INCH NATIONAL SCHOOL

DIGITAL LEARNING PLAN

2023 - 2024

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:

- **Inch National School**
- **reception@inchns.com**
- **Roll No 16186G**
- **Description: Rural School with 4 mainstream class teachers.**

1.2 School Vision:

In Inch N.S., we believe that digital technology should be used to enhance teaching, learning and assessment across the curriculum. We endeavour to use digital technologies to provide our pupils with opportunities to engage in learning experiences for the 21st century. We strive to provide pupils with meaningful opportunities to develop their digital competencies so that they have the knowledge and the skills needed to succeed in our modern society. We believe that it is important to allow our pupils to engage with technologies in meaningful, exciting and creative ways which will allow them to grow as learners. We aspire to instil in our pupils a sense of critical awareness when working in an online environment and to raise awareness of the importance of online safety as highlighted in our Acceptable Usage Policy. We will integrate Digital Technology into our daily practise in a meaningful way to capture student voice and to facilitate assessment of and assessment for learning.

1.3 Brief account of the use of digital technologies in the school to date:
- Interactive white boards – purchased 2021
- 13 Laptops – purchased 2018
- 10 Tablets – purchased 2020

- Recent upgrade to school fibre Broadband
- Acquisition of software to enhance learning experiences – Mathletics,
- Zoom & Seesaw used in event of whole or partial school closure in line with our Remote Learning Policy

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the first term of the 2023-2024 school year. We evaluated our progress using the following sources of evidence:

- Student council input
- Staff feedback during staff meeting

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

- Domain 2: Learner Experiences

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

Standard	Statement(s)
Pupils engage purposefully in meaningful learning activities	**Statement of Effective Practice** **Pupils use digital technologies for sourcing exchanging of information to develop understanding and support basic knowledge creation.** **Statement of Highly effective Practice** **Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.**
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning	**Statement of Effective Practice** **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.**

	Statement of Highly effective Practice Pupils apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.
Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.	Statement of Effective Practice Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners. Statement of Highly effective Practice Pupils use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning.

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

- Use in everyday teaching as a teaching resource.
- Access to laptops & Tablets for each class
- Children get the opportunity daily to use IWB for interactive games →   Bua na Cainte, Jolly Phonics.
- Enjoy using interactive games to consolidate learning in SET Room.
- Willing to research and use new games/resources in SET Room.
- Willingness to engage.
- Some level of digital proficiency and ability, try to use as a teaching tool.
- Frequently.
- Open to learning.
- Good personal level of computer skills.
- Fís.
- Website.

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

- New IT hardware
- Teachers to plan for integration e teaching of digital learning.
- Maintenance and upgrade of devices as required
- Timetabling
- Engage in CPD for integration of ICT into classroom practice

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:	2 Learner Experiences

STANDARD(S):	**Pupils engage purposefully in meaningful learning activities.**
	Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning.
	Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning.

STATEMENT(S):	**<u>Statement of Effective Practice</u>**
	Pupils use digital technologies for sourcing exchanging of information to develop understanding and support basic knowledge creation.
	<u>Statement of Highly effective Practice</u>
	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
	<u>Statement of Effective Practice</u>
	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.
	<u>Statement of Highly effective Practice</u>
	Pupils apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.
	<u>Statement of Effective Practice</u>
	Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.
	<u>Statement of Highly effective Practice</u>
	Pupils use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning

TARGETS: An increased use and integration of I.T throughout the school.

Actual usage of ICT in School

Children will acquire a certain level of competency at using computers. Skills to be learned are outlined below:

Junior Infants - Computer Familiarity.

Senior Infants - Computer Familiarity.

1st Class - Computer Familiarity; Competency Using Mouse, Competency using Drill Software.

2nd Class - Computer Familiarity; Competency Using Mouse and keyboard; File Open/Save, Write Stories; Competency using Drill Software.

3rd Class - Computer Familiarity; Competency Using Mouse and keyboard; File Open/Save, Write Stories; Competency using Drill Software; Internet Research, Data Manipulation.

4th Class - Computer Familiarity; Competency Using Mouse and keyboard; File Open/Save, Write Stories; Competency using Drill Software; Internet Research, Data Manipulation.

5th Class - Computer Familiarity; Competency Using Mouse and keyboard; File Open/Save, Write Stories; Competency using Drill Software; Internet Research, Search Engines, Data Manipulation.

6th Class - Computer Familiarity; Competency Using Mouse and keyboard; File Open/Save, Write Stories with Mixed Cases; Competency using Drill Software; Internet Research, Data Manipulation, Publication of Work.

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?)
- New IT hardware - Teachers to plan for integration e-teaching of digital learning. - Organisation - Maintenance - Timetabling - Differing methodologies for enhanced IT skills in children	Throughout 2023-2024	- Mr. McKenna – purchasing and tendering - Miss Keane – Coordinator - All classroom teachers responsible for integrating digital technology into teaching. Each class to trial one new programme in their teaching / learning during the coming year	- Teachers are comfortable and confident in delivering Digital Learning. - Children engage in digital learning, have a positive experience and evidence of the skills in their work	- Hardware - Software to connect student laptops and IWB to printer

● Teachers will be encouraged to engage in CPD relating to use of ICT in classroom.	Summer 2024			
● Whole staff engagement with school social media pages to promote home school communication.	Throughout 2023-2024			
● Exploration of online platforms such as Microsoft Teams, Microsoft applications such as SWAY and Powerpoint, Classdojo to be explored by the staff	Term 1			
● Student engagement in self assessment through Mathletics and Spellings for me software	Once per term			

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

- ● Checklists
- ● Reflection at staff meetings.
- ● Teacher observation
- ● Cuntas Miosuil.

Review of this Digital Learning Plan is scheduled for May/June 2024