Digital Learning Plan

This plan was developed by the staff to provide guidance for all teachers and to ensure whole-school collaboration and development of both teachers' and pupils' digital skills.

Knocknacarra Educate Together National School

Contents

1.   Introductory Statement

This document presents our current digital learning plan, including targets and the actions we will implement to meet the targets related to the use of digital teaching and learning tools. As a developing school, we will be laying a foundation for future years including planning for the purchase of digital technology devices as well as how we will upskill children and teachers in using these tools.

2.   Rationale

Digital technology is a diffused curricular area. This means that while there are discrete skills that can be developed, it is not given status as a specific area in the primary curriculum but rather should be integrated as part of the learning activities in every subject area of the curriculum. In the first four years as a learning community, the school has purchased a number of digital learning tools, both hardware and software, to encourage the development of digital technology skills across the curriculum. From a broader context, the role of digital technology in society has changed significantly, and the ability to use digital technology tools for a number of tasks has become an essential skill. Therefore, the document sets out an action plan to promote digital learning integration throughout the school.

3.   Vision

Recalling the school's ethos that strives to develop the whole child and ensure no child is an outsider, Knocknacarra Educate Together NS endeavours to support the acquisition of digital technology skills among all children as this knowledge has the capacity to equip children, now and throughout the rest of their lives, to access information in a society in which digital technology continues to become an integral gateway to active participation. In addition, we believe digital technology can support learning in all curricular areas and present a range of new learning modes that have the potential to support active participation of all students in the learning process.

4.   Aims

This plan has the following aims:
- To provide an inventory of all digital learning tools available in the school.
- To present an action plan to encourage successful integration of digital technology in all aspects of the life of the school.
- To plan for using digital technology as a vehicle for learning and teaching across the curriculum.
- To use digital technology to ensure equal access and opportunity for all students.

5.   Current Use of Digital Technologies

5.1   Hardware and Software Inventory

Computers
- 1 Dell desktop computer
- 3 Asus laptops
- 3 HP laptops
- 1 wireless keyboard

Tablets
- 6 i-Pads with protective cases

Interactive Whiteboards/Projectors
- 3 Smartboards (SB480)
- 3 short-throw overhead projectors
- 1 Mi-touch Interactive Display

Printer/Copier/Scanner
- Canon iRC 2220i (A3/A4 monochrome and colour)

Visualisers
- 2 IPEVO Ziggi-HD Plus USB Document Camera

Software
- Microsoft Office annual volume license
- Aladdin annual subscription for pupil data management and staff communication
- Annual hosting and domain name for the school's website using Wordpress

Sound Equipment
- 1 class CD player
- 6 pairs of earphones
- 3 pairs of speakers for the Smartboards
- Party Rocker sound system and microphone

5.2   Current Application of Digital Technology

Teaching and Lesson Delivery
- WiFi access in all parts of the school and regular use of the classroom interactive whiteboards or interactive digital display.
- Use of laptops for support teaching.
- Use of i-Pads with selected apps and occasional internet research, primarily used for stations teaching or small group work.
- Use of two visualisers on a regular basis for showing books, writing examples or demonstrating things to the class.
- Regular use of sound system for events, discos and assemblies

Staff Planning and Organisation
- Use of Aladdin for digital communication and data management by all staff.
- All teachers plan using common templates and submit cuntais míosúla (monthly teaching summaries) electronically.

Communication
- Regular paperless newsletter delivered to parents via email.
- Use of Aladdin for text and email messages in case of emergency.
- A well-established school website that is regularly updated
- Use of a Facebook account for communication and promoting school events

6.   Digital Learning Plan

6.1   Evaluation Process

A digital learning evaluation was completed in February using the following sources of evidence:

- An inventory of current digital technology in the school
- Observation and self-reporting of current practice
- Cuntais Míosúla
- Review of current communication methods in the school community

6.2   Strengths Related to Digital Learning

- The school is using email, texts, the school newsletter, the website, Facebook and other school-sponsored social media platforms effectively for paperless communication.
- Teachers are using effectively interactive whiteboards and displays to support teaching.
- Teachers are planning on computers and sharing plans electronically.
- Learning support teachers use appropriate digital learning activities in small-group settings.

6.3   Focus for Improvement of Digital Learning Practice

- Once the school relocates, additional devices are necessary to support the development of digital literacy among pupils.
- Staff members need opportunities to share expertise related to digital learning.
- A clear plan for developing children's digital literacy skills will encourage continuity and the use of effective teaching methodologies in discrete lessons and across the curriculum.

6.4   Digital Learning Action Plan

6.4.1 Domain: Learner Outcomes

STANDARD(S): Pupils enjoy their learning, are motivated to learn and expect to achieve as learners

STATEMENT(S):
- Pupils use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes.
- Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.

TARGETS:
1. Sourcing additional hardware to develop pupils' digital literacy across the curriculum.
2. Implementing and evaluating a plan for discrete digital literacy skills that supports their use to achieve objectives in all subjects.

ACTIONS	TIMEFRAME	RESPONSIBLE PERSONS	CRITERIA FOR SUCCESS	RESOURCES
Research and source a set of classroom laptops and a charging trolley	2018	Principal, ISM, the Board and support from parents	Quality devices will be purchased that are effective for use by the pupils	Budget, online comparison sources and lists of specs

Establishment of a rota for usage and clear protocols for storage and charging	2018	Principal, ISM team and staff	Computers are in regular use for developing digital literacy and meeting curriculum objectives	Rota and communication of procedures
Regular maintenance of the devices present in the school	Ongoing	Principal, ISM team, teaching staff and outsiders as required	Devices are well-maintained for effective use	Professional support; a communication log for any problems
Implementation, evaluation and revision of a Digital Learning Plan (see section 7)	Ongoing and a formal review in 2021	Principal, ISM team and teachers	Pupils literacy skills develop and are used regularly in applications across the curriculum	Plan below, software, online and print resources

EVALUATION PROCEDURES:
Formal review at the end of the three-year cycle based on the success criteria above using the following data: surveys of pupils and teachers, review of cuntais míosúla, review of repair logs and a review of digital learning spending

6.4.2 Domain: Developing Leadership Capacity

STANDARD(S): Empower staff to take on and carry out leadership roles
STATEMENT(S):
- The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity.
- 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 identify and support opportunities for staff to share innovative practices and engage in research that impacts on the use of digital technologies for learning, teaching and assessment.
TARGETS:
1. Regular school-based workshops and CPD option.
2. Share best practise among staff through mini-workshops, looking at IT resources/skills as a part of every staff meeting.

ACTIONS	TIMEFRAME	RESPONSIBLE PERSONS	CRITERIA FOR SUCCESS	RESOURCES
Encourage teachers to include ICT connections in their CPD work.	Ongoing	Principal	Awareness of the contribution of digital learning tools in achieving all	Professional development conversation (3 per year)
Individually and collectively, identify needs for digital learning CPD	2018-2019 and annually	ISM team and teaching staff	A clear and shared vision for digital learning among staff members	Conversation at first staff meeting of the year

Source workshops and online training, as appropriate	Ongoing	ISM team	Greater participation among staff members concerning digital learning opportunities	National Council for Technology in Education and other organisations and websites
Seek volunteers to share these skills during short informal mini-workshops in staff meetings	Beginning in 2018-2019	Principal, ISM team and volunteer staff members	Enthusiastic participation in leading workshops and observation of changes in practice by other teachers	Rota and any required supports for these workshops
EVALUATION PROCEDURES:				
Formal review at the end of the three-year cycle based on the success criteria above				

7.   Digital Literacy Skills Plan

This plan for skills development is incremental in nature. Therefore, all previous skills introduced in previous years will continue to be used and practised in practical situations.

7.1   Mouse Skills

Juniors Infants	Seniors Infants	1st Class	2nd Class
Pointing Clicking (single), dragging and dropping including jigsaws online https://tvokids.com/preschool/games/bees-and-honey www.abcmouse.com	Clicking (double and single) and dragging and dropping http://www.internet4classrooms.com/early_childhood/mouse_skills_pre-k.htm	Highlighting text	Scrolling
3rd Class	4th Class	5th Class	6th Class
Selecting	Right-click functions	Review basic right-click functions	Advanced right-click functions

7.2   Logging On and Using Files and Folders

Juniors Infants	Seniors Infants	1st Class	2nd Class
Turning on the computer and shutting down safely	Introduce CTRL+ALT+DEL and password to log-in	Independently logging on to the computer	Using the Start Menu
3rd Class	4th Class	5th Class	6th Class
Locating and joining a network	Creating and managing folders	Renaming files and folders	Basic features of the control panel

7.3 Keyboard Skills

1st and 2nd Classes	3rd and 4th Classes	5th and 6th Classes
Home row practice - Dance Mat Typing Level 1 http://play.bbc.co.uk/play/pen/g8s4pb547b	Alphabet, shift and punctuation - Dance Mat Typing Levels 2-4 http://play.bbc.co.uk/play/pen/gl3gm2gsrh	Numbers and symbols - Typer Shark programme for practice

7.4 Office Software

Juniors Infants	Seniors Infants	1st Class	2nd Class
Paint - Free exploration to consolidate mouse skills	Paint - Changing brushes - Use of shapes and the paint bucket	Word - Basic word processing skills - Saving and printing	Word - Changing font - Adjusting margins
3rd Class	**4th Class**	**5th Class**	**6th Class**
Word - Copy and paste - Adding images and columns - Adjustment PowerPoint - Clip Art - Changing background - Transitions	Word - Using and modifying styles - Using find and replace PowerPoint - Timing - Voice and music clips Publisher - Text boxes - Borders - Adding and moving images	Word - Using graphs - Thesaurus, Grammar/Spell Check Excel - Using cells - Sum & average formulas - Data display Filmmaker - Creating short films Publisher - Columns - Layout of text & images - Using templates	Word - Indexing and Table of Contents - Using tables Excel - More formulas - Sorting and filtering - Different types of graphs Filmmaker - Cutting and splicing

7.5 Example Capstone Project(s)

Juniors Infants	Seniors Infants	1st Class	2nd Class
Free paint composition	Figurative paint compositions on a theme	Typing of a short personal story	Typing a piece of writing with clip art and different fonts
3rd Class	**4th Class**	**5th Class**	**6th Class**
I am Poem PowerPoint slide show	- PowerPoint presentation based on research - Class literary arts magazine	- Class newsletter - Graph of spellings/litriú and tables - Short film	- Personal Portfolio with table of contents - Class/school blog

7.6 Internet Skills

Juniors Infants	Seniors Infants	1st Class	2nd Class
Teacher-selected interactive games	Teacher-selected interactive games	Opening internet browsers and using favourites	- Forward and back - Strategies to use when encountering

			inappropriate sites
3rd Class	4th Class	5th Class	6th Class
- Using search engines - Identifying search words	- Webquests (scavenger hunts) - Use of Google images	- Accessing history - Using tabs	- Creating favourites - Determining value of an internet source

7.7   Safe Internet Usage

The source, *Bullying in a Cyber World* with books at three levels, and resources from Webwise are used by teachers, as described in the SPHE curriculum plan. The following concepts are some of the areas addressed in these resources.

1st and 2nd Classes	3rd and 4th Classes	5th and 6th Classes
- Safe use of child-friendly social networks (Club Penguin, Manga High, etc.) - Strategies to use when encountering inappropriate sites	- Creating safe user ids - Creating and guarding passwords - Responding to bullying or contact from strangers	- Awareness of age limits for use of social networking - Kind and responsible behaviour online

7.8   Other Digital Learning Projects and Resources

2nd Class	3rd Class	4th Class	5th Class	6th Class
Manga High	- Manga High - Podcasts - Scratch	- Manga High - Wikipedia and Vicipéidia - Scratch	- Manga High - Fís Project (short films & book reviews) - Scratch	- Manga High - Website/class blog (Wordpress) - Scratch

8.   Timetabling

As a diffused curricular area, digital learning will be incorporated across the curriculum and the timetable. In addition, a timetable for the laptop trolley and other equipment will be maintained to ensure maximum usage of the facilities.

9.   Teacher Planning

Digital technology is integrated in all stages of planning including in the school curricular plans as well as short-term and long-term planning by individual teachers. As well, digital learning resources will be identified and integrated in IEPs (Individual Education Plans) and IPLPs (Individual Profile and Learning Programmes), as appropriate.

10.   Equality of Participation/Access

As part of the school's ethos of inclusiveness, we view digital technology tools as an important method for helping all children participate. Assistive technology will be identified and used, as appropriate, to ensure all children can participate as meaningfully as possible.

In order to promote gender equality and equal participation, all children will participate in all digital learning lessons equally, and a variety of different learning approaches and strategies will be employed.

Of note, as schools increasingly rely on digital learning tools both at school and at home, we will endeavour to make provision for children who don't have access to internet or a computer at home. This means while tasks that require the use of a computer with internet access may be assigned for homework, teachers will provide alternative arrangements for these tasks. The possibility of setting up an "information station", with a dedicated computer that can be used to access the school website and other important sites, will be considered.

11.   Children with Exceptional Ability

For children with exceptional ability, digital technology has the capacity to be a valuable tool for independent study and projects. Likewise, many software packages provide natural differentiation to match children's abilities. Therefore, teachers are encouraged to use digital learning projects and tools to provide enrichment activities designed to maximise every child's potential.

12.   Children with Special Educational Needs

As already indicated in this plan, digital technology has the capacity for helping children with special educational needs to reach higher levels of attainment. Therefore, digital learning tools will be sourced and used to support these students including assistive technology, diagnostic testing and differentiation. A section in IEPs and IPLPs will identify how digital learning tools will be used to enhance participation and achievement.

13.   Continuing Professional Development

This plan calls for the active sourcing of professional development opportunities. These experiences will be chosen based on the self-identified needs of the staff. In addition to the possibility of formal training provided by outside experts, a culture of professional development will emerge that provides opportunities for teachers sharing their expertise with one another. The introduction of digital learning tools will feature regularly during staff meetings, and it is envisioned that teachers will share their expertise in the form of mini-workshops. Likewise, teachers have the option of choosing a CPD goal for the year related to digital teaching and learning.

14.   Roles and Responsibilities

Overall responsibility for implementing, supporting and evaluating this plan rests with the principal as supported by the In-school Management Team. In addition, all class teachers and SEN teachers are responsible for becoming familiar with and applying this plan.

15.   Review

The plan will be reviewed by the staff and amended as required, particularly as the school grows and additional class-levels are added. A formal review will take place in 2021.

16.   Ratification and Communication

This Digital Learning Plan was ratified by the Board of Management as indicated below. A hard-copy of the plan is kept in the staff room and the principal's office. The plan will be distributed electronically to all teachers as part of the School Plan.

Louise Shields, chairperson   Date of ratification: 19/04/2021