Scoil an Chlochair, Kilbeggan

Our Digital Learning Plan - 2018-2021

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.

1.1 School Details:

Scoil an Chlochair, Kilbeggan is a vertical, co-educational and rural national school located in Westmeath close to the border with Offaly. There is currently a pupil enrolment of 241. There are 14 teachers, 3 of whom work in special education contexts and 1 who works in our ASD class. There are 4 Inclusion Support Assistants (ISAs). The school derives much of its population from the surrounding parish, with some pupils travelling from the surrounding towns to our school each day. In Scoil an Chlochair each teacher has their own laptop and each mainstream classroom has a digital projector and interactive whiteboard. The school has a computer room with 30 desktop computers and we are in the process of purchasing a bank of 15 ipads to support the embedding of digital technologies into teaching and learning practices and teachers' individual practice.

1.2 School Vision:

- The vision of our school community for digital learning is to realise the potential of digital technologies to create 21st Century learning experiences that enrich pupils' learning and develop their transferable skills. These learning experiences should empower pupils to become engaged thinkers, active learners, knowledge constructors and global citizens. The Board of Management, parents and the staff of Scoil an Chlochair will work together to embed the effective use of digital technologies in our teaching, learning and assessment practises to ensure that young people emerge from primary school equipped with the competencies to navigate the new digital world.

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

- Scoil an Chlochair is currently involved with a number of other schools as part of a Digital Learning Cluster of schools collaborating within the midlands on separate timed projects; coding, graphic design and digital storytelling. A separate collaborative plan and method of communication (Google Drive) is in place for our school's cluster.
- Scoil an Chlochair teachers are currently using digital technologies to support teaching and learning, but not to assess teaching and learning. We aim to focus more on using digital technologies to ethically and effectively manage, monitor and record pupil progress and as a result enhance differentiated teaching and learning.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period October 2018 to December 2018. As the development of problem solving skills is our focus in SSE, we chose to focus on teachers using digital technologies to support pupils sharing their problem-solving strategies and to ethically manage, monitor and record pupils' learning digitally. We evaluated our progress using the following sources of evidence:

- Feedback at Staff Meetings
- Feedback at CPD programme provided by the PDST for staff
- Teacher Checklists

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

- Teaching and Learning: Teachers' Individual Practice

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

Standard	Statement(s)
The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning.	**Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording pupil progress.**
The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs.	**Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.**

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
- The use of Rush Files across our school allows all staff to easily share resources and other materials securely
- Funding available to purchase equipment, if needed.

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

- The Digital Learning Team (DLT) will facilitate cost comparison discussions around the identification of new digital technologies for purchasing that will best support digital learning in our school and the DLT will consult all staff in advance of reaching a final decision
- The DLT will set up and lead ongoing peer support for staff members in order to maximise the potential of introducing the Seesaw app and others into our school's teaching, learning and assessment practises.
- Teachers will provide feedback to the DLT using an online survey on how successfully they are achieving the desired outcomes and whether improvements can be made to this plan. DLT will create and share a bi-monthly report with all staff, identifying the typical issues that arise and how they can be resolved.

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

DOMAIN: **Teaching and Learning: Teachers' Individual Practice**

STANDARD(S):

- **The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning**

- **The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs.**

STATEMENT(S):

- **Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording pupil progress**

- **Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.**

TARGETS: (What do we want to achieve?)

- **Teachers will use digital technologies to ethically document and monitor evidence of pupils' individual progress to inform their future differentiated teaching and learning practices**

- **Teachers will use digital technologies to ethically support pupils to develop and share their problem-solving strategies in numeracy.**

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?)
• Acquire iPads for classroom teachers. • Obtain parental consent in order for pupils to use	• April 2019 • • Start of May 2019.	• School management. • School Management.	• By April 2019 each teacher will have access to an iPad to support the teaching, learning and assessment process in their class.	• Internet Access • Access to internet enabled digital devices • Access to appropriate apps and software

Seesaw.				
• Teachers will engage in peer support on using Seesaw app.	• September 2019.	• Digital Learning Team (DLT) to provide support – All mainstream teachers.	• By end of May 2019 all parental consent forms will have been signed and returned to school.	
• Mainstream teachers begin using Seesaw app to create a digital classroom record of assessment for all pupils.	• September 2019 – June 2020	• All staff	• By start of September 2019 each mainstream teacher will be prepared to introduce Seesaw into classroom practise.	
• Staff will share their classroom experiences using Seesaw with DLT and others and receive peer support where appropriate.	• September 2019 – June 2020	• All staff – DLT to provide support where necessary	• From September 2019 onwards teachers ethically gather, analyse and store evidence of pupil progress digitally.	
			• Bi-monthly progress reports shared with all staff and meetings will be scheduled and staff will be notified.	

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

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?)
• All staff will engage in CPD on primary mathematics "Problem Solving for ALL your pupils" • Teachers will begin preparing online tasks to embed maths language in a context which enables pupils to	• April 2019 • May 2019– December 2020	• School management • Digital Learning Team (DLT) to provide support – All mainstream teachers	• By September 2019 each teacher will have the desired Cpd in Mathematics Problem Solving •	• Internet access • Access to internet enabled iPads • Access to Seesaw app. • Access to nrich.maths website. • Information provided on relevant Cpd courses available to staff members

succeed at problem solving in Maths			• Each mainstream teacher will share their tasks, resources and materials on the school's Google Drive	
• Teachers will engage in peer support on using Seesaw app for problem solving in maths	April 2019 – December 2020	• DLT to provide support – All mainstream teachers.		
• Mainstream teachers begin using Seesaw app to facilitate online pupil sharing of problem-solving strategies to maths	• February 2019 – December 2020.	• All staff	• By start of April 2019 each mainstream teacher will be prepared to use Seesaw as a digital assessment tool in mathematics.	
• Mainstream teachers will share their classroom experiences using Seesaw with DLT and others and receive peer support where appropriate.		• All staff – DLT to provide support where necessary.	• From February 2019 onwards teachers will use digital technologies to ethically support pupils to develop and share their	

			problem-solving strategies in numeracy	
			• From February 2019 onwards staff meetings will be scheduled to facilitate sharing of good practise and the DLT will publish bi-monthly progress reports.	

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