

Nicker N.S.

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. This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets. The development of this plan was set out as a priority area by the school to comply with the Department of Education publications 'Circular 0001/2017' and 'Digital Strategy for Schools'. The school staff chose to engage in the Digital Learning Planning Guidelines to create a Digital Learning Plan for our school, to support individual teacher planning and to promote digital learning at programme and cross-curricular levels and ultimately to embed digital technologies into all areas of school activity. 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:

Nicker National School is a co-educational national school, with classes from Junior Infants to Sixth Class. There are currently 120 children enrolled. There are 5 mainstream class teachers, 2 full time Special Education posts, one post shared by two staff members who are job-sharing and 1 shared Special Education teacher. We have three SNAs

1.2 School Vision for Digital Learning:

That children will experience the use of technology as a teaching tool to enrich all areas of the curriculum. The children will be enabled to use technology to express themselves and present their learning.

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

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in Nicker National School is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. Therefore Digital Learning is not a subject or a

curriculum in its own right. It is a tool that can add value to the teaching and learning process when it is used appropriately. The purpose of computer literacy is the same as all teaching and learning, to awaken and to support the development of intellectual curiosity. Nicker National School recognises that we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality. Pedagogically, digital learning can be highly motivating for the learner and particularly for those children who find the more traditional methodologies of the school setting constraining. In that light, we will strive to maximize the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning in Nicker National School, centers on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil's learning experience. We also aim to ensure that our pupils begin to develop a critical appreciation of the role of digital technologies in society and develop habits which reflect an ethical and responsible use of these technologies. We aim to integrate digital technologies into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society. Nicker National School recognises the partnership between the school and parents as being imperative for providing students with life-long skills. Digital technologies will play a part in maintaining the links with home and regularly educate and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via e-mail, website news, and texts to parent. Digital Technologies are used for projects, when appropriate. The school website provides parents and the wider world with an up-to-date view of daily activities and relevant useful information relating to our school.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period October-November 2021. We evaluated our progress using the following sources of evidence:

- Teachers – whole staff discussion
- Children - questionnaire
- Parents – feedback sought
- BOM – feedback sought

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

- Domain 1 – Learner Outcomes
- Domain 2 – Learner Experiences
- Domain 3 – Teachers' Individual Practice
- Domain 4 – Teachers' Collective/Collaborative Practice

- Leadership and Management - Domain 1 – Leading Learning and Teaching
- Leadership and Management - Domain 2 – Managing the Organisation
- Leadership and Management - Domain 3 – Leading School Development

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

Standard	Statement(s)
<p>Learner Outcomes Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</p>	<p>Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Pupils use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes. Pupils use digital technologies to collect evidence and record progress. Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.</p>
<p>Learner Experiences Pupils engage purposefully in meaningful learning activities</p>	<p>Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.</p>
<p>Leadership and Management Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment</p>	<p>The principal and other leaders in the school encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate the sharing of practice. The school's self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment. The principal, with those leading the process, uses SSE very effectively to embed digital technologies in a way that is engaging and challenging and enables all pupils to become active and motivated learners. The principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digital technologies, and lead the development of effective policies and practices to support technology integration. The principal and other leaders in the school lead the development of effective policies and</p>

	<p>practices to support innovation and creativity, and embed digital technologies in all aspects of learning, teaching, and assessment. 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. They facilitate teachers on a whole-school basis to critically reflect and experiment with a range of digital technologies, continuously evaluate the effectiveness of their use, and revise their teaching strategies accordingly.</p>
<p>Managing the Organisation</p> <p>Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p>The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.</p> <p>The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.</p> <p>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard. The board of management ensures the provision and maintenance of digital teaching aids and equipment to a very high standard.</p> <p>Physical learning spaces have been designed or adapted to harness and optimise the use of a range of digital technologies for learning.</p> <p>Physical learning spaces have been designed or adapted and furnished to harness and optimise the use of digital technologies, to access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.</p>
<p>Establish an orderly, secure and healthy learning environment and maintain it through effective communication</p>	<p>The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.</p>

<p>Leading School Development Build and maintain relationships with parents, with other schools and with the wider community</p>	<p>The principal and other leaders in the school use digital technologies to enhance organisational communication with learners, parents and third parties making administrative procedures more transparent and accessible.</p>
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2.3. These are a summary of our strengths with regards digital learning

- In recent years, there has been an increase in the quality and quantity of technology/devices available in the school.
- There is a strong awareness of the importance of the use of technology among all staff and a positive attitude to its use.
- Staff regularly engage in CPD in ICT related areas
- ICT is being used as a self-assessment tool

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

- Sharing of ideas and good practice within the school community
- Further development of ICT skills among all staff members
- Further improvements in the range of technologies available in the school
- Further emphasis on the safe use of technology at school and at home and an awareness of online safety

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 2021-2022

DOMAIN: (From Digital Learning Framework) Domain 1 Learner Outcomes				
STANDARD(S): (From Digital Learning Framework) Learner Outcomes				
STATEMENT(S): (From Digital Learning Framework) Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.				
TARGETS: (What do we want to achieve?) Expose pupils to a richer and more diverse range of ICT learning opportunities.				
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"> Investigate online, whole-school, individualised Maths programme Updating and replacing devices Investigating the possibility of introducing coding/robotics/animation 	<ul style="list-style-type: none"> Pricing and further information by mid-December Ongoing Term 2 	<ul style="list-style-type: none"> Ms. O’Dea Ms. Franklin Ms. Franklin/Ms.English/ Ms.Blackwell 	<ul style="list-style-type: none"> Whole-school use, in-school and at home Appropriate supply of up-to-date technological devices Children will experience some of these in a workshop/classroom setting 	<ul style="list-style-type: none"> As issues arise, boards, laptops, i pads To be confirmed

EVALUATION PROCEDURES:

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

We will re-evaluate this year's progress in June 2022 and plan for the next academic year.