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 National School is a Catholic Primary School of both boys and girls, situated in the parish of Castleconnell in Co. limerick. In 2022 we have 331 pupils between the ages of four and twelve attending the school, from Junior Infants to 6th Class. There are currently 18 teachers – Principal, thirteen class teachers and five 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/panel, teacher laptop and most have visualizers. There are 32 iPads for classroom use and 12 iPads for use in facilitating special education, 20 Samsung Galaxy Tablets, and 30 chrome books 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 area 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 communication through Aladdin with parents. 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 that complements school book lessons.
- 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 surveyed the staff to ascertain who would be interested in becoming a member of the school's DLT. A six-person DLT was constituted as follows:

Michael Feeney (Principal), Sheena McDonald (1st Class), Eimear Carroll (3rd class), Aoife Conroy (2nd Class), Helen McInerney (SET) and Johnathan Martin (SET).

2. The focus of this Digital Learning Plan

We reviewed the previous Digital Learning Plan 2018-2020 and undertook a digital learning evaluation in our school for drafting a new DLP in Term 1 2022. We evaluated our progress using the following sources of evidence:

- Used the previous information gathered in the 2018-2020 digital learning plan to inform how best to progress digital learning further in the school.
- Examined the digital content organized and saved on the school's Google Drive by teachers including content created for Google Classroom.
- Teachers had the opportunity to share feedback on digital practices undertaken already within the school and offer suggestions informing this digital learning plan.

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)
The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils learning needs.	• 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 teachers and students have experienced computational thinking through digital learning in the past through vex robotics workshops and competitions, beebots and Lego WeDo.
- 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.
- During the pandemic we expanded our digital infrastructure through expanded use of the Google Suite with each teacher and student set up on their own @lisnagryns gmail account and Google Classroom. The school has invested further in digital resources buy purchasing more tablets, iPads, chromebooks and lego coding kits. Many of the interactive whiteboards have been updated in the classrooms to interactive panels.

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 confidence and competency 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 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?)	REMITS (Who is to do it?)	SUCCESS CRITERIA (What are the desired outcomes?)	RESOURCES (What resources are needed?)
1. Staff will engage with CPD in coding and computational thinking..	Whole staff Lego Coding training	Facilitated by a Lego Coding expert	Staff will all have successfully engaged with a programme of CPD	Lego WeDo and Spike Prime Kits iPads/chromebooks
2. Pupils will create digital content at least once per term ○ **Juniors – 2nd Class** Animations or short video with student narration to explore a subject area as chosen by the teacher. ○ **3rd – 6th Class:** Use the GSuite apps such as Google Slides and Google Docs to present learning on teacher's chosen subject area while developing their skills in accessing and managing their individual Google Classroom account.	Once per term beginning January 2023 Reviewed in Sept 2023	All class teachers with SET/SNA support as needed. SET teachers may use these strategies to support students with SEN as appropriate. Digital Learning team to collaborate and provide peer support	Evidence of some pupils' work will be published on google classroom. Digital content creation as a learning strategy is documented in teachers' monthly plans.	iPads Chromebooks Assistive technology for children with SEN where necessary

3. Pupils will engage in coding and computational thinking activities appropriate to their age group. ○ **Jun/ Sen Infants:** BeeBot coding activities ○ **1st Class:** Scratch Jr coding lessons ○ **2nd - 4th Class:** Lego WeDo coding ○ **5th - 6th Class:** Lego Spike Prime coding	Twice per term beginning January 2023 reviewed in Sept 2023	All class teachers with SET/SNA support as needed. In class support for 2nd – 6th class teachers from Ms Conroy, Mr Feeney and Mr Martin to support Lego Coding activities. Digital Learning team to collaborate and provide peer support.	Children engage in two coding lesson per term. Coding and computational thinking activities are documented in teachers' monthly plans.	Beebots – Bank of resources and lesson ideas to be compiled. IPads/Chromebooks Lego WeDo Kits Lego Spike Prime Kits
4. All pupils will be set up on their own @lisnagryns GSuite domain from Junior Infants.	When the pupil starts school	Ms McDonald Mr. Feeney	All students to have a GSuite account	Google Admin access
5. A new digital learning team will be formed, and teachers work with other teachers on a one-to-one and small group basis (mentoring approach)	February 2023 and ongoing collaboration	Digital Learning Team	Feedback from teachers in Sept 2023	
6. Pupils will engage in online safety/anti-cyberbullying lessons through SPHE curriculum	At least one lesson per term chosen by the teacher	External facilitator for internet safety and online bullying with pupils and parents from 4th – 6th annually. Class teachers with SNA/SET assistance where required.	Documented in monthly plans.	https://www.webwise.ie/teachers/resources/ - HTML Heroes (1st/2nd) - HTML Heroes (3rd/4th) - Garda Schools Programme - Be Kind Online (3rd/4th) - All Aboard for Digitown(9-12yr) - My Selfie and the Wider World (5th/6th)
7. Teachers will continue to use the shared school Google Drive and share pupil learning on Google Classroom.	Ongoing and review in Sept 2023	All class and special education teachers	Evidence on Google Drive and Google Classroom	Google Drive Google Classroom
8. Teachers will upload pupils work (pictures and videos) to Twitter on a regular basis	Ongoing and review in Sept 2023	All class and special education teachers	Evidence on Twitter	Twitter

Evaluation Procedures:

- Cuntais Miosúila
- Discussion at each Staff Meeting
- Updates in school newsletter
- Share digital learning evidence on Twitter and Google Classroom
- Feedback from teachers and review in September 2023
- Assessing student engagement through teacher observation, questioning and conferencing.