

# Scoil Náisiúnta na Carraige

## Our Digital Learning Plan

### 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.

#### 1.1 School Details:

- Carrig N.S is co-educational primary school located in the parish of Kiladangan. Currently there are 227 children enrolled in the school. There are nine mainstream class teachers, four special education teachers, a shared SET post with Borrisokane, two special needs assistants, a secretary and caretaker.

#### 1.2 School Vision:

- In Carrig NS we aim to effectively embed digital technologies in learning, teaching and assessment practices. We understand the potential of digital technologies to enhance learning, teaching and assessment. The use of digital technologies will open up new forms of learning and collaboration to support different ways of learning. The children will experience joy, satisfaction, passion and success in their education and lifelong learning. They will be actively engaged in learning – both in and out of school. They will develop the ability to become a self-directed learner, a decision maker, and a manager of priorities in and out of school. They will achieve personal learning goals and succeed in various learning activities.

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

- Administration- The school uses Aladdin to record all information pertaining to each pupil. This information is communicated to DES through POD. Aladdin is used to record attendances, communicate by text and e-mail to parents and to facilitate money collection. Each teacher has access to information about pupils in their class through Aladdin on their teaching laptop. SET team

share information with the class teachers through Aladdin by uploading test results IEPs etc. Each teacher has a laptop and access to Aladdin is password protected.

The OLCS is used by the principal and secretary and thesaurus is used to manage payroll. School accounts are recorded on an excel spreadsheet and monthly reports communicated to FSSU.

- Teaching and learning- each classroom is equipped with IWBs or interactive TVs. The teachers use a range of interactive programmes to teach the curriculum, e.g. Bua na Cainte, Jolly phonics. The children have access to I-pads (20) and they are used in a variety of ways by the children e.g as a station in literacy lift-off, or a maths groups. There are also laptops (20) available for use by the children from 3<sup>rd</sup> to 6<sup>th</sup> class. There are 5 in each classroom but the teachers are free to use all 20 in one class when necessary.
- Planning for teaching- All teachers use digital technologies for planning.

## **2. The focus of this Digital Learning Plan**

We undertook a digital learning evaluation in our school during the period *September 2017 to September 2018*. We evaluated our progress using the following sources of evidence:

- Focus group
- Checklist and reflection sheets
- Feedback at Staff meetings

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

- Teaching and learning-Domain 1. Learner outcomes.  
Domain 2. Learner experience  
Domain 3. Teachers' Individual practice

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

Standard	Statement(s) of effective practice
Domain 1: <b>Learner outcomes</b> Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	<b>Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</b> <b>Pupils use digital technologies to collect evidence and record progress.</b>
Domain 2: <b>Learner experience</b> Pupils engage purposefully in meaningful learning activities	<b>Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.</b>
Domain 3: <b>Teachers' individual practice</b> The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	<b>Teachers use a range of digital technologies to design learning and assessment activities for their pupils.</b> <b>Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.</b>

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

- Our board of management have been proactive in providing the necessary funding to invest in Digital technologies.
- Teachers have engaged previously in CPD to ensure that they are up to date with the use of digital technologies and are willing to engage in further training, where necessary.

- Pupils are using digital technologies in the classroom and are enjoying and benefitting from this experience
- Our parents are supportive of the school's commitment to embedding digital technology in their children's learning experiences

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

- Ensure that digital technologies are available to the pupils and that each class has sufficient access to them to use them in a meaningful way in their learning.
- To develop the skills necessary for the children to use the digital technologies effectively to engage in learning activities.
- To provide opportunities for the teachers to continue their professional development in effective use of digital technologies.
- To enable pupils to use digital technologies to record their own progress and assess their own learning.

## 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) Domain 1: **Learner outcomes**  
Domain 2: **Learner experience**  
Domain 3: **Teachers' individual practice**

STANDARD(S): (From Digital Learning Framework)

**Pupils enjoy their learning, are motivated to learn and expect to achieve as learners**

**Pupils engage purposefully in meaningful learning activities**

**The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills**

STATEMENT(S): (From Digital Learning Framework)

**Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.**

**Pupils use digital technologies to collect evidence and record progress.**

**Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.**

**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.**

**TARGETS:**

1. Ensure that digital technologies are available to the pupils and that each class has sufficient access to them to use them in a meaningful way in their learning.
2. To develop the skills necessary for the children to use the digital technologies effectively to engage in learning activities.
3. To provide opportunities for the teachers to continue their professional development in effective use of digital technologies.
4. To enable pupils to use digital technologies to record their own progress and assess their own learning.

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"> <li>● Put in place a timetable for the use of the I-pads and laptops and a system for distributing them to each classroom, and for the collection and storage of the equipment after use.</li> </ul>	<ul style="list-style-type: none"> <li>● October 2018</li> </ul>	<ul style="list-style-type: none"> <li>● Digital learning team</li> </ul>	<ul style="list-style-type: none"> <li>● Is the timetable in place? Is there sufficient time for children to use the technology to make a difference to their learning?</li> </ul>	<ul style="list-style-type: none"> <li>● Timetable circulated to all staff.</li> <li>● I-pads</li> <li>● Laptops</li> <li>● IWBs</li> <li>● Interactive T.V.s</li> <li>● Internet and online tools</li> <li>● Apps</li> <li>● Digital learning framework documents and PDST support materials</li> </ul>

- Teachers to source appropriate Apps, websites, online resources etc that are suitable for their own class and that cover a range of curricular areas.

- June 2019

- All teachers

- Are there appropriate apps etc available to the pupils? Share good practice at staff meetings & compile a list of the resources & tools that are being used effectively in the time frame.

- Develop pupils skills to gather information, record & produce work using digital technologies e.g. using search engines, locating & saving information, creating documents, presenting work digitally, creating folders, saving files etc

- June 2020

- Teachers and pupils from 3<sup>rd</sup> to 6<sup>th</sup> class

- Can the children use digital technologies to source, record and present information?

<ul style="list-style-type: none"> <li>● The children will learn to use the App See Saw.</li> </ul>	<ul style="list-style-type: none"> <li>● June 2019</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers and pupils</li> </ul>		
---	---	---	--	--

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

Feedback at staff meetings. Digital Learning team meetings. Cuntaisí Míosúla. Evidence of the pupils' work using DT. Monitoring of what the children record using the App SeeSaw  
 Review progress to June 2019. Revise targets in September if current targets have been achieved