

Lisnagry National School 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:

- Lisnagry is a Catholic Primary School of both boys and girls, situated in the parish of Castleconnell in Co. Limerick. In 2018 we have 326 pupils between the ages of four and twelve attending the school, from Junior Infants to 6th Class. There are currently 17 teachers – Principal, twelve class teachers and four Special Education Teachers. There are also three Special Needs Assistants working in Lisnagry.

There is a good culture and history of use of Digital Technologies in the school. Each classroom is equipped with an interactive whiteboard and teacher laptop. There are also 16 tablet devices and 16 laptops for use by pupils. A server, information management system and networked printers are in use by the staff and each staff member has their own account managed by the school.

1.2 School Vision for Digital Technologies

- Lisnagry views digital learning as an essential component of modern life and an innovative, motivational and interactive tool for enhancing teaching, learning and assessment. Best practice in digital learning needs a well resourced, knowledgeable and skilled staff to ensure a move towards learning that is child-centered, self-directed and creative. The management of Lisnagry NS are committed to building upon the good knowledge, skills and values of our staff as well as providing the best resources in the best environment possible. In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in Lisnagry is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. Therefore Digital Learning (previously ICT) 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.
- We believe digital technologies can enable us to work collaboratively as a staff and as teachers and learners. It also enhances our ability to communicate effectively with parents. The children in our school are engaged, creative thinkers and we want to harness those qualities in how we use digital technologies to improve teaching, learning and assessment. Children with special educational needs already benefit from the use of more personalised, interactive and engaged learning using digital technologies. This is something we hope to build upon for all the pupils in our school.
- Lisnagry sees internet safety and the ethical and responsible use of technology as critical elements of teaching and learning in the 21st century. We aim to embed these elements across our curriculum where appropriate.
- Lisnagry 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, Twitter and Facebook accounts provide parents and the wider world with an up-to-date view of daily activities and sports events such as hurling matches.

- 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 in Lisnagry, 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 want our students to leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society

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

- Staff and pupils already use digital technologies in the classroom in a variety of ways including: digital presentation tools, online and interactive learning games and activities, digital photos and videos, internet research, digital audio recordings and publishers' online content.
- Staff and management use digital technology tools for administration, planning, sharing of resources and as a communication tool.

1.4 Our Digital Learning Team (DLT)

The Principal and ICT coordinator surveyed the staff to ascertain who would be interested in becoming a member of the school's DLT. The school was divided into different class levels /sections: Infants, 1st & 2nd, 3rd & 4th, 5th & 6th and SEN and each section was invited to appoint a representative to sit on the DLT. Then a six-person DLT was constituted as follows:

Michael Feeney (Principal), Sean Flannelly (Digital Learning Co-ordinator and 5th class), Sandra Delaney (Senior Infants), Kevin Raftery (2nd), Helen McInerney (3rd) and Eimear Quirke (SEN).

Each school section representative arranged a focus group with the other teachers in that section and identified their opinions and needs in relation to digital technologies. The DLT then met to distil these down and identify the focus for our Digital Learning Plan.

2. The focus of this Digital Learning Plan

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

Digital Learning Cluster Group formed: A focus group of teachers (listed above) established to work on developing our digital learning plan. Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Plan.

'Teacher Digital Learning Survey': Online digital survey was carried out among the staff. The main areas of focus were:

- Reflection on learning, Teaching and assessment practices
- The use of digital technologies in the classroom
- Professional collaborative review

Student Surveys : a survey was carried out to elicit the views of older 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

- Teaching and Learning Dimension
- Teacher's Individual Practice Domain

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

Standard	Statement(s)
<p>The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils learning needs.</p>	<ul style="list-style-type: none"> ● Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities.

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

- Some staff members are engaged in a number of digital technology projects
- Most teachers pick specific digital tools to help teach literacy and numeracy skills in lessons
- Pupils in the school are quite proficient in using digital technology.

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

- Ensure that digital technologies are used in a planned manner and that a constructivist approach is used by teachers in embedding these technologies in teaching, learning and assessment
- Increase the awareness of different digital tools that can be used to enhance teaching, learning and assessment with a particular focus on content creation tools. Teachers will design activities where these tools can support and enhance pupils learning in different curricular areas.
- Develop a collegial mentoring approach so that teachers can share new knowledge, skills and good practice with one another. We will set up peer support for staff members to increase competence and confidence in embedding digital technologies in teaching, learning and assessment.

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 Plan

DOMAIN: Teachers' Individual Practice

STANDARD(S): The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs

STATEMENT(S):

- Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities.
- Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.

Targets: Pupils will use digital technologies to access and engage with curriculum knowledge, skills and attitudes in a more constructivist manner. Teachers will share good practice, digital tools and websites useful for using digital technologies to support teaching, learning and assessment.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	REMITTS (Who is to do it?)	SUCCESS CRITERIA (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<ul style="list-style-type: none"> • Staff will engage with CPD in a number of key areas including: <ul style="list-style-type: none"> ○ Content Creation Tools ○ Coding and Computational Thinking ○ GSuite & Teacher Collaboration Tools • Pupils will create digital content at least once per term <ul style="list-style-type: none"> ○ Jun/Sen Infants: Animations or short videos with student narration to explore a theme in Aistear ○ 1st/ 2nd Class: Short videos to present 	<ul style="list-style-type: none"> • June 2020 • June 2020 	<ul style="list-style-type: none"> • Staff & PDST Advisor • All Staff 	<ul style="list-style-type: none"> • Staff will all have successfully engaged with a programme of CPD • Evidence of some pupils' work will be published on class blogs 	Digital Infrastructure in the school Lego We Do kits BeeBot Kits iPads Laptops

<p>learning in SESE</p> <ul style="list-style-type: none"> ○ 3rd/ 4th Class: Narrated eBooks to present learning on a curricular topic ○ 5th/ 6th Class: Present learning using eBooks, Presentations or digital video on a curricular theme ● Pupils will engage in coding and computational thinking activities appropriate to their age group. <ul style="list-style-type: none"> ○ Jun/ Sen Infants: Use of BeeBot activities to support emerging coding ability ○ 1st/ 2nd Class: Scratch Jr lessons & use of Code.org ○ 3rd/ 4th Class: Lego WeDo coding, engineering and teamwork activities ○ 5th/6th Class: Vex IQ, Scratch, LearnIt Robotics Workshop ● Members of the D.L.T will support other staff members using a digital tool once per term. ● All teachers will become familiar with the use of Google shared drive for the sharing of and access to shared school resources. They will be categorized by class level and subject area. ● Teachers will upload pupils work (pictures and videos) to Twitter on a regular basis 	<ul style="list-style-type: none"> ● June 2020 ● June 2020 ● June 2020 ● June 2020 	<ul style="list-style-type: none"> ● All Staff ● All Staff ● DL Team Members ● All Staff 	<ul style="list-style-type: none"> ● By the end of May 2019 all pupils will have experienced coding and computational thinking activities in their classes ● Every class will have a folder of resources which will be stored in shared folders in Google Drive ● Teachers will compile a shared collection of digital tools, resources and websites that can be used at different 	
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			class levels and on a cross curricular basis	
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Evaluation Procedures: Cuntais Miosúila, Discussion at each Staff Meeting, Updates in each school newsletter, updates on social media. (Edit and update as we go along).

This policy was ratified by the Board of Management at its meeting held on 11th June 2019

Signed;

_____ (Chairperson, Board of Management) Date: _____

Signed:

_____ (Principal) Date: _____

