

Glebe National School

Digital Learning Plan - 2020



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:

- Glebe National School is a vertical, co-educational national school. There is currently a pupil enrolment of 203. There are 8 mainstream class teachers, 4 Special Education Teachers, 3 Inclusion Support Assistants and the Principal. The school derives much of its population from the surrounding areas of the town, with some pupils travelling from neighbouring towns each day. The school has an active Parents Association who regularly fundraise for school resources. Currently we have a bank of 18 laptops, 31 Samsung Galaxy Tablets, 3 interactive panels (replacing the projector) in 5th, 6th and Senior Infants and projectors with interactive whiteboards in each of the other classrooms including the special education rooms. Each classroom has a teacher laptop also.

1.2 School Vision:

- Our school vision is to use Digital Technologies (DIGITAL LEARNING) to provide our pupils with opportunities to engage in 21st century learning experiences. With society becoming increasingly digitally-based we feel that it is important that our pupils are being provided with meaningful opportunities to develop their digital competencies so that they will have the knowledge and skills needed to succeed in the society.
- We see Digital Learning as enabling children and teachers to engage with the curriculum in a deep, child-centred and creative way, helping children to expand their learning and help to differentiate learning activities to suit the needs of the individual child or class.
- The school aims for constant improvement while also communicating, regularly updating and celebrating the brilliant work that happens every day in the school.
- Our school recognises the need to raise awareness of online safety with the pupils we teach as highlighted in our Acceptable Use Policy. We aspire to instil in our pupils a sense of critical awareness when working in an online environment. We will focus on such aspects as communicating in an online environment with others and sourcing appropriate material online. We will also source relevant materials and resources to achieve this aim.
- As a staff we aim to upskill ourselves in the area of digital technologies so that we can support our pupils to use DIGITAL LEARNING more meaningfully, creating digital content across the curriculum. We also wish to maximise upon the potential of DIGITAL LEARNING to support pupils with special educational needs, to make learning more accessible for them.

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

- In our school DIGITAL LEARNINGS are used to source information, to create reports of information and to learn through play.
- We use interactive programmes with Maths and Gaeilge daily to enrich children's learning and to expose them to different forms of ICT
- We use the tablets as extra enrichment activities to complement children's learning and understanding
- Some children with special educational needs use laptops as aids for writing, and some use a program to aid their typing skills.

2. The focus of this Digital Learning Plan

For this coming year we will trial the use of digital standardised assessments. After this year we aim to use this plan as part of our SSE. We will undertake an evaluation in June.

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

- Teaching and Learning: Learner Outcomes

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 are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities. Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.
The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	Teachers facilitate pupils' active use of a range of digital technologies to address individual learning needs.

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

- Pupils in the school are quite proficient with using DIGITAL LEARNINGS particularly hand held devices
- Some staff members are engaged in a number of DIGITAL LEARNING projects
- Some staff have trained in the use of Google Suite for Education as CPD

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

- Staff will develop and use online strategies such as google classroom, g-mail functions, google drive.
- School will set up peer support for staff members to increase competence and confidence in embedding DIGITAL LEARNINGS in teaching and learning

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: **Teacher's Individual Practice**

STANDARD(S): **The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning**

STATEMENT(S): **Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording pupil progress.**

TARGETS:

- Students from 3rd to 6th Class will engage in digital assessments
- Continue the use of ICT to enrich children's learning in Maths and Gaelge
- Expose the children to varying forms of ICT

2020/21

DOMAIN: **Teacher's Individual Practice**

STANDARD(S):

- 1) **The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs.**
- 2) **The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary**

STATEMENT(S):

- 1) Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities.
- 1) Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.
- 2) Teachers facilitate pupil's active use of a range of digital technologies to address individual learning needs.

TARGETS:

- Students from Junior Infants to 6th Class will participate in online learning through Google Classroom/Seesaw.
- Homework will be provided by the teachers on Google Classroom/seesaw
- Students will receive google accounts with access to google drive and google classroom
- Teachers will receive google accounts with access to gmail, google drive, google classroom and full access to GSuite for Education apps allowing them to communicate with and between staff, parents and pupils.
- Students will receive log-in details for Spelling City from 1st Class to 6th Class. Usernames and passwords are the same as google accounts.

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?)
<ul style="list-style-type: none"> ● CPD Training on the new Drumcondra Assessment format, layout, etc. ● Peer share at staff meeting prior to testing ● Teacher will share their experiences of using the testing at staff meeting 	<ul style="list-style-type: none"> ● Mar 2019 ● Mar 2019 ● Jun 2019 	<ul style="list-style-type: none"> ● Ms Wendy O'Donoghue and Ms V. Carson ● Ms Wendy O'Donoghue and Ms V. Carson ● Ms Sandra Bryan (Principal) to oversee at staff meeting. 	<ul style="list-style-type: none"> ● Children and staff become more adept with the programme and its functions ● Children and staff are adept with another form of assessment 	<ul style="list-style-type: none"> ● Laptops ● Chargers ● Power points ● Desks ● Hall ● Projector
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?)
<ul style="list-style-type: none"> ● Students from Junior Infants to 6th Class will participate in online learning through Google Classroom/Seesaw. ● Homework will be provided by the teachers on Google Classroom/seesaw ● Students will receive google accounts with access to google drive and google classroom ● Teachers will receive google accounts with access to gmail, google drive, google classroom and full access to GSuite for Education apps allowing them to communicate with and between staff, parents and pupils. ● Students will receive log-in details for Spelling City from 1st Class to 6th Class. Usernames and passwords are the same as google accounts. 	<ul style="list-style-type: none"> ● End of September 2020 	<ul style="list-style-type: none"> ● Set-up: Office; Mr Thompson; Mrs O Donoghue ● Class teachers to use and monitor 	<ul style="list-style-type: none"> ● Monitor feedback from parents and from staff 	<ul style="list-style-type: none"> ● Usernames and Passwords printed for each individual student

EVALUATION PROCEDURES:

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

- Staff completed CPD
- Feedback at staff meeting – Staff who complete CPD speak positively of the testing and are excited to see the difference in student outlook toward the testing
- 2020/21
- Action points have all been actioned.
- Staff to review at staff meetings or directly to Sandra Bryan (Principal)