Our Lady of Good Counsel BNS

Digital Learning Plan

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This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to improve teaching, learning and assessment practices using digital tools.This plan was informed by the Department of Education's 'Digital Strategy for Schools to 2027' and the Digital Learning Framework.

1.1 School Details:
 Our Lady of Good Counsel B.N.S., is a Catholic Primary Boys' School, situated in Johnstown, Glenageary, Co. Dublin. As of Sept. 2023, there are 390 pupils between the ages of 4 and 13 attending the school, from Junior Infants to 6th Class. There are currently 23 teachers – Principal (non-teaching), Deputy Principal (SET), 16 class teachers (2 job shares) and 6 Special Education Teachers (1 job share), and 9 Special Needs Assistants(2 job share) working in our school.

1.2 School Digital Learning Vision:
In line with the guidance provided by the D.E.S. within the '***Digital Learning Framework for Primary Schools***'& '***Digital Learning Planning Guidelines***', the approach in Our Lady of Good Counsel B.N.S. is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. Therefore, Digital Learning is not a subject or curriculum. It is a tool that can add value to the teaching and learning process when it is used appropriately.

Our Lady of Good Counsel B.N.S. aims to integrate digital technologies into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society.

We recognise 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; Aladdin Connect, e-mail, website updates and our monthly newsletter using Microsoft Sway. Digital Technologies are used for projects, when appropriate. The school website, e-mails, texts via Aladdin and the Wednesday note will be used to provide parents and the wider world with an up-to-date view of school activities (including pupil engagement with digital technologies) and sports events.

1.3 Brief summary of our strengths with regard to digital technologies for teaching, learning and assessment in our school:

- Children have a positive attitude towards the use of digital technologies and are learning to use a range of digital technologies and programmes effectively.
- Classrooms are using digital technologies to collaborate, co-create and to develop their ability as self-directed learners.
- Teachers lead and support colleagues in the use of digital technology to help expand the learning journey for all children.
- 88% of staff believe that we are ahead of or the same as other schools in relation to digital learning.
- 91% of parents believe that we are ahead of or the same as other schools in relation to digital learning.
- Only half of the parent body realised that we use digital technologies in the classroom.
- The student council were consulted as a focus group on their views on digital learning in the school. Their feedback was very positive. They are pleased with the amount of digital learning that is taking place in our school.

1.4 Brief account of the school's digital technologies infrastructure:

- We currently have a full class set of 30 ipads aavailable for classroom work, 6 ipads available for guided reading support and a set of 13 ipads that are used by the SET team.
- Each class teacher has a laptop and there is a Vestel Screen in 14 classrooms and 2 classrooms have a SMART MX board.
- We also have 2 Apple TV's.
- We have 3 iPad charging trolleys.
- There is a bank of 28 laptops that are housed in the computer room. The computer room also has a Vestel Screen.
- A number of SEN students use laptops or iPads to support their learning.
- A networked printer/photocopier is located in the Multi-Purpose Room, along with a (non-networked) risograph copier and a networked colour printer(smaller capacity).

- We have a school website which is currently under redevelopment, an active school Instagram & Twitter pages that are regularly updated by staff. The school uses Aladdin software to communicate with parents.
- A monthly newsletter (using SWAY) is also digitally distributed to the school body.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *August 2023* to *January 2024*. We evaluated our progress using the following sources of evidence:

- We conducted a series of staff surveys using Google Forms. These focused on the use of technology in the school, supports that were needed and our focus going forward.
- We also consulted with the parent body via a survey using Google Forms.
- The Student Council have been consulted as a focus group on their views and opinions of digital learning and technology use in the school. (What they enjoyed, what they would like to change etc).

2.1 Our previous digital learning plan(s) led to the following developments:

- We have purchased 2 Apple TVs. These are available for use in the classroom. There have been demonstrations of how to use the Apple TV at staff meetings.

- We have invested in a set of 30 iPads and 2 iPad charging trolleys that are used to aid classroom learning. They are timetabled and are used to great effect in the classroom.

- 16 teacher iPads have been repurposed. 6 are dedicated guided reading iPads and are preloaded with literacy apps and bookmarked websites. 5 more have been allocated to the SET Team.

- All iPads are timetabled and are maintained by Wriggle. Sinead Cooney has responsibility for them in the school and she ensures that they are charged and delivered to classrooms for use. Any issues are to be reported to Sinead Cooney.

- Digital learning ideas, best practice and apps are shared monthly at our staff meetings. We have a dedicated IT slot on our agenda and tips and hacks are shared. This is working very well and will continue.

- CPD: We will aim to identify areas in which to provide CPD that would support all staff, to maximise the digital learning experiences for pupils.

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

- Develop the use of technology in order to provide the children with meaningful learning experiences.
- Explore new technologies and continue to use a variety of technologies to enhance teaching and learning.
- We will continue to share ideas and peer support to increase competence and confidence in embedding digital technologies in teaching, learning and assessment.
- We will design a school plan that includes activities in which students can use different digital technologies to enhance learning in different curricular areas.

2.3 The Standards and Statements from the Digital Learning Framework being selected

Domain 1: Learner Outcomes	
Standard	**Statements**
Pupils enjoy their learning, are motivated to learn and achieve as learners	Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.

Domain 2: Learner Experiences	
Standard	**Statements**
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 3: Teachers Individual Practice	
Standard	**Statements**
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.	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 4: Teachers Collective/Collaborative Practice	
Standard	**Statements**
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.

3. Digital Learning Action Plan

This plan includes:
- The targets for improvement we have set
- The actions we will implement to achieve this
- Who is responsible for implementing, monitoring and reviewing our improvement plan
- How we will measure progress and check outcomes

As we implement our action plan we will record:
- The progress made and adjustments made and when
- Achievement of targets and when

TARGET(S):

- **Children will familiarise themselves with using digital technologies that complement their current learning. Children will create and share curricular based digital content, appropriate to their class level, once per term.**

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Teachers will continue to share ideas and best practice at monthly staff meetings.	Confidence and motivation to embed digital technologies in teaching, learning and assessment will increase across staff.	IT team and all staff	ongoing	
Pupils will create cross-curricular digital content at least once a term. 1st/2nd Class – Book Creator 3rd/4th Class – Keynote 5th/6th Class – Stop Motion Studio/Canva	Each pupil will create curricular based content at least once a term and share their work with an audience of their peers.	Class teachers and all students	ongoing from Term 2/3 Termly for Staff Feedback for documentation	

Feedback will be gathered once a term to document how these tools are used in each class.				
Observation and peer mentoring sessions will be arranged with willing teachers showcasing lessons to colleagues and older children guiding their younger peers	Volunteers will share good practice in their classrooms by sharing ideas and lessons with colleagues. Older children will guide their younger peers in how to use new digital tools/	Teachers Students ISM Team to facilitate cover if needed.	Termly/annually	
Begin Whole School Approach and Plan with specific focus on coding and strategic thinking. **Junior and Senior Infants:** Beebots/Lightbot Jr **1st/2nd Class**: Scratch Jr/ Lego WeDo/Lightbot Jr **3rd/4th Class:** Lego Spike /Minecraft for ED/Lightbot **5th/6th Class:** Lego Spike/ Roblox for Education/Lightbot	A more structured plan for a more seamless progression of digital skills for Junior Infants to Senior Infants will be created.	Teachers	Begin from September 2024	

MONITORING & EVALUATION PROCEDURES

MONITORING & EVALUATION PROCEDURES
How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?

Monitoring:
Feedback from teachers at staff meetings.
IT Co-ordinator/Deputy Principal/Principal to be invited to sharing of pupils work.

Roles and Responsibilities

This revised plan was formulated in February 2024. All teachers, parents and pupils were involved in the process. All teachers are responsible for the implementation of this policy. The IT co-ordinator is responsible for the review.

Implementation Date

These procedures will apply immediately.   .

Review date

This policy will be reviewed annually.

Ratification

This policy was ratified by the Board of Management at its meeting

Signed :………………………………………………….. Date: 26/02/24
    Michael J. Hunt
    Chairperson B.O.M.

Signed :………………………………………………….. Date: 26/02/24
    Michelle Cotterell
    Principal.