St.Attracta's National School, Ballaghaderreen (19980S)
Our Digital Learning Plan
2020-2021

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. This plan builds on the successful implementation of our 2019/2020 plan.

1.1 School Details:
- St. Attracta's is a mixed, vertical primary school.
- There are currently 238 pupils enrolled representing 16 nationalities.
- There are 17 teachers on staff including administrative principal, mainstream teachers, SET team, HSCL coordinator and a one job share arrangement.
- There are x3 SNAs and x2 ancillary staff including a school secretary.
- The school has DEIS Band 2 Urban status.
- In February 2020, we enhanced Wi-Fi throughout the school buildings at a cost of 5K euro.
- We Interactive Whiteboards (IWBs) in every classroom. In 2020, new panel screens were installed in two classrooms to replace older IWBs.
- We have 39 iPads in total for use in mainstream classrooms and by Special Education Teachers (SETs) - x23 - 2 years old or less; x 16 - 10 years old. We also have a charging trolley.
- We have x 1 set of BeeBots / BlueBots for use in the junior and middle classes. We also have mats and additional resources to enhance the learning outcomes and experiences of the pupils.

1.2 School Vision:
- Our aim is to enhance the teaching, learning and assessment process through the effective use of digital technology in our school.
- We recognise the potential of using digital technologies to provide opportunities for pupils to research information, creatively express themselves, work collaboratively, engage in personalised learning experiences and for assessment. To this end, we aim to maximise our use of the digital resources we have in our school to differentiate content, engage pupils in the process of content creation, and help them to develop digital portfolios of their work.

- We believe that it is important to develop our pupils' computational thinking skills through the meaningful integration of digital technologies and robotics across the curriculum. As part of our work in this area, we will encourage talk and discussion, the development of ideas and concepts and problem solving.
- We also aim to continue to strengthen our positive collaborative culture on staff and ensure that teachers have opportunities to develop their knowledge, understanding and skills in the area of digital technologies.
- School management will ensure that investment in digital technologies will meet the needs of teachers and pupils and allow for the meaningful integration of digital technologies in our school.

1.3 Brief account of the use of digital technologies in the school to date:
- Whole school utilisation of digital technology to assist teaching, learning and assessment across the curriculum.
    - Interactive Whiteboards are used in all classrooms. Teachers access a range of literacy and numeracy websites for whole class engagement.
    - We have selected and organised age-appropriate apps for our junior, middle and senior classes using the bookmarking app, Symbaloo, which has led to the active use of a variety of apps across all class levels.
    - BeeBots and BlueBots are used throughout the school for different purposes. We have borrowed Lego WeDo kits from our local Education Centre for use in the senior classes. Our 6th class pupils engage in Scratch 3 workshops after school every year.
- All teachers use school laptops. Teachers have access to Google Suite of Education. For administrative and communication purposes among staff, we all use Google Drive, Email and Calendar. We use Shared Drive for central storage and review of our school policies, Plean Scoile etc.
- During the extended Covid-19 school closure (March to June 2020), all teachers supported distance learning using either Studyladder (junior & middle classes) and Google Classroom (senior classes).
  Note to Reader inserted on 12/02/21: For the school closures/ online teaching from 11th January 2021, all teachers use Seesaw & Zoom (junior classes) and Google Classroom & Google Meet (senior classes). This followed an intensive and on-going period of formal and in-school training for teachers and pupils which began in August 2020.

2. The focus of this Digital Learning Plan
We undertook a digital learning evaluation in our school during November 2019 (this data informed our 2019/2020 plan) and again in November 2020 (this data was focussed on contingency planning for a potential second phase of online teaching during 2020/2021). We evaluated our progress using the following sources of evidence:
- Focus group of staff
- Focus group of pupils

Reader Note inserted on 12/02/21: We subsequently surveyed parents in February 2021. This survey was conducted during Level 5 restrictions that required online teaching and learning in place of face-to-face classroom teaching. The survey gathered parent feedback on the school's online teaching and learning provision. The survey included a heavy focus on our use of digital learning. The survey findings and follow-up actions shared with parents are available here. The full online survey data is available through the principal.

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

- DIMENSION: Teaching and Learning → DOMAIN 2: LEARNER EXPERIENCES
- DIMENSION: Leadership and Management → DOMAIN 1: LEADING LEARNING AND TEACHING & DOMAIN 2: MANAGING THE ORGANISATION

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

Domain	Standard	Statement(s)
LEARNER EXPERIENCES	Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum
	Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.
LEADING LEARNING AND TEACHING	Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	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. 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.
MANAGING THE ORGANISATION	Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.	The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.

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

- The teaching staff are becoming increasingly more competent in using digital technologies in mainstream classes and support classes. A few teachers are very competent.
- Strong willingness of staff to make greater use of digital technologies to support teaching, learning and assessment.
- Our pupils demonstrate the knowledge, skills and understanding required by the primary curriculum through our focus on engagement with the 'Spellings With Me' programme, online research, content-creation, oral presentations and computational thinking skill development through robotics
- Our pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning through our focus on digital portfolios i.e. Seesaw and Google Classroom and other apps for the purposes of assessment e.g. Kahoot and Flipgrid (mainly middle and senior classes)
- Readiness of staff to engage in school-based CPD: Some teachers engaged in online CPD courses relating to using Seesaw or Google Classroom during summer 2020. The school also arranged for online PDST support webinars in Seesaw for staff during June and again in August. Further support webinars will be arranged in accordance with teachers' needs.
  Reader Note inserted on 12/02/21: In response to emerging queries from individual teachers, PDST online support was provided to all staff members on 05/02/21 Two separate sessions were provided by the PDST tutor on that date for the junior and senior teachers including their assigned SETs. Teachers submitted their queries beforehand to PDST: Record of session 1 our junior classes & Record of session 2 for our senior classes.
  During the current period of online teaching and learning, CPD is also supported via (a) online in-school support sessions for staff are also provided. These sessions are led by designated staff members in response to emerging staff needs, and (b) attendance at webinars provided by local education centres - see running record of Staff CPD for 2020/2021 here
- We have identified natural links between our DEIS Plan and our DLP. The targets of the DLP are embedded in the DEIS Plan as a means of achieving our targets across *Literacy* and *Numeracy*.
- We have a wide variety of digital technologies available in our school as outlined in section 1.1. School Details.
- All iPads have a range of literacy and numeracy apps installed on license (where required). Symbaloo is in use to ensure that all apps and websites are easily accessible to all teachers and pupils in a time efficient manner.
- Digital Learning team in place. Consists of four staff members. Meets regularly. Two members attended PDST training in January 2019 on writing a whole school Digital Learning Plan.
- We are in the process of developing a comprehensive 'Computational Thinking Whole School Learning Progression' Plan for teachers to follow to ensure their use of BeeBots and BlueBots allows for developmental progress from one class level to the next
- After school club: Introduction to Scratch 3 for 6th class pupils [x5 after-school lessons run annually and tutored by a parent with funding by the Parent Association].

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

- Whole school use of a range of appropriate websites and apps to support differentiated pupil progression in literacy and numeracy.
- Continuing to develop pupils' computational thinking in a spiral fashion: Infants to Second - Beebots and Bluebots; Third to Sixth: Lego We Do and Scratch 3. This is part of our whole school strategy to improve pupils'
  - problem solving skills
  - capacity to engage in critical thinking and creativity
  - oral language through collaborative learning opportunities
- Continuing to support teachers to enhance their confidence in trying out, using and sharing classroom practice across a range of digital technologies – including their use of Seesaw and Google Classroom, Google Suite for Education and Chromebooks.
- Invest in Chromebooks , Lego WeDo kits and additional iPads. Install flat screen panels in all classrooms on a phased basis.
  Note to Reader inserted on 12/02/21: x2 new panel screens installed from Term 1 2020/2021 in two classrooms; x 2 additional i-pads purchased for two specific pupils in Rang 1 2020/21; Chromebooks x16 were purchased and delivered to the school in January 2021. These will be used by 4th to 6th class pupils when face-to-face teaching resumes. Lego WeDo is on order.

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 1
2020-2021

DOMAIN: LEARNER EXPERIENCES	

STANDARDS:

Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum.

Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

STATEMENTS OF EFFECTIVE PRACTICE:
Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum

Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.

TARGET: (Also embedded in the school's DEIS PLAN)

- Increase the use of digital technology to support teaching, learning and assessment practices across the curriculum at a minimum of twice per week in every classroom and SEN support setting..

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?)
Timetabling - Devise an iPad timetable to support all classes and support groups to introduce Seesaw (Junior Infants to Second) and Google Classroom (Third to Sixth Class).	- Term 1, 2020/2021	- Damien - Digital Learning Team	- Increased weekly availability of iPads for junior and middle classes. - Increased weekly access to devices (Chromebooks) for senior classes to support the wider use of Google Classroom.	- Purchase of Chromebooks which, in turn, will relieve current i-Pad timetabling pressures.

Differentiated Learning ● Introduce Spellings for Me, an online individualised spelling programme from 2st to 6th class inclusive. Gather feedback from teachers regarding the level of pupil engagement at home in completing homework. ● Continue to use the apps and websites as categorised on Symbaloo for each class level to reinforce and develop literacy and numeracy concepts and skills.	● Term 1, 2020/2021	● All class teachers and SEN teachers	● Programmes/ apps/ websites support progress in literacy and numeracy targets identified in DEIS Plan. ● Improved pupil engagement in learning. ● Evidence and positive feedback from teachers and learners that the digital programmes/ apps/ websites support differentiated pupil learning, enjoyment and progression.	● iPads x 16 ● Spellings for Me ● Apps and websites as categorised on the bookmarking app, Symbaloo.
Content-Creation ● Continuing whole school use of a range of appropriate websites and apps to support cross-curricular content-creation and project work.	● 2020/2021	● All class teachers and SEN teachers	● Pupils	Most common apps: ● Book Creator (iPad) ● Google Slides (G-Suite) ● Google Docs (G-Suite) ● Maths Eyes ● Kahoot
Computational Thinking ● Progress the development of computational thinking using a range of digital technologies across all classes	● Term 1 (Nov/Dec) onwards		● Increased number and variety of opportunities for pupils in all classes to develop their computational thinking using a variety of tools.	● BeeBots, BlueBots and mats ● Lego WeDo ● Scratch Junior and Scratch 3 ● Code.org

● **Junior classes:**
  - BeeBots
● **Middle classes:**
  - BlueBots
  - Scratch Junior or Hour of Code (code.org) activities.
● **Senior classes:**
  - Lego We Do
  - Scratch 3 or CS Fundamentals Course (code.org)
				● Allocation of Croke Park hours to attend CPD courses

Digital Portfolios/ Schoolbag ● Teachers up-skill on the use of Seesaw and Google Classroom as digital schoolbags and digital portfolio of pupils' work. ● Juniors - 2nd class teachers create Seesaw accounts for pupils and share Home Learning Codes with pupils. 3rd - 6th class teachers invite pupils to join their class on Google Classroom. ● Teachers provide opportunities for pupils to become familiar with Seesaw/ Google Classroom. ● Teachers assign tasks for pupils to engage in and give	● 2020/2021	● PDST webinar training for staff	● Gradual becoming familiar with digital portfolios and their potential to support teaching, learning and assessment.	● Online webinars.

text/ oral/ video feedback on completed work.			

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

Monitoring: Regular inclusion of *digital learning* in Croke Park session timetable to monitor the progress of this plan as well as provide time to share practice.

Evaluation: To what extent have we achieved our stated targets recorded in this DLP? Teacher & pupil survey and focus groups – May 2021. Compare with findings from Oct. 2020;

Criteria to inform survey and focus groups deliberations;
- Frequency/confidence/ ease of use of digital technologies by teachers
- Extent to which teachers believe digital technologies supported pupil learning (DEIS Plan – literacy and numeracy targets)
- Extent to which teachers believe digital technologies supported pupil learning in relation to the 21 century skills: problem solving, creativity, collaboration, communication.
- Extent to which teachers are willing to use and extend digital learning as a teaching methodology
- Extend to which pupil engagement improved with the use of digital technologies

Key Dates
- July & August 2020: All teachers participated in online CPD webinars on the use of Seesaw and Google Classroom. **Complete**
- Term 1 2020/21: All teachers to introduce and provide twice weekly practice for pupils and parents in the set-up and use of Seesaw and Google Classroom e.g. assign, gather and provide feedback on homework assignments via these platforms **Complete**
- December 15 2020: PDST online support session with the school's Digital Learning Team to review the school's 2020-2021 Digital Learning Plan. **Complete**
- February 2021: PDST: PDST online staff support sessions in response to emerging whole school practice / experience. See links above to each session. **Complete.**
- May 2021: Teacher & pupil survey and focus groups to support review of the plan.

Digital Learning Action Plan 2
2020 - 2021

DOMAIN: LEADING LEARNING AND TEACHING
STANDARD: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment
STATEMENT: 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. 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.
TARGET: Targets are also embedded in the school's DEIS PLAN   ● To foster greater teacher professional confidence and competence in the innovative use of digital technology to support pupil learning.

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?)
● Survey of the school's use and impact of digital technology since our 2019/20 plan: teacher survey; pupil survey and teacher and pupil focus groups - **in light of DES call for contingency planning, this survey was replaced with** survey of readiness to re-engage with online teaching	● Term 1, 2020/2021	● Principal and another member of Digital Learning team	● Google Form surveys developed and distributed. Data collected and analysed to inform future targets and actions.	● Google Forms ● Time to meet focus groups

CPD ● Continue to provide ongoing CPD support to teachers. ● Identify and share external CPD courses with teachers. ● Provide regular opportunities for teachers to share practice that link with the school's actions. ● Arrange PDST Technology in Ed. online advisory visits	● Term 1, 2020/2021	● Damien - Digital Learning Team ● Digital Learning Team in consultation with whole staff ● PDST webinar inputs for staff	● Improve teacher confidence. ● Improve pupil engagement in learning. ● Positive disposition towards the use of digital technologies.	● Participated in online webinar CPD in June and August ● Allocation of Croke Park hours to attend CPD courses
Digital Learning Day ● Organise a Digital Learning Day	● May 2021 **Note to Reader inserted 12/02/12:** Virtual school assemblies provide some limited opportunities for classes to share learning supported by digital technology.	● Digital Learning Team	● Celebrate and showcase progress by pupils and teachers.	● Allocate discrete time during a designated school day

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

Monitoring: Regular inclusion of *Digital Learning* in Croke Park session timetable to monitor the transaction of the DLP as well as provide time to share practice.
Evaluation: To what extent have we achieved our stated targets recorded in this DLP? Teacher & pupil survey and focus groups – May 2021. Compare with findings from Nov. 2020;
Criteria to inform survey and focus groups deliberations;
● Frequency/confidence/ ease of use of digital technologies by teachers
● Extent to which teachers believe digital technologies supported pupil learning (DEIS Plan – literacy and numeracy targets)

- Extent to which teachers believe digital technologies supported pupil learning in relation to the 21 century skills: problem solving, creativity, collaboration, communication.
- Extent to which teachers are willing to use and extend digital learning as a teaching methodology
- Extend to which pupil engagement improved with the use of digital technologies

Digital Learning Action Plan 3
2020-2021

DOMAIN: MANAGING THE ORGANISATION

STANDARD: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

STATEMENT: The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.

TARGET: Targets are also embedded in the school's DEIS PLAN
- Purchase additional digital resources as needed to enhance teaching, learning and assessment practices in the 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?)
- Purchase 16 Chrome Books for senior classes by December 2020. - Purchase additional panels on a phased basis over the course of the year. Panels to replace EWBs.	2020/2021	Principal	- Increased weekly access digital technology for pupils in all classes. - Increased weekly	Funding from BOM/PA/DES Grants

• Purchase additional digital technologies according to needs identified by teachers e.g. iPads for specific learners, specific apps in support of a pupil's learning need.				

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

- Acquisition of the identified items in a timely manner. [**Note to Reader inserted on 12/02/21**: Chrome books delivered in January 2021. x2 new ipads acquired in September 2020 to support the teaching and learning of two pupils with SEN during their normal classroom timetabled learning]