

Scoil Cholmcille, Mount Hanover **Our Annual Digital Learning Plan**

School Year 2023/2024

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:

- Scoil Cholmcille, Mount Hanover is a rural, 6 teacher school in Duleek, Co. Meath. The staff includes a teaching principal, four class teachers, a full-time Special Education Teacher and one Special Needs Assistant.

1.2 School Digital Learning Vision:

As well as being an important educational resource, the ability to use ICT effectively is a vital life skill in modern society. Our aim is to produce learners (pupils and staff) who are confident and effective users of ICT. We strive to achieve this by:

- Helping all staff and pupils to explore the learning/teacher resources provided by ICT.
- Helping all children to use ICT for purpose and enjoyment.
- Helping all children to develop the necessary skills to exploit ICT.
- Helping all children to become autonomous users of ICT.
- Helping all children to evaluate the benefits of ICT and its impact on society.
- Celebrating success in the use of ICT.
- Helping all children to use ICT in a safe and positive manner.

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

- Good infrastructure.
- Children have a basic knowledge of working with ICT.
- G-suite for education in use for 3rd – 6th Class with children setup on their accounts.
- Daily focus on digital learning across the curriculum.
- All class teachers report that they are using digital technology daily in their methodologies
- All teachers report that they would like to enable the pupils to have more contact time with digital technologies

- Pupils and Teachers are quite enthusiastic about digital technology
- Some staff members have excellent skills in this area and are willing to help others through modelling and sharing expertise
- Staff members are motivated to engage with CPD and some have already done so

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

- Every class has an Interactive Whiteboard.
- The school has a set of 20 tablets.
- There are desktop computers in all classrooms.
- We use the basic functions of the Aladdin system – recording daily attendance , assessment results and the noticeboard.
- We have a networked colour photocopier which all teachers have access to print to.
- We have good school broadband some wired and some wireless.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period September 2023 to November 2023. We evaluated our progress using the following sources of evidence:

- Teacher digital learning meeting: Meetings were held to evaluate our current digital practices and gather information from staff to help develop our digital learning action plan. A discussion forum was held amongst the staff. The outcomes of which showed the main areas of focus for ICT in our school were:
 - the use of digital technologies in the classroom
 - professional collaborative review
 - reflection on teaching, learning and assessment practices

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

- G-suite is in use for 4th, 5th & 6th Class. The current 3rd class is yet to be set up with G-suite accounts.
- Teachers have attended CPD in digital learning. Teachers share and information and apps/websites which they find useful.

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

The focus of our digital learning plan is as follows:

- Digital citizenship: teaching students to be responsible online citizens

- We need to be proactive in teaching the children and their parents about online safety e.g. online safety talk
- Teaching children how to carry out research online: helping children to recognise credible sources of information.

3. Digital Learning Action Plan

Dimension: Digital Technologies	Domain:Learner Outcomes; Learner Experiences; Teachers Individual Practices
<p>Standard: Learner Outcomes: Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships. Learner Experiences: Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning Teachers Individual Practice: The teacher selects and uses planning, preparation and assessment practices that progress pupils’ learning</p>	
<p>Statement(s) of Practice: Learner Outcomes:</p> <ul style="list-style-type: none"> • Pupils understand the potential risks and threats in digital environments. • Pupils can confidently protect their digital identity and manage their digital footprint. <p>Learner Experiences:</p> <ul style="list-style-type: none"> • Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning <p>Teachers Individual Practice:</p> <ul style="list-style-type: none"> • Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. • Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs. 	
<p>TARGETS:</p> <ul style="list-style-type: none"> • Students will use ICT playfully and creatively to enhance their learning experiences. • Students will enjoy using digital technology to research and demonstrate knowledge of a particular curricular area. • School will ensure that policies surrounding digital technologies are up to date and parents and children are educated about online safety. • Staff will develop their own ICT skills so that they increase their capacity to empower pupils to use of digital technologies. 	

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

ACTION	CRITERIA FOR SUCCESS	PERSONS RESPONSIBLE	TIMEFRAME	ACTION
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(What needs to be done?)	(What are the desired outcomes?)	(Who is to do it?)	(When is it to be done by?)	COMPLETED?
1. ICT coordinator to avail of Oide supports	Increase in teacher confidence and use of digital technology	Principal ICT Coordinator	June 2024	
2. Information talk required regarding Internet Safety – bi annually if possible	Low rate of cyber bullying incidents	All Staff / BOM	Bi-annually (beginning January 2024)	
3. G Suite for education needs to be set up for current 3 rd class	Accounts are set up for the children (after parental permission was obtained)	Principal	February 2024	
4. Teachers becoming familiar with search engines e.g. Epic, National Geographical, Scoilnet, Creative Commons and Worldbook.	Increase in teacher confidence and use of digital technology	All staff	October 2024	
5. Teachers and pupils use a range of apps and resources e.g. Google Slides, Padlet, Adobe Spark, Kahoot.	Increase in teacher confidence and use of digital technology	All staff	October 2024	
6. 1st Class upwards will research curriculum areas, gather information, photographs etc and present in digital format	Increase in teacher confidence and use of digital technology	All staff	November 2024	

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?

- Progress to be reported informally in the staffroom and formally at staff meetings.