trainer came to the school. More planned for Jan 2020.Teachers found it very useful.The Co-ordinator and Principal went on a Digital Framework training day in Nov. 18 and in Nov ‘19**Review:** Achieved June ‘21: All teachers were trained up on Seesaw, Screencastomatic, visualizers, Zoom. All teachers successfully used these tools to deliver a home learning programme.2nd to 6th teachers were given a demonstration lesson on Lego Wi Do.* Evidence of some pupils’ work.

**Review**: Adobe Spark was a big success. All classes from senior Infants to 6th tried it out a few times and some teachers used it even more frequently. It took awhile to find the best way to publish the videos. Some teachers put links to the videos on class blogs. Some teachers used: scoil.ursula@gmail account.Other teachers signed up for their own account to keep their videos in one place. Making the videos is very doable. We need to streamline this process of sharing /organising the videos: ‘19-’20 using seesaw.Sixth class complied a Spark video with photos from baby to sixth.One teacher explored the green screen app to make a video of the football team for the final.We will focus on Book creator in Jan 2020. * By the end of May 2019 all pupils will have experienced coding and computational thinking activities in their classes on a regular basis.

**Review**: June ‘19: Junior Infants - 1st class tried out Box Island and Bee Bots. Senior Infants used the Bee Bots daily as a station for play time. Senior Infants - 6th engaged with coding hour of code event and other code.org activities very frequently (weekly) Some teachers also did Scratch. 4th and 6th trialled the Lego We Do Kits. 3rd - 6th will use the Lego We Do Kits in ‘19-’20. **Review:** June ‘20: 2nd -6th class have used the Lego Wi Do kits. Some classes used them weekly over the course of a month.**Review:** June ‘21. 2nd - 6th have used the Lego Wi Do Kits but only once this year due to Covid Restrictions on sharing items. Junior and Senior Infants used Bee Bots regularly.* A bank of good practice videos & resources will be stored in shared folders in Google Drive

**Review:** June ‘21: Bank of Lamh videos are on the shared Drive. Teachers created multiple teaching video and uploaded them to Seesaw daily. Teachers shared knowledge about how to use Digital tools and shared videos found on You Tube. * Teachers will compile a shared collection of digital tools, resources and websites that can be used at different class levels and on a cross curricular basis.

**Review:** Teachers added lists of resources, websites and apps to their teaching notes during home learning. Teachers shared these resources with their co-worker at their class level.  | * More ipads, laptops, business wifi, chrome books.
* Adobe Spark Video
* Seesaw app
* School Google Drive

Purchased: May ‘19* Lego We Do kits
* BeeBot Kits
* 6 chrome books

Purchased: Sep ‘19* 6 teacher laptops
* 15 i-pads
* Apple TV
* Apple Management Software
* Zulu Desk
* Storage box for 15 i-pads
* 1 new projector.
* Ubiquiti business wifi system
* 300 euro spent on good quality apps.
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| **Evaluation Procedures**: Cuntais Miosúila, Discussion at each Staff Meeting, Regular updates on Staff What’s App or Aladdin. Updates in each school newsletter for parents. Grid detailing the various digital learning activities that the various classes engaged in over the year to be filled out at the end of each school year. Some of the practices were quite new and so teachers were becoming familiar with them. In year two teachers and pupils will increase the frequency of engagement with Adobe Spark, Book Creator, Lego We Do.**June ‘21:** the focus changed to deliver home learning effectively using technology to facilitate access to the curriculum.Extra engagement which is not represented on the evaluation grid. Devices were given to any pupils that needed one to access home learning. 17 new IWBs, 8 new ipads and 4 new chromebooks were purchased. 2 ipads were allocated to SEN pupils by the department.* Senior Classes also created quizzes on Kahoot.
* Fifth class used FX Guru to create animations of zoo / predator animals in English.
* Photos were taken of pupils and printed for projects / displays.
* Ms Wall created an Adobe Spark Video to showcase the school, using Drone footage of pupils doing the Jerusulema Dance and other pieces of footage.
* Ms Wall created a very detailed 6th slide show for their graduation.
* 3rd class did green screen videos.
* Junior Infant teachers used green screen technology for teaching.
* First class hosted a live stream on You Tube of eggs hatching.
* First class shared videos of tadpoles.
* Class teachers used visualizers, Screencastomatic, zoom and apple pencils for home learning. 6th class had Zoom sessions for Music Generation and Drama workshops. Microphones and webcams were bought and used to enhance the audio visual aspects of the workshops.
* 4th class had a Zoom Mindfulness Workshops in conjunction with the Library.
* There was a whole school assembly on Zoom at Christmas.
* Zoom sessions for Buddy reading between 5th and Senior Infants (one pupil in each room on the screen at a time.
* A technology hub set up in each second class with desktops and laptops for typing and research.
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