

St. John the Baptist Boys NS

Our Digital Learning Plan

2020-2025

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. 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'. 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:

St. John the Baptist Boys' National School is located in Pennywell, Garryowen, Limerick. We are an all-boys DEIS Band 1 senior school from 2nd Class to 6th Class. In 2020, there were 32 children enrolled. There are currently 5 teachers - 2 class teachers, 3 special education teachers and 4 special needs assistants. The school derives its population from the Garryowen community in Limerick.

1.2 School Vision:

The overall objectives of St. John the Baptist Boys' National School are to provide the best possible intellectual and emotional education for our boys, to foster within them a spirit of co-operation, a respect for each other and for their teachers, while enabling each and every pupil to fulfill his potential and cultivate an appreciation for lifelong learning.

- **Vision for Digital Technologies**

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in our school is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. Therefore Digital Learning 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. Our school 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. 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. In that light, we will strive to maximize the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning our school 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. We aim 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. Our school 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 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:

- We have good school broadband and recently got WiFi installed around the school building.
- All class teachers and SETs have an interactive whiteboard or smart panel in their classroom and a laptop with internet access.
- Each classroom is equipped with speakers.
- We have one computer lab with 8 refurbished desktop computers which have internet access.
- We have two networked coloured photocopiers on each floor of which all teachers have access to.
- We use the basic function of the Aladdin system – recording attendance, assessment results and the noticeboard. It is sometimes used to contact parents/guardians.
- Some Special Education Teachers have access to a desktop computer within their classroom to aid with individual teaching and learning.
- Our school website is currently undergoing an update and a Facebook page is regularly updated by some staff members.
- G-Suite is available for all staff members. Each staff member has a dedicated school email address.
- We have a dedicated IT service provider, Bluescope Technologies, which provide us with IT support when required.
- The school has recently been Wifi enabled.
- Copymoore provide and service 2 colour photocopiers, one upstairs and one downstairs.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school. We evaluated our progress using the following sources of evidence:

- Staff strengths in using ICT for teaching and learning
 - Confidence in using Microsoft Office and Google
 - Confidence in using basic computer skills
- Reflecting on what areas of ICT staff would like to improve
 - Use of school related websites such as Aladdin and Seesaw
 - Pinpointing good, relevant educational websites for use in class
 - In-class use of general ICT uses such as downloading and assessment
- Current uses of ICT within the classroom environment
 - YouTube
 - Google and G-Suite
 - Interactive whiteboard

- Educational programmes – Grow in Love, Starlight
- General planning
- Development of ICT within the school throughout the 5-year plan
 - Independent use of ICT by children for learning
 - Integration of appropriate educational apps and websites in class to promote teaching and learning
 - Use of ICT for homework completion and submission
 - Education of general computer skills for all children
 - Upgrade of ICT infrastructure throughout the school for both teachers and students

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 (Teaching and Learning)	Statement(s)
<p>Domain 1: Learner Outcomes Standard 1: Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</p>	<p>Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p>
<p>Domain 2: Learner Experiences Standard 1: Pupils engage purposefully in meaningful learning activities</p>	<p>Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.</p>
<p>Domain 3: Teachers' Individual Practice Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p>	<p>Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.</p>
<p>Domain 3: Teachers' Individual Practice Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning</p>	<p>Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.</p> <p>Teachers use a range of digital technologies to support assessment of learning and assessment for learning.</p>
<p>Domain 4: Teachers' Collective/Collaborative Practice Standard 1: Teachers value and engage in professional development and professional collaboration</p>	<p>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.</p> <p>Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.</p>

Standard (Leadership and Management)	Statement(s)
<p>Domain 1: Leading Learning and Teaching Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and 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>The principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digital technologies, and lead the development of effective policies and practices to support technology integration.</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 2: Managing the Organisation Standard 4: Develop and implement a system to promote professional responsibility and accountability</p>	<p>The principal and other leaders in the school ensure that the effective use of digital technologies for learning, teaching and assessment is included in teachers' review of their own practice.</p>
<p>Domain 3: Leading School Development</p>	<p>The school has an explicit communication strategy in place, which identifies and uses websites</p>

<p>Standard 2: Build and maintain relationships with parents, with other schools, and with the wider community</p>	<p>and social networks, to communicate effectively with the whole school community.</p> <p>The principal and other leaders in the school use digital technologies to enhance organisational communication with learners, parents and third parties making administrative procedures more transparent and accessible.</p> <p>They are committed to collaboration and knowledge exchange through partnerships with other schools, external organisations, industry and the wider community, facilitated and sustained as appropriate using digital technologies.</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.</p> <p>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> <p>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>
<p>Domain 4: Developing Leadership Capacity Standard 3: Promote and facilitate the development of pupil voice and pupil leadership</p>	<p>The principal and other leaders in the school value pupils' views, and support pupils' involvement in how digital technologies are being used to support their learning.</p>

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

- All staff have stated that they have confidence in using basic computer skills and software including Microsoft Office.
- All teaching staff have reported using digital technologies to improve teaching and learning in their classroom.
- All staff have noted that they would like to enable their students to have more contact time with digital technologies.
- Pupils are enthusiastic about digital technologies.
- Staff are motivated to collaborate together to make a bank of online, useful, interactive websites that would be relevant to teaching and learning.

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

- **Independent digital learning:** Staff are focused on improving children's independent contact time with digital technologies. In particular, staff would be interested in growing children's knowledge in basic computer and typing skills along with utilising remote learning tools such as Seesaw.
- **Staff Collaboration:** We aim to increase digital collaboration by working together to create a bank of useful educational websites. We would also aim to use G-Drive and Aladdin to collaborate on school related items.
- **Digital Infrastructure:** We would aim to maintain our current ICT infrastructure within the school. We would also aim to develop and invest in new ICT in time which would promote teaching and learning as a whole group and for individuals.
- **Curriculum:** We aim to integrate and utilise appropriate educational applications and programmes in class to promote teaching and learning and to assist in differentiation. We also aim to introduce valuable digital learning elements into the school wide programmes such as station teaching.
- **CPD:** Staff have noted that they are not confident in certain areas of digital technologies. It is recommended that certain aspects of digital technologies be identified for relevant CPD to be completed in yearly.

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 (Teaching & Learning)

Domain 1 and 2: Learning Outcomes and Learner Experiences

STANDARD(S):

- Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
- Pupils engage purposefully in meaningful learning activities

STATEMENT(S):

- Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- Pupils 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 or Literacy and Numeracy lessons to consolidate learning.
- Digital safety module to be completed with all class groups during the school year.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
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		(Who is to do it?)	(What are the desired outcomes?)	(What resources are needed?)
<ul style="list-style-type: none"> To expand the use of digital technologies in delivering the curriculum and to ensure that all students experience digital learning activities regularly 	<ul style="list-style-type: none"> September 2021 – June 2022 	<ul style="list-style-type: none"> All teachers 	<p>Numeracy</p> <ul style="list-style-type: none"> Pupils to consolidate learning using activities such as websites, software and apps. Every half term staff will identify one new Numeracy digital technology per class band to support pupils learning. The above to be communicated to parents via website and Facebook page. Numeracy Station Teaching Programme will have incorporated one digital learning station/element Peer Tutoring: Buddy Programme to incorporate digital learning element, as appropriate. 	<ul style="list-style-type: none"> Computer access Internet access
<ul style="list-style-type: none"> Digital safety module to be completed; February to become internet safety month to 	<ul style="list-style-type: none"> February 2022 and annually each February 	<ul style="list-style-type: none"> ISM Teachers to arrange external experts to deliver seminars to parents, pupils and staff every second year. 	<p>All students will be taught a module on internet safety and risks.</p>	<p>Internet safety class resources Webwise.ie</p>

incorporate Safer Internet Day		<ul style="list-style-type: none">• Class teachers		
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EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

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Digital Learning Action Plan (Teaching & Learning)

Domain 3 and 4: Teachers' Individual Practice and 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 pupils' learning
- Teachers value and engage in professional development and professional collaboration

STATEMENT(S):

- Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.
- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
- Teachers use a range of digital technologies to support assessment of learning and assessment for learning.
- 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.
- Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.

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 (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?)
<ul style="list-style-type: none"> Identify relevant digital technology courses for continuing professional development. Identify external experts for CPD in specific areas as identified by staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Digital Learning Teacher Principal 	<ul style="list-style-type: none"> An increase in the number of teachers who are confident to use digital technologies in their everyday teaching 	<ul style="list-style-type: none"> Computers, Projectors, Internet/WiFi
<ul style="list-style-type: none"> Teachers to engage in regular collaboration and team planning in relation to digital technologies 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Teachers to meet in on monthly basis (part of Croke Park?), to share information and discuss planning re: digital learning and technologies 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Teachers to get involved in peer training to increase the IT proficiency and confidence among their colleagues. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Volunteer teachers willing to share expertise 	<ul style="list-style-type: none"> Teachers will increase the use of digital learning in the classroom and will identify class appropriate activities and integrate them into their teaching 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> ● Regular digital learning updates for teachers, new hardware procured, new websites, and new resources. 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Digital Learning Teacher ● Principal ● All staff 	<ul style="list-style-type: none"> ● Teachers share information on new websites they find to be of particular use in delivering the curriculum. 	<ul style="list-style-type: none"> ●
<ul style="list-style-type: none"> ● Staff input into digital learning plan. 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● All staff 	<ul style="list-style-type: none"> ● Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery. 	<ul style="list-style-type: none"> ●

EVALUATION PROCEDURES:

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

Digital Learning Action Plan (Leadership and Management)

Domain 1 and 4: Leading Learning and Teaching & Developing Leadership Capacity

STANDARD(S):

- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment
- Empower staff to take on and carry out leadership roles
- Promote and facilitate the development of pupil voice and pupil leadership

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 principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digital technologies, and lead the development of effective policies and practices to support technology integration. The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills
- 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.

- 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.
- The principal and other leaders in the school value pupils' views, and support pupils' involvement in how digital technologies are being used to support their learning.

TARGETS: (What do we want to achieve?)

- To encourage the 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 and learning amongst colleagues.

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?)
<ul style="list-style-type: none"> • Professional Development: All staff competent in the use of computers & projectors, Aladdin, GSuite 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Digital Learning Teacher • Principal 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Computers • Projectors • WiFi
<ul style="list-style-type: none"> • Regular digital learning updates for teachers, new hardware procured, new websites, and new resources. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All staff • Digital Learning Teacher • External Tutors 	<ul style="list-style-type: none"> • All teachers aware of new resources and hardware in the school and that teachers share information on new websites they find to be 	<ul style="list-style-type: none"> •

			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?)

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Digital Learning Action Plan (Leadership and Management)

Domain 2 and 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
- Develop and implement a system to promote professional responsibility and accountability
- Build and maintain relationships with parents, with other schools, and with the wider community

STATEMENT(S):

- Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.
- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
- Teachers use a range of digital technologies to support assessment of learning and assessment for learning.
- 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.
- Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.

TARGETS: (What do we want to achieve?)

- To ensure all digital technology 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?)
<ul style="list-style-type: none"> • Develop a digital learning culture within the school. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All staff • Principal • ISM Team • School secretary 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Computers, Projectors WIFI
<ul style="list-style-type: none"> • Computer Suite Management System 	<ul style="list-style-type: none"> • April 2021 – December 2021 	<ul style="list-style-type: none"> • Principal • Digital Learning Teacher 	<ul style="list-style-type: none"> • Management System for all computers in the school, to ensure that each device has same apps / features / settings 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Develop a digital learning plan and develop a culture moving focus in digital technologies from equipment and basic skills to a culture of 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All staff • Digital Learning Teacher 	<ul style="list-style-type: none"> • Creation of and implementation of a digital learning plan. • Updated Digital Learning Policy & Acceptable use policy for internet access & Digital Technologies Use. Digital learning 	<ul style="list-style-type: none"> •

digital learning integration.			update on the agenda at each staff meeting/Croke Park meeting.	
<ul style="list-style-type: none"> • Staff input into digital learning plan 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery. 	<ul style="list-style-type: none"> •
<p>EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</p>				