

St Felim's National School

(042) 9665605
office@thevalens.com
www.thevalens.com



Roll No. 18564W
Charity No: 20109967
Principal: Mrs. Eilís Keegan
Deputy Principal: Mrs. Patrice Clarke

Leiter, Bailieborough, Co. Cavan A82 CX30

June 2022

Digital Learning Plan 2022-2023

1. Introduction

Digital literacy was our third area of focus as part of the SSE process. Over the past three years, we have improved upon our use of digital tools and strategies as an integral part of teaching, learning and assessment. We believe that specific, measurable targets are essential to the success of this plan and our previous experiences have informed the creation of this plan. We have endeavoured to build on the successes of previous plans by including specific targets and actions which we believe will be fundamental to the success of this plan. This document records the outcomes of our current digital learning plan and includes targets and the actions we will implement to meet the new targets set out for the coming school year.

1.1 School Details:

St Felim's National School is a co-educational primary school situated in the townland of Leiter about two miles outside the town of Bailieborough, Co. Cavan. The school operates under the patronage of the Catholic Bishop of Kilmore. Twelve teachers and three SNA's work in the school. The school has an administrative principal, eight mainstream class teachers and two full-time Special Education Teachers. We also share a Special Education teacher with another school on a part-time basis. St Felim's N.S. aims to promote the full and harmonious development of our pupils: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and others. The School has an active Parents Association who fundraise throughout the year. Currently, each teacher has their own laptop and iPad and each mainstream classroom has an interactive board.

1.2 School Vision:

Our school community recognises the ability of digital technologies (DT) to support and enhance teaching and learning. St Felim's N.S. are fully committed to empowering teachers and students to feel confident in using digital technologies. We want to ensure that the digital infrastructure we have, is used by teachers and pupils across the school to its potential in a responsible and ethical manner. Central to our aim is our desire to build and develop on our current infrastructure and its use school wide.

We want our teachers to become confident in their own ability to use technology. All staff will continue to upskill in the area of digital technologies so that we can support our pupils to use DT more meaningfully to create digital content across the curriculum. This will enable them to become competent digital co-creators with the pupils in our school. Management will facilitate the development of a culture which encourages teachers to share their knowledge and skills to support others.

We believe that digital technologies should be used for teaching, learning and assessment across the curriculum. Our focus will be on active learning and curricular linkage using digital technology. We want the use of Digital Technology to become embedded as an integral part of teaching and learning in our school so that our pupils will be equipped with skills to become global digital citizens.

1.3 Summary of actions to date:

- Interactive whiteboards in all classes are used to access online resources, publisher websites, interactive activities and to use screen-mirroring software with iPads.
- Teacher laptops are used in conjunction with interactive whiteboards. They are occasionally used by children for research and word processing. Teachers use them for planning and accessing school documents.
- In 2013 the school invested in 17 Microsoft Surface tablets. Staff used these mainly for word processing and research. They were also used for content consumption activities such Planet Maths software, Youtube and Scoilnet. However, staff reported ongoing issues with them. The keyboards stopped working on the majority of them after a short period of time. They would update randomly in the middle of a teaching lesson and caused more problem than they solved. There was widespread dissatisfaction with them across the school. We did seek the help of Datacam on three occasions at least to try to rectify ongoing issues without success. In September 2019, these were sold and the monies were used to purchase AirServer software for classroom use.
- In 2019 the school purchased a half class set of 16 iPads. In September 2020 a further purchase of 16 iPads for class use brought the total up to 32. The class iPads are used at every class level each week on a timetabled basis.
- The school also has 10 iPads for classroom and learning support teacher use.
- One digital camera is shared throughout the school. This is predominantly used by teaching staff and SNA's to record special events, achievements and extra-curricular activities.
- The following resources were also purchased using monies from the digital fund- styluses, tripods and headphones.
- Our school website is used for hosting school documents relevant to parents and others. All classes have a dedicated page on the website which is updated termly or as necessary by teachers and the school secretary. It provides a platform to showcase aspects of the curriculum as well as individual and group achievements. It also documents our progress in school based initiatives such as the Active Flag and Green Schools.
- Teachers access a wide variety of online resources to supplement their teaching including scoilnet.ie, Twinkl, Ask about Ireland, IXL maths, Woodlands primary as well as publisher provided resources on Folensonline, CJ Fallon, Edcodigital and Gillexplore.
- Teachers use a variety of iPad apps and resources to support their teaching eg: chatterpix, Chromavid, jollyphonics, book creator, skitch, know your Ireland and pages for ipad.
- In 2019, all teachers began using the Seesaw platform in school for sharing work with children and for assessment purposes. During the unexpected school closure in early 2021, all class teachers began using Seesaw as a way of communicating with children, sharing lesson content and setting and assessing curriculum work. In the academic year 2021-2022 all teachers implemented Seesaw with their classes as a means of monitoring progress in reading across primary languages.
- Teachers in the senior classes have used a variety of online tools to provide differentiated experiences for the children in their class. These include ReadTheory, Quizlet, Xtramath, HappyNumbers and Reading Eggs.
- Throughout the school year 2021-2022 all teachers used Seesaw to assign and assess reading with their classes. Teachers reported that they found this practice beneficial and worthwhile.

- In October 2021, 5 teacher laptops were purchased for use by class teachers to aid them in the full implementation of this Digital School Plan.
- In May 2022, all teachers trialled the use of Reading Eggs in their classes with a view to implementing the programme school wide in the coming school year.
- In May 2022, research was carried out into the upgrading of a number of whiteboards in the school to Cleverboard smart panels. A visit to a nearby school was facilitated to view the panels in use in a classroom setting and an informed decision was made to upgrade three of our current interactive whiteboards to this newer technology. It is our intention to have these in place in the coming school year.
- Our primary uses of digital technology as a teaching tool with children are for sourcing information, creating digital stories, listening to audiobooks, presenting work digitally and working collaboratively using Seesaw.

2. The focus of this Digital Learning Plan

Following the implementation of our previous Digital School Plan, we evaluated our progress using the following sources of evidence:

- Feedback at staff meetings
- Informal staff discussions during the school year 2021-2022
- Digital Policy Update questionnaire- Microsoft Office Form May 2022

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

- Domain: Teaching and Learning. Domain 1.4: Learner Outcomes
- Domain: Teaching and Learning. Domain 3.1: Teachers' Individual Practice

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

Standard	Statement(s)
Pupils achieve the stated learning objectives for the term and year.	<p>Pupils are provided with personal feedback and differentiated support based on evidence gathered using a range of methods including digital technologies.</p> <p>Pupils and/or parents use digital technologies to access information on learners' performance, in a safe and ethical way.</p>
The teacher has the requisite knowledge, pedagogical knowledge and classroom management skills	<p>Teachers use a range of digital technologies to design learning and assessment activities for their pupils.</p> <p>Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.</p> <p>When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.</p>

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

- Pupils and staff are quite proficient in using digital technology.
- All staff members have engaged well with Year 3 of our digital plan and the implementation of Seesaw as a means to monitor progress of Irish and English reading.
- All class teachers have engaged fully in a trial of Reading Eggs during the May and June of 2022.
- We have a full class set of 32 iPads as well as 10 iPads for teachers' use.
- We have a very enthusiastic staff who are open to change and interested in developing and enhancing their classroom practise.
- We have fibre broadband in place throughout the schools well as an enhanced Wi-Fi availability school wide.
- We have an Internet Acceptable Use policy in place and all staff and children are familiar with it.

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

- All teachers will continue to adapt learning experiences to include the use of a range of digital technologies.
- All teachers will continue to use Seesaw to assign reading activities and experiences to their class in English. Teachers from 2nd-6th will also assign reading activities as Gaeilge, with 1st class beginning this in term 3. Targeted teacher observations will be used to provide feedback on reading activities in Seesaw, targeting individuals and groups as necessary.
- All staff will receive training on the use of Reading Eggs in Term 1 of the school year.
- In September and October of the school year 2022-2023, all teachers will familiarise themselves with the Reading Eggs software and the range of activities suited to their specific class level.
- Teachers will incorporate Reading Eggs into their long and short term planning.
- Staff competent in the use of hardware and software will continue to provide peer support to colleagues so that they will become confident in embedding DT in teaching, learning and assessment.

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 2022-2023

DOMAIN(S): (From Digital Learning Framework)

(Domain 1) Teaching & Learning: Learner Outcomes

(Domain 3) Teaching and Learning: Teachers' Individual Practice

STANDARD(S): (From Digital Learning Framework)

(Domain 1) Pupils achieve the stated learning objectives for the term and year.

(Domain 3) The teacher has the requisite knowledge, pedagogical knowledge and classroom management skills

STATEMENT(S): (From Digital Learning Framework)

(Domain 1) Pupils are provided with personal feedback and differentiated support based on evidence gathered using a range of methods including digital technologies.

Pupils and/or parents use digital technologies to access information on learners' performance, in a safe and ethical way.

(Domain 3) Teachers use a range of digital technologies to design learning and assessment activities for their pupils.

Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.

When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.

TARGETS: (What do we want to achieve?)

Pupils will engage in differentiated reading tasks using Reading Eggs at least twice per week.

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">Deliver an overview of our Digital School Plan to all staff.	<ul style="list-style-type: none">September 2022	<ul style="list-style-type: none">Principal & Róisín McDonnellAll staff	<ul style="list-style-type: none">Teachers to begin implementing the plan at the beginning of Term 1.	<ul style="list-style-type: none">iPadsApple School ManagerZuludeskOnline ToolsDigital ProjectorsLaptopsInteractive BoardsAirserver softwareReading Eggs
<ul style="list-style-type: none">Set up DT committee	<ul style="list-style-type: none">September 2022	<ul style="list-style-type: none">Róisín McDonnell	<ul style="list-style-type: none">A group of 6 children from 6th class will be selected to form a technology committee and trained on their responsibilities as a member of the committee.	

<ul style="list-style-type: none"> • Arrange a timetable for use of iPads in classrooms 	<ul style="list-style-type: none"> • September 2022 	<ul style="list-style-type: none"> • Róisín McDonnell in conjunction with staff. 	<ul style="list-style-type: none"> • Class teachers will have access to the iPads and be able to adjust their timetables accordingly to allow for implementation of plans aims into teaching & learning. 	<ul style="list-style-type: none"> • Seesaw software • iPad timetable • Tips Poster • Headphones
<ul style="list-style-type: none"> • Student accounts for Seesaw and Reading Eggs will be transferred to the new class teachers 	<ul style="list-style-type: none"> • September 2022 	<ul style="list-style-type: none"> • Róisín McDonnell 	<ul style="list-style-type: none"> • Class teachers will have access to the correct accounts for their class and any previous journal work belonging to pupils. 	
<ul style="list-style-type: none"> • Teachers will familiarise themselves with the Reading Eggs software 	<ul style="list-style-type: none"> • September-October 2022 	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • Teachers will become familiar with the Reading Eggs software and its basic features. 	
<ul style="list-style-type: none"> • All staff will receive training on the use of Reading Eggs 	<ul style="list-style-type: none"> • Term 1 of 2022 	<ul style="list-style-type: none"> • Róisín McDonnell, external facilitator 	<ul style="list-style-type: none"> • Teachers will become more confident in the use of Reading Eggs and its range of uses for their class level. 	
<ul style="list-style-type: none"> • Staff will receive training in the use of software and programmes that will support the use of Clevertouch smart boards including Lynx Software and Snowflake Live. 	<ul style="list-style-type: none"> • Term 1 of 2022 	<ul style="list-style-type: none"> • Róisín McDonnell, class teachers, Trainer from Avio Presentation Systems. 	<ul style="list-style-type: none"> • Staff using Clevertouch smart panels will become competent in the use of the technology and be enabled to provide peer support to one another. 	

<ul style="list-style-type: none"> • Pupils in JI and SI will use fast phonics once per week in term 1 • In Terms 2 and 3, pupils in JI and SI will use fast phonics twice per week. 	<ul style="list-style-type: none"> • October 2022-June 2023 	<ul style="list-style-type: none"> • JI and SI teachers and pupils 	<ul style="list-style-type: none"> • Teacher will assign tasks in fast phonics and use collated data to guide future planning and learning experiences.
<ul style="list-style-type: none"> • All pupils from senior 1st-3rd class will use Reading Eggs twice per week. 	<ul style="list-style-type: none"> • October 2022-June 2023 	<ul style="list-style-type: none"> • Class teachers & Pupils 1st-3rd class 	<ul style="list-style-type: none"> • Teacher will assign tasks in Reading Eggs and use collated data to guide future planning and learning experiences.
<ul style="list-style-type: none"> • All pupils from senior 4th-6th class will use Reading Eggspress twice per week. 	<ul style="list-style-type: none"> • October 2022-June 2023 	<ul style="list-style-type: none"> • Class teachers & Pupils 4th-6th class 	<ul style="list-style-type: none"> • Teacher will assign tasks in Reading Eggspress and use collated data to guide future planning and learning experiences.
<ul style="list-style-type: none"> • Staff will share their experiences using digital technologies in their classrooms with each other and engage in peer support where appropriate. 	<ul style="list-style-type: none"> • Sept 2022- June 2023 	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • Staff will share good practise
<ul style="list-style-type: none"> • All staff will regularly evaluate the progress of the Digital Learning Plan at Staff Meeting. 	<ul style="list-style-type: none"> • December 2022 • March 2023 • June 2023 	<ul style="list-style-type: none"> • All staff • Róisín McDonnell to document. 	<ul style="list-style-type: none"> • School staff will evaluate progress to date and reflect and document necessary adjustments.
<ul style="list-style-type: none"> • Teachers will continue to use Seesaw and targeted teacher observations to assess the progress of individuals and 	<ul style="list-style-type: none"> • September 2022-June 2023 	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • Teachers will use Seesaw to assess pupil progress in reading and use this information to support future teaching and learning.

groups within a class.				
------------------------	--	--	--	--

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

Progression:

December 2018: Digital Learning Framework was discussed at meeting on 4th December 2018. Staff discussed and agreed on our school vision. Staff completed the SCOT analysis.

December 2018: Róisín McDonnell & Eilís Keegan gathered evidence from a focus group of children using Mentimeter and group discussion.

December 2018: Mrs Cathriona Molloy sought quotes on iPads through procurement process.

January 2019: Board of Management sanctioned purchase of 16 iPads from Wriggle Learning.

February 2019: School received delivery of 16 iPADS. These were equipped with a variety of digital story telling apps which had been requested by Eilís Keegan & Róisín McDonnell.

February 2019: Eilís Keegan & Róisín arranged CPD training on digital story telling. (Let’s Code 29-03-2019 Monaghan Education Centre)

March 2019: Technology team contacted Wriggle to arrange training in use of IPAD’s. DT Team decided to avail of one half day training session in Term 1 2019. An additional half day training will be arranged for November 2019. It was decided to wait until the beginning of the school year 2019/2020 as three permanent members of staff are on maternity leave and will be due back in September 2019. Dates agreed are Tuesday September 10th, 2019 & Tuesday November 26th 2019.

September 2019: A new DT committee was set up and pupils were trained in their responsibilities and how to transport the ipads safely from one classroom to another.

November 2019: Róisín McDonnell facilitated a Mathletics trial with the 6th class pupils. Lisa Sharkey facilitated a Reading Eggs trial with the 1st class pupils. Some issues regarding Wi-Fi connection were raised and these were addressed promptly.

January 2020: Teachers engaged well with the new iPad devices during year 1. As a result of a number of factors including WSE and Christmas Performance, teachers did not begin creating content with their classes in term 1. Teachers continued to engage with the new devices during term 2 and began to create content with their classes during term 2.

January 2020: At a Croke Park meeting, some teachers expressed an interest in coding, including Lego WE-do and Bee-bots. A request was sent to Monaghan Education Centre regarding the loan of Lego We-do and Bee-bots. These are currently in high demand at the centre and we were advised that we would be added to the waiting list.

Teachers requested further flexibility in terms of creating digital content with their classes across the curriculum. It was decided that teachers will be enabled to choose the subject area in which they wish to use technology as a content creation tool.

Some teachers reported that they would benefit from additional peer support in utilising technology to its full advantage within the classroom and this was facilitated. A buddy system was set up between classes to help support teachers and students on their digital journey. Mrs. McDonnell supported the junior infant teacher via team teaching and a buddy system involving the 6th class pupils.

February 2020: Teachers reported that some of the current school headphones were not working. Additional headphones were purchased for use with the iPads. These are stored in a central location and can be accessed by teachers for use with the iPads as required.

April 2020: Teachers began creating YouTube videos of mini-lessons to support children's learning during the unexpected school closure brought about by COVID-19. Links to these videos were sent to families via email alongside an outline of work for the week.

April 2020: A questionnaire was distributed to parents to assess the current availability of digital devices and quality internet connection among our school community. The findings of this questionnaire will be used to support our future plans with regard to the use of DT in our school.

September 2020: A further set of 16 iPad were acquired by the school under the procurement process and a timetable for their flexible use was established for the school year ahead.

September 2020: Teachers began using Seesaw with their classes to create a minimum of one piece of work each month. A portfolio of digital work was established at each class level.

January 2021: Remote teaching and learning was facilitated via Seesaw during the period of school closure due to Covid. A majority of children submitted work samples via Seesaw and their work was assessed by the class teacher and SET teachers where appropriate. Feedback was provided on a daily basis.

March 2021: Upon return to in-school teaching and learning, staff reflected upon the advantages and disadvantages of certain aspects of teaching online and these discussions helped to inform the approach to be taken for year 3 of our digital school plan.

April 2021: All staff completed a digital plan review and provided feedback on their use of Seesaw and other DT to date. Information gathered was analysed and used to further inform our future plans around the development and embedding of DT within our school.

September 2021: Teachers began using Seesaw as a tool to monitor and assess reading in both English and Irish. Targeted feedback was provided to pupils as necessary.

October 2021: 5 new teacher laptops were purchased under the procurement process for use by teachers to enable them to fully implement this digital plan.

May 2022: All teachers participated in a whole school trial of Reading Eggs software. Feedback was positive and a decision was made to use the programme at a whole school level in the coming school year to provide differentiated reading experiences for children in line with our whole school plan for English.

May 2022: Class teachers completed a digital plan review and provided feedback on their use of Seesaw throughout the school year 2021-2022 and their overall engagement with the digital school plan. Information gathered was analysed and used to further inform current policy.

June 2022: Arrangements were made for the purchase of additional resources to support the implementation of the Digital School Plan, including cabling and headphones.

This School Self Evaluation School Improvement Plan was ratified by the Board of Management on

_____.

Signed: _____ Date: _____
Chairperson – Board of Management

Signed: _____ Date: _____
Principal