



St. Peter's National School

Dunboyne

Co. Meath

Roll Number: 20191V

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:

St. Peter's National School is a mainstream, multi-grade, co-educational school under the patronage of the Church of Ireland. There are currently 4 mainstream class teachers, two full-time Special Education Teachers and two SNAs working in the school. The school enrolment stands at 76 pupils across eight mainstream classes.

The school has experienced a high level of staff turnover over the last three academic years (2016-2018 inclusive) including 2 changes of Principal and four new members of teaching staff. Despite challenges regarding consistency and continuity, many initiatives are in use throughout the school, including station teaching and power hour in Literacy, Aistear, Active Flag, Primary Science and increased use of ICT.

1.2 School Vision:

St. Peter's National School is a Church of Ireland Primary School under the patronage of the Bishop of Meath and Kildare. The school's characteristic spirit is a reflection of the ethos of the Church of Ireland, incorporating a mixture of faith and culture. We aim to provide a safe, caring, happy and disciplined environment where children's self-esteem, self-confidence, initiative, innovation and holistic development can be nurtured. Each child is unique and we wish to provide opportunities for children to reach their true potential. This we envisage occurring in an atmosphere of mutual respect and appreciation. Our school's behaviour code plays a vital part in developing and maintaining this ethos within the school.

Our children's chances of success and happiness in life depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, a whole-school approach to behaviour is necessary. All members of the school community will co-operate in a spirit of encouragement and enthusiasm to advance the talents of each child while recognising, accepting and celebrating diversity.

Vision for Digital Technologies

St. Peter's National School aims to integrate digital learning across the curriculum, in order to improve the quality of teaching and learning of all subject areas in all class levels. Rather than being an individual subject, Digital Learning is a tool which when implemented appropriately can greatly enhance teaching and learning. Digital learning compliments the common aim of all teaching and learning, to inspire, evoke and support the development of intellectual curiosity. Digital learning can be highly motivating for all learners, particularly for those who enjoy a variety of teaching and learning methodologies. Therefore, St. Peter's N.S. endeavors to maximise the

opportunities for digital learning for all children. Our approach centres on balance, with digital learning being incorporated to support and enhance lessons through appropriate integration. Increased digital learning also provides a natural platform for the teaching and learning of safe internet use, therefore encouraging children to become safe and responsible internet users. The Leadership and Management roles will play a key part in ensuring St. Peter's N.S. remains up to date in providing resources which support an innovative and collaborative teaching and learning environment, where the integration of Digital Learning provides meaningful opportunities to the process. It is the vision of St. Peter's N.S that Students will acquire the knowledge and skillset to be confident Digital Users and continue to be inquisitive Digital Learners. St. Peter's National School appreciates the importance of parent involvement and parents as partners in achieving our goals. Maintaining the links between home and school is greatly eased and facilitated through the use of Digital technologies. The significance of this is evident in daily school life; however, it becomes particularly poignant during Internet Safety Month and Cyber-bullying week in disseminating information and raising awareness of key messages. Digital Technologies are used for projects, when appropriate. The school website provides parents and the wider world with an up-to-date view of daily activities, school initiatives and school events.

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

- The Junior and Senior Infant classroom, 1st and 2nd classroom and 3rd and 4th classroom have a Promethean Interactive Whiteboard each. 5th and 6th classroom have an interactive whiteboard.
- All classrooms have a Teacher's Laptop with internet access (and access to the network).
- Each classroom is equipped with speakers.
- A networked Black and White and Coloured Photocopier is located in the school office.
- There are 16 iPads in the school, which are stored in an iPad Trolley, which has charging facilities
- 1 iPad is stored in the SEN room.
- 1 shared Visualiser
- We have 2 SEN rooms - each SEN Teacher has their own laptop.
- One shared digital camera is available and stored in the office.
- A projector and laptop are available for use in the community centre hall. A sound system is available for use in the school hall also. St. Peter's National School have access to this hall for all P.E lessons, Drama lessons and weekly Assemblies. The hall is also available for certain extra school events and initiatives upon request. The technology available in the hall is actively used in all school activities.
- A number of SEN students use laptops or iPads to support their learning.
- The school broadband is comprised of a combination of wired and wireless service. Our Broadband connection is provided by Viatel and is an efibre connection, which is rated to deliver up to 90mbits/s. We currently have a peer to peer network with 3 network switches and

4 ubiquiti wifi Access points. We have one wired network point in each classroom, SET room and office.

- We have a school website (hosted by weebly.com and updated through Weebly by all staff members)
- The PTA also has a Facebook Page which they update with PTA events.
- The school uses “Databiz” software for administrative purposes. The school email is used to contact parents and we have a school text-a-parent system.
- We currently use “Databiz” to record student data, attendance and assessment results; however, in September 2019 we will be changing to Aladdin.
- In the school year 2019-2020 parents will have the option for payments to be made electronically via Aladdin ePayments system (September 2019).

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *September 2018 to March 2019*. We evaluated our progress using the following sources of evidence:

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- Digital Learning Cluster Group formed: A focus group of teachers established to work on developing our digital learning plan.
- The DL Team group includes Rachael Blennerhassett (Principal/SEN Teacher), Marianne Coyle (Deputy Principal/Infant Class Teacher), Laura McGovern (AP2/Class Teacher) and Aisling Middleton (Class Teacher). The group is supported by Brian Harnett of Professional Computers Company – IT support provider to the school.
- Teacher Digital Learning Collaboration Task: SCOT Analysis conducted on IT use in school
 - Strengths
 - Challenges
 - Opportunities
 - Threats
- Parents' Digital Learning Questionnaire: A questionnaire was distributed to all parents to elicit the views of parents on the use of digital technologies in the classroom, access to digital technologies & internet at home and reflect, where possible on their children's digital learning experiences.
- Student Digital Learning Questionnaire: a student questionnaire was carried out by all children 1st-6th class to elicit the views of pupils on the use of digital technologies in the school & classroom and to reflect on their digital learning experiences.

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 & Management Domain

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

Teaching and Learning

Standard	Statement(s)
<p><u>Domain 1: Learner Outcomes</u> 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>Pupils use digital technologies to collect evidence and record progress.</p>
<p><u>Domain 1: Learner Outcomes</u> Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p>	<p>Pupils have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.</p> <p>Pupils understand the potential risks and threats in digital environments.</p>
<p><u>Domain 2: Learner Experience</u> 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><u>Domain 2: Learner Experience</u> Pupils grow as learners through respectful interactions and experiences that are challenging and supportive</p>	<p>Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being.</p>

Domain 3: Teachers' Individual Practice

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

Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.

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 4: Teachers' Collective/Collaborative Practice

Teachers value and engage in professional development and professional collaboration

Teachers engage in professional development and work with colleagues to help them select and align 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.

Leadership and Management

Standard	Statement(s)
<p><u>Domain 1: Leading Learning and Teaching</u></p> <p>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>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.</p>
<p><u>Domain 2: Managing the Organisation</u></p> <p>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>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.</p>

<p><u>Domain 3: Leading School Development</u></p> <p>Build and maintain relationships with parents, with other schools, and with the wider community</p>	<p>The school has an explicit communication strategy in place, which identifies and uses websites 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><u>Domain 4: Developing Leadership Capacity</u></p> <p>Critique their practice as leaders and develop their understanding of effective and sustainable leadership</p>	<p>They question their own practice in relation to the use of digital technologies through processes of personal reflection and identify areas of their practice that require improvement.</p>

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

- Teachers SCOT analysis highlighted our increased use of digital learning over the last two years.
- Investment in iPads has been well received and teachers recognise the support they offer in enhancing the teaching and learning of curricular content
- Use of iPads in Aistear and supporting thematic teaching
- Staff are proactive in updating the school website with class progress throughout the year
- 71% of children report enjoying using websites to help them with their learning
- 83% of children enjoy using digital technology for project and research work
- The majority of children enjoy the apps currently on the iPads
- 75% of children have a strong sense of online safety and its importance in digital technology use
- 84% of parents strongly agree or agree that their children are encouraged to use technology for school work/projects
- 74% of parents strongly agree/agree that their child's access to technology in school is currently regular & accurate
- 75% of parents state they are happy with the digital technologies available for their child's use in school
- 62% of parents feel that the school prepares their children to practice safe, legal and ethical behaviour in the use of information and technology.

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

- Increase children's access time to digital learning in school
- Increase opportunities for children to present their work through the use of digital technology
- Increase children's and parent's awareness of online safety
- Increase children's awareness of using digital technology for positive peer interaction, collaboration and feedback
- Increase teachers' CPD in digital technology use and digital technology in their teaching
- All staff competent in use of digital technologies available in school (both administrative and teaching tools)
- Effective implementation and embedding of digital technology use in Power Hour sessions
- Update policies in relation to DES guidelines and develop a digital learning culture in school
- Increase parents awareness of how their children's use of digital technology in school and their digital learning: how, when and where it takes place

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: (From Digital Learning Framework) - Teaching and Learning

Domain 1: Learner Outcomes

Domain 2: Learner Experience

Domain 3: Teachers' Individual Practice

Domain 4: Teachers' Collective/Collaborative Practice

STANDARD(S): (From Digital Learning Framework)

- Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
- Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships
- Pupils engage purposefully in meaningful learning activities
- Pupils grow as learners through respectful interactions and experiences that are challenging and supportive
- The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills
- Teachers value and engage in professional development and professional collaboration

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 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.
- Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.
- Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being.
- Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.
- 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.

- Teachers engage in professional development and work with colleagues to help them select and align 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?)

- Increased use of digital technology in teachers teaching and children’s learning
- Increase opportunities for children to present their work through the use of digital technology
- Increase children’s awareness of online safety
- Increase children’s awareness of using digital technology for positive peer interaction, collaboration and feedback
- Increase teachers’ CPD in digital technology use

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"> • To expand the use of digital technologies in delivering the curriculum and ensure that all students experience digital learning 	<ul style="list-style-type: none"> • March 2019-June 2020 (SSE) • Sept 2019-June 2020 (STEM/Maths and Primary Science) 	<ul style="list-style-type: none"> • ISM Team • All teachers 	<p>Literacy: English & Gaelge (Linked with SSE)</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 Literacy digital technology per class band (Jnrs/Snrs; 1st/2nd etc) to support pupils learning. • The above to be communicated to parents via school newsletter & website. • Literacy Station Teaching 	<ul style="list-style-type: none"> • Computer access • Internet access • iPads • Relevant Apps for iPads

<p>activities regularly.</p>			<p>Programme will have incorporated one digital learning station/element</p> <ul style="list-style-type: none"> • The above targets to be implemented in both English and gaeilge <p>Maths/STEM</p> <ul style="list-style-type: none"> • Reintroduce Scratch as part of our Numeracy and STEM plan <p>Science</p> <ul style="list-style-type: none"> • Complete Primary Science through a digital log. <p>Timetable</p> <ul style="list-style-type: none"> • Embed the use of the Digital timetable to ensure all classes have fair shared access to Digital technologies available in the school 	
<ul style="list-style-type: none"> • Provide regular opportunities for children to demonstrate their skills and present, display or discuss their learning process/progress through digital technology 	<ul style="list-style-type: none"> • March 2019 - June 2020 	<ul style="list-style-type: none"> • All Teachers 	<ul style="list-style-type: none"> • Children will have at least one opportunity each half term to present their work to the class. • Teachers to decide whether it is to be a piece of work of the children's choice or a whole class assignment. • Teachers to explicitly teach the skills needed for presenting work. • One new presentation technique taught each term (3 a year). • Presentation techniques (Powerpoint presentation, video, voice recordings etc.) to be decided at the beginning of each year. • Teaching of self-assessment 	<ul style="list-style-type: none"> • Powerpoint • Ipads • Computers • Voice recording software

			techniques using digital technology - in P.E and Drama	
<ul style="list-style-type: none"> Digital safety module completed; November to become internet safety month - linked with others strand in S.P.H.E 	<ul style="list-style-type: none"> November 2018 & annually each November 	<ul style="list-style-type: none"> ISM Team to arrange external experts to deliver seminars to parents, pupils and staff every second year Class Teachers 	<ul style="list-style-type: none"> All students will have been taught a module on internet safety and risks. Internet safety class resources 	<ul style="list-style-type: none"> Internet Safety - Don't be Mean behind your screen Webwise.ie - My Selfie and the Wider World https://www.webwise.ie/myselfie-wider-world/ Celebrate Safer Internet Day, see www.saferinternetday.ie www.webwise.ie Surf the Web Safely https://www.webwise.ie/sphe/ Cyberbullying and information www.webwise.ie Surf the Web Safely

				https://www.webwise.ie/sphe/
<ul style="list-style-type: none"> • Sign up to G-suite to promote positive interactions between pupils online and in relation to their school work 	<ul style="list-style-type: none"> • March 2019-June 2020 	<ul style="list-style-type: none"> • ISM Team • All teachers 	<ul style="list-style-type: none"> • Appropriate and effective implementation of Google for Schools G-suite • Clear communication to children and parents about appropriate and positive use of schools accounts 	<ul style="list-style-type: none"> • G-suite
<ul style="list-style-type: none"> • 1 teacher to engage in 1 CPD course on digital technology a term. 	<ul style="list-style-type: none"> • March 2019-June 2020 	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Opportunity to attend courses • Provision for sub cover when needed (and available) • Provision for financial aid if needed 	<ul style="list-style-type: none"> • PDST

EVALUATION PROCEDURES:

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

The digital learning plan will be implemented on an on-going basis. Progress will be reviewed every year and this document will be updated to reflect progress made.

Digital Learning Action Plan - Leadership and Management

DOMAIN: (From Digital Learning Framework) - Leadership and Management

Domain 1: Leading Learning and Teaching

Domain 2: Managing the Organisation

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

STANDARD(S): (From Digital Learning Framework)

- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment
- Manage the school's human, physical and financial resources so as to create and maintain a learning organisation
- Build and maintain relationships with parents, with other schools, and with the wider community
- Critique their practice as leaders and develop their understanding of effective and sustainable leadership

STATEMENT(S): (From Digital Learning Framework)

- 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.
- 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.
- 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.
- The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole school community.

- 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.
- 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.
- They question their own practice in relation to the use of digital technologies through processes of personal reflection and identify areas of their practice that require improvement.

TARGETS: (What do we want to achieve?)

- All staff competent in use of digital technologies available in school (both administrative and teaching tools)
- Effective implementation and embedding of digital technology use in Power Hour sessions
- Update policies in relation to DES guidelines
- Develop a digital learning culture in school

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, • Professional development in Aladdin in September 2019 • Professional development Gsuite in October 2019 • Continuous review of 	<ul style="list-style-type: none"> • March 2019- June 2020 	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • All teachers capable of using digital technologies for teaching and admin (attendance, results, reports etc.) • Increased use of Promethean Boards potential 	<ul style="list-style-type: none"> • Powerpoint • Ipads • Computers • Voice recording software

iPad use				
<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"> March 2019- June 2020 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Ensure all teachers (Class and SET) are aware of and can use new digital technology resources and hardware in the school teachers share information on digital technology on school website they find to be of particular use in delivering the curriculum teachers share informaiton with each other the resources they find useful in incorporating digital technology into their teaching and learning. 	<ul style="list-style-type: none"> Powerpoint Ipads Computers Voice recording software
<ul style="list-style-type: none"> All Power hours to effectively incorporate digital technology into the teaching and learning plans 	<ul style="list-style-type: none"> March 2019- June 2020 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Collaborative planning of power hours with one teacher involved in the team teaching to source new apps or decide upon the integration of digital technology into the session (teacher in charge of the IT integration to rotate each month) 	<ul style="list-style-type: none"> Powerpoint Ipads Computers Voice recording software
<ul style="list-style-type: none"> Collaborative feedback and discussion on children's presentations of classwork 	<ul style="list-style-type: none"> March 2019- June 2020 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Croke Park Hours to facilitate this collaborative discussion 	<ul style="list-style-type: none"> Powerpoint Ipads Computers Voice recording software

<ul style="list-style-type: none"> Develop a digital learning culture within the school. 	<ul style="list-style-type: none"> March 2019- June 2020 	<ul style="list-style-type: none"> Principal ISM Team All Staff 	<ul style="list-style-type: none"> Ensure an up to date school website is maintained. Ensure the use of digital technologies in administration and communication is maintained and increased e.g.- switch from Databiz to Aladdin, ePayment, Email & Text Communication Devise and implement a Digital learning Policy Review and Update Digital Learning Policy Compile a list of educational websites for parents to reference and reinforce their children's learning Communicate to parents what the children are using the iPads for, when and why. 	<ul style="list-style-type: none"> Powerpoint Ipads Computers Voice recording software
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EVALUATION PROCEDURES:
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

The digital learning plan will be implemented on an on-going basis. Progress will be reviewed every year and this document will be updated to reflect progress made.
 Teachers will complete a review questionnaire in Term 1 of school year 2019-2020.