Pelletstown Educate Together NS
Digital Learning Plan

1. Introduction

This Digital Learning Plan (DLP) was written in May 2023, following a survey and feedback process with the school community including parents/carers, staff and pupils. The development of this plan was set out by the school to comply with the Department of Education publications 'Circular 0001/2017' and 'Digital Strategy for Schools'. It was drawn up in accordance with the Digital Learning Framework, launched by the Department of Education in 2017. It is the school's first such plan and the development of this was informed by a support visit from a PDST advisor in Term 3, 2022-2023.

As defined in the Digital Learning Framework, the purpose of our DLP will be to:

- Provide an opportunity for the school community to develop an agreed vision for digital learning within the school.
- Add a significant dimension to the Whole School Plan.
- Document how digital technologies will support learning and teaching strategies in the school.
- Provide a focused digital learning implementation strategy for the school to help it realise the school's vision for learning in the 21st century.
- Assist the school in strategically allocating any funding received.

1.1 School Details:

Pelletstown Educate Together NS is under the patronage of Educate Together and currently has 374 students enrolled. As an Educate Together school, Pelletstown ETNS is run according to four core principles; equality-based, co-educational, child-centred and democratically run.

1.2 School Vision:

In line with the guidance provided by the National Council for Technology in Education (NCTE), our approach will be to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. Digital technologies are an additional tool or methodology that teachers and students can use to enhance the teaching and learning process. We recognise that access to digital technologies gives our students enhanced opportunities to learn, create, engage, communicate and to develop skills that will prepare them for many aspects of life. Through this plan, we aim to foster a whole-school, creative and flexible approach to digital learning, whilst also acknowledging and considering the specific needs of some children who will use assistive technology to ensure access to the curriculum. Within this, we also acknowledge the role of parents in guiding their children's navigation of the digital world.

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

Available devices:
- Class set of 30 iPads
- Teacher desktop and visualiser in every room
- Networked printing, with two printers (staffroom and secretary's office)
- Set of 15 staff laptops, used by SET Team, ISM Team and ANAs
- Interactive touchscreen panels in all new classrooms, with additional device a trolley, for use across the school
- Interactive projectors in

Some examples of our use of Digital Technologies to date:
- Facilitating communications, payments and permissions across the school community (Aladdin)
- Gathering assessment and attendance data (Aladdin)
- Celebrating successes and communicating those successes with our staff, families and wider community (School Facebook and Twitter accounts, class Twitter accounts)
- Working and planning collaboratively and storing school plans and policies (Google Workspace)
- Using a range of iPad tools and apps to support teaching and learning across the curriculum (Nessy, IXL, Get Epic)
- Supporting pupils with additional needs through the use of assistive technologies and related apps/software •
Twinkl school subscription

2. The focus of this Digital Learning Plan
We undertook a digital learning evaluation in our school during the period October 2022 to May 2023. We evaluated our progress using the following sources of evidence:
- Teacher feedback survey

- ANA feedback survey
- Parent and carer feedback survey
- Digital Learning Committee correspondence to select relevant domains on which to focus

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

Teaching and Learning Leadership and Management
Domain 1 - Learner Outcomes Domain 1 - Leading Teaching and Learning
Domain 2 - Learner Experiences Domain 2 - Managing the Organisation
Domain 3 - Teachers' Individual Practices

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

Teaching and Learning

Domain 1: Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	Pupils can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the Primary School Curriculum. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum.

Domain 2: Pupils engage purposefully in meaningful learning activities	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
Domain 2: Pupils grow as learners through respectful interactions and experiences that are challenging and supportive	Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being. Pupils use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation.

Domain 3:
The teacher has the prerequisite subject knowledge, pedagogical knowledge and classroom management skills

Leadership and Management
Teachers use a range of digital technologies to design learning and assessment activities for their pupils. Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning. When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.

Domain 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	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's self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment. 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. They promote and encourage the use of digital technology to foster innovation and creativity. They recognise the value of individual and collective contributions and achievements

Domain 2: Manage the school's human, physical and financial resources so as to create and maintain a	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. Physical learning spaces have been designed or adapted to

learning organisation	harness and optimise the use of a range of digital technologies for learning.
Domain 2: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	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.

2.3. This a summary of our strengths with regards to digital learning:

- Our school is relatively well-resourced - a new school building means that teaching staff have access to new and up-to-date touchscreen panels, as well as up-to-date desktop computers and visualisers.
- Almost 90% of our teaching staff rate themselves as somewhat, fairly or completely confident in their use of interactive whiteboard technology in the classroom.
- The school has engaged the services of IT.ie to support us in ensuring as secure and seamless IT provision as possible. ● The school manages accounts with IT.ie, Aladdin, Apple School Manager, Mosyle Manager, Google Workspace and Microsoft 365. ● Effective use of Google Workspace and Aladdin to plan collaboratively and to communicate as a staff and as a wider school community ● Teachers have access to MS Office for Education on personal devices.
- The school has a range of policies in place to support digital learning (Acceptable Use Policy, Assistive Technology Policy, Mobile Phone and Smart Devices Policy, Data Protection Policy, Remote Learning Policy and SPHE Policy)

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

- iPad management - timetabling, whole-class sharing and teacher access to devices.
- Using the iPads to support our ongoing work on the Primary Language Curriculum, with a focus on particular apps across the school
- Internet safety as a priority within our SPHE work

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 and Learning

DOMAIN: Learner Outcomes/Learner Experiences

STANDARD(S):

- Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum (LO)
- Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships (LO)
- Pupils engage purposefully in meaningful learning activities (LE)

STATEMENT(S):

- Pupils can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the Primary School Curriculum.
- Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum (LO).
- Pupils have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations. Pupils understand the potential risks and threats in digital environments (LO).
- Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning (LE).

TARGETS: (What do we want to achieve?)

- That each class teacher will plan for the use of Book Creator (web-based version) twice per term throughout the 2023-2024 school year to support teaching and learning within the PLC and/or the Aistear framework (with younger classes supported by their buddies to use Book Creator).
- That the school will have a high-focus time of the year (similar to RSE and Stay Safe), within the SPHE curriculum, to place a whole-school focus on the need to deliver internet safety lessons (Webwise, HTML Heroes, My Selfie and Me etc).
- That classes from 3rd to 6th will have the opportunity to reflect on their digital learning twice within the school year, with that information being used to support teachers' planning and school planning for digital learning.

• Teachers trained in the apps that will be assigned to each class level	• June 2023	• Aoife T	• Ipad Management software
• Class teachers to include Book Creator in planning twice per term, with space made within the fortnightly template/CM to document this work.	• Beginning September 2024	• Class teachers	• Google calendar for timetabling and creating appointments
			• Webwise internet safety resources and programmes
• Safer Internet Day to be actively promoted in school - teachers made aware that time dedicated to Safety and Protection in SPHE (January/February) must explicitly include internet safety lessons.	• February 2024	• Whole school focus - Aoife T.	• By June 2024, classes across the school will have used Book Creator (twice per term) to create content as part of their learning in the PLC/within the Aistear framework.
			• We will have a dedicated time in our yearly calendar with a strong whole-school focus on internet safety, to include recommendations for parent training and support.
• Internet safety lessons from the relevant programmes will be isolated, identified and communicated for each class level)	• January 2024	• Assigning internet safety lessons for each class level - Digital Learning Committee	• Specific lessons from resources such as HTML Heroes and MySelfie will be assigned to each class level.

- Parent education (talk) to be organised by the school to support parents in terms of digital technologies and internet safety at home.
- Children (3rd-6th) to be surveyed about their use of digital learning methodologies in school.

- February 2024

- December 2023 and May

2024
- Digital Learning Committee

- Digital Learning Committee

Digital Learning Action Plan: Leadership and Management

DOMAIN: Leading Teaching and Learning

STANDARD(S):

Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment

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's self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment. 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. They promote and encourage the use of digital technology to foster innovation and creativity. They recognise the value of individual and collective contributions and achievements

TARGETS: (What do we want to achieve?)
- That teachers will have an online space to share recommended websites and online resources (Google Sites)
- That teachers will have regular opportunities to share expertise/experience of particular apps in their classrooms and to support other staff in using them.

• Set up school Google Sites (Arranged by subject area, then class level) • 5-10 minutes at each staff meeting will be dedicated to a teacher sharing class	• December 2023 (set-up). To be added to on an ongoing basis. • Beginning at November 2023 staff meeting	• Digital Learning Committee • Class teacher sign-up for each month at the beginning of the year.	• That the school will have a bank of digital learning resources that can be added to over time. • That teachers will have time and space for collaboration and	• Google Sites • School iPads

work completed

using Book Creator -

'Here's how we've

used it in X class'

sharing of good ideas

and use of digital

resources.

DOMAIN: Managing the Organisation

STANDARD(S):

Manage the school's human, physical and financial resources so as to create and maintain a learning

organisation Establish an orderly, secure and healthy learning environment, and maintain it through effective

communication

STATEMENT(S):

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. Physical learning spaces have been designed or adapted to harness and optimise the use of a range of digital technologies for learning.

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.

TARGETS: (What do we want to achieve?)

- That each member of the Digital Learning Team be able to access and use Mosyle School Manager and Apple School Manager. • That staff access to Google Workspace will be made more secure through the adoption of two-factor authentication. • That the children from 3rd-6th each have a Google log-in, with email capability disabled and access granted only to Google Drive, Docs and Slides.
- That each class teacher (3rd-6th) creates a shared Drive folder for their class, with printed QR code for the folder on display in the classroom. • That the suite of iPads can be centrally controlled by class teachers
- That a weekly sign-up space is available for teachers, taking into account ICT needs for station teaching and support. • That the Digital Learning Committee will meet on a monthly basis to review progress on this plan.

• Mosyle introductory training for all members of Digital Learning Committee	• September 2023	• Aoife T	• Class teachers will know how to mirror and sync ipads in the whole class setting	•
• Set up Apple Classroom on current iPad suite.	• September/October 2023	• Digital Learning Committee	• Class teachers will be able to access material created on the iPads to share it in other contexts (Drive/social media etc)	
• Share training videos with teachers on how to use Apple Classroom.	• September/October 2023	• Aoife T	• Two factor authentication will be used across the staff, for access to Google Workspace.	
• Every student from 3rd-6th will be set up with their own Google Workspace login.	• January 2024	• TBD (IT.ie?)		
• Every class teacher sets up a shared Drive folder with their students (3rd-6th) and displays the QR code for the folder in the classroom.	• January 2024	• Class teachers		
• Appointment slots need to be created on Google Calendar to allow for weekly device sign-up, rather	• August/September 2023	• Digital Learning		

	Committee			

than continuous timetable. • Communications issued to staff to explain 2FA. • 2FA to be activated through IT.ie.	• September/October 2023 • September/October 2023	• Aoife T • Aoife T		

Implementation and Communication

This plan will be implemented by the persons responsible, as detailed above.

The attention of all newly appointed staff will be drawn to this plan upon their appointment to the school by the Droichead Professional Support Team (PST). This plan will be published on the school website and will be implemented from 2023/2024.

Signed: _____ (Principal)

Signed: _____ (Chairperson)

Date: 21ˢᵗ June 2023