# **Scoil Naomh Buadáin**

# **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:**

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| St Boden’s N.S. opened in September 1982.  This was an amalgamation of St. Patrick’s N.S., Carrowmore and St. Boden’s N.S., Bocan. Our school now serves the primary educational needs of pupils who live in the village of Culdaff and the children of the surrounding hinterland.  We are a small rural, seaside village in the north of the Inishowen Peninsula in Co. Donegal.  We are a mixed school. Our current enrolment is 74 pupils.We have 3 classrooms and a SET room. We also have 2 SNA’s and a part-time secretary and caretaker.  St. Boden’s N.S. is a co-educational, Catholic primary school which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and culture needs of the pupils are identified and addressed.  While St. Boden’s N. S. is a school with a Catholic ethos, it also has due recognition for all other religions. We strive to promote, both individually and collectively, the professional and personal development of the teachers through staff development programmes.    We encourage the involvement of parents through home/school contacts and through their involvement in the St. Boden’s N.S. Parents Association. St. Boden’s N.S. endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage in them the idea of being responsible. St. Boden’s N.S. promote gender equity amongst the teachers and pupils. Deanfaimid iarracht Gaelige a labhairt. Our school motto is: *Ní neart go chur le chéile* (Together we are stronger) |

**1.2 School Vision:**

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| Our vision for e-learning is about trying to ensure that the children begin to develop a critical appreciation of the role of ICT in society and develop habits which reflect an ethical and responsible use of ICT. ICT will be a fundamental component of learning and teaching in the school. Technology and professional learning will equip teachers with skills that will develop students who are innovative and confident users of ICT in an ever changing digital world. Staff and students will use technology to support and enhance learning which will build skills for 21st Century living.  Scoil Naomh Buadain’s e-learning vision is embedded in the whole school plan and staff are supported in the integration of IT throughout the curriculum in terms of ongoing professional development, digital resources in all classrooms and facilitates opportunities for reflection among staff on teaching methodologies and peer learning. Staff also recognise the importance of ICT in pupil assessment. Teaching methodologies and evaluations are supported by digital technology in the school. |

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

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| * Previous to 2016 – All teachers in the school for a long number of years are involved in some aspect of School Development. To progress an area of school development a committee of staff work through the area getting views of all the partners – teachers, students and parent * 2016 – September: creation of school website [www.stbodensns.ie](http://www.stbodensns.ie) * 2016 – September: school blog created through Twitter @stbodensns * 2016 – October: Introduction of school Interactive Whiteboards in classrooms * 2016 – November: laptops available to teaching staff * 2016 – February: whole staff professional development in using ICT for the Assessment of literacy and numeracy with SEN pupils * 2016 – March: Acceptable Usage Policy created and ratified by BOM * 2017 – Introduction of small number of ipads to students * 2017 – Visualisers introduced to classrooms and training provided to teaching staff * 2018 – purchase of coding materials such as Beebots and supporting materials * 2018 – Digital STEM project (CASE Peace IV funded) students take part in coding activities |

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

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

* Teacher survey and anecdotal reflection
* Pupil survey
* Parent survey

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

One standard and one statement has been chosen from each of the domains – Learner Outcomes, Learner Experiences, Teachers’ Individual Practice and Teachers’ Collaborative Practice. These have been identified in conjunction with feedback from an incidental inspection and links with our School Self Evaluation Plan 2019 – 2020.

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

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| **Standard** | **Statement(s)** |
| **D1: Learner Outcomes:** Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships | Students 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. |
| **D2: Learner Experiences:** Students engage purposefully in meaningful learning activities | Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning |
| **D3: Teachers’ Individual Practice** The teacher selects and uses teaching approaches appropriate to the learning objective and to the students’ learning | Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities |
| **D4: Teachers’ Collective/Collaborative** **Practice:** Teachers contribute to building whole-staff capacity by sharing their expertise | Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students |

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

* All staff members have access to a device
* Access to broadband
* Motivated staff member will to take part in Continued Professional Development in the area of ICT
* Pupils have access to a limited amount of technology e.g. ipads, BeeBots
* Use of ICT through all curricular area

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

* Planning for Integration of ICT in all curricular areas, with a primary focus on Literacy and Maths
* Continue to improve the use of ICT in the curriculum,
* Develop awareness of this among parents & include parents in our ICT vision
* prepare support structures for future staff to ensure this continues as the school expands.
* Collaborate as a staff in terms of Professional Development
* To enhance and continue to incorporate the community in ICT development in the school (CASE Peace IV, Seagate)
* Maximise and organise/catalogue ICT Infrastructure and resources in the school

**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**

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| DOMAIN: (From Digital Learning Framework)  Domain 1: Learner Outcomes | | | | |
| STANDARD(S): (From Digital Learning Framework)   * Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships | | | | |
| STATEMENT(S): (From Digital Learning Framework)   * Students 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. | | | | |
| TARGETS: (What do we want to achieve?)   * ICT has a positive impact on students’ attitudes to learning, improving self-esteem and their understanding of themselves as learners * Student learning spaces that are not part of individual classrooms are available, with fixed and wireless computer and online access. (SEN) * Students are aware of expected learning behaviours online | | | | |
| 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?) |
| * Cyber safety – student well being policy * Review our AUP * Implement lesson plans using ‘Webwise’ resources and SPHE curriculum * ICT resources are in good usable condition for pupils to work with in both classroom and group situations | * To commence Immediately | * Whole Staff * Principal * Student Council? | * Technology is used in a positive manner throughout school envirnoment * Students understand acceptable online behaviour and are aware of guidelines / age limits * Learning is shared and showcased in class, online , locally and globally i.e Via blogs, websites, video newspaper etc. | * Internet / IWB * Webwise Resources |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
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| DOMAIN: (From Digital Learning Framework)  D2: Learner Experiences: | | | | |
| STANDARD(S): (From Digital Learning Framework)   * Students engage purposefully in meaningful learning activities | | | | |
| STATEMENT(S): (From Digital Learning Framework)   * Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning | | | | |
| TARGETS: (What do we want to achieve?)   * The pupils increasingly use more technology to create presentations, research projects and reflect on their own learning as well as providing feed back to their peers. | | | | |
| 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?) |
| * Students create digital learning portfolios either online using blogs or using PPT or use for reflective learning logs. * Pupils create online quizzes using Kahoot & challenge peers as a form of AoL (link to incidental recommendations and SSE) | * 2017 – and beyond | * Whole Staff * Principal * SET with small groups of pupils | * Evidence of learning logs and quizzes * Teacher retaining data for students digital portfolios * SALF portfolios (?) | * Laptops * Mword * Mpowerpoint * Kahoot * Digital Cameras * iPads |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
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| DOMAIN: (From Digital Learning Framework)  D3: Teachers’ Individual Practice | | | | |
| STANDARD(S): (From Digital Learning Framework)   * The teacher selects and uses teaching approaches appropriate to the learning objective and to the students’ learning | | | | |
| STATEMENT(S): (From Digital Learning Framework)   * Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities | | | | |
| TARGETS: (What do we want to achieve?)   * Teachers are aware of how to use ICT to capture evidence of student learning throughout learning sequences, supporting ongoing assessment. * Innovation and the use of emerging technologies is supported and evaluated to inform professional learning, curriculum and school planning and is shared across the School Community and with other Schools. | | | | |
| 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?) |
| * Work with staff in developing skills in incorporating ICT into learning, teaching and assessment practice. * Continue to provide professional development for staff (assessment has been identified as an area for development from incidental inspection) * PD sessions using teachers more confident with ICT to model eLearning, strategies and coach others (Link with Peace IV) | * 2017 and onwards continuing to reflect on schools needs as times passes | * Whole Staff * Principal | * Teachers become increasingly more aware and competent in the use of digital technologies. * Teachers own digital literacy improves (assess through reflection on cuntas miosúil) | * Principal as facilitator * PEACE IV professional development grant (integrate with STEM technology) * PDST |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
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| DOMAIN: (From Digital Learning Framework)  D4: Teachers’ Collective/Collaborative Practice: | | | | |
| STANDARD(S): (From Digital Learning Framework)   * Teachers contribute to building whole-staff capacity by sharing their expertise | | | | |
| STATEMENT(S): (From Digital Learning Framework)   * Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students | | | | |
| TARGETS: (What do we want to achieve?)   1. Staff are supported to regularly identify and review ICT professional learning goals and relevant resources and support programs. (Croke Park Hours) 2. Staff are encouraged to contribute to ICT professional learning networks. 3. Staff take part in Joint Professional Development in the area of STEM & assessment of STEM as part of CASE peace IV. | | | | |
| 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?) |
| * Create opportunities to celebrate and share innovative practice across the school (add useful internet sites to school wiki, and blog). * Allocate Croke Park Hours for the sharing of expertees in digital technology * Work with staff in developing skills in incorporating ICT into learning, teaching and assessment practice. (PDST) * Implement and lead a supportive ICT-focused peer-coaching/mentoring program. (PEACE IV/ Principal) | * 2017 – 2022 (and beyond) | * Whole Staff * Principal | * Teachers take part in continued professional development in the area of digital technology * Teachers are afforded the opportunity to work with expertees from other school and share knowledge. This joint professional development will be funded through Peace IV application. * Croke Park Hours are assigned for the sharing of knowledge | * CASE Peace IV * PDST * School technology |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
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