

## Our Digital Learning Plan

**(2021-2023)**

### 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:

- St Fiacc's N.S is a co-educational urban Catholic school serving the Graiguecullen community. The school hosts 588 pupils of 28 nationalities. It has 23 mainstream class teachers and 10 Additional Needs teachers.
- Currently we have a bank of 40 teacher laptops, 16 student laptops, 64 i-pads and 22 Visualisers in the school. The breakdown of ipad usage is: 30 are used from 2nd - 6th; 8 are used in 1st; 8 older ones are used in infants; 18 are used in SEN of which 8 are old. St Fiacc's presently has 14 interactive whiteboards and has recently installed 10 Active Panels (Rooms 7, 12, 13, 14, 18, 19, 20, 21, 22, 26) from ICT grants. The remaining classrooms have fixed projectors.
- St Fiacc's has completed a cycle of SSE where the focus was on Writing genres, the writing process and self-assessment. The next round of SSE in September 2022 will focus on DEIS planning in Literacy, Numeracy, Attendance, Partnerships with parents and others.

#### 1.2 School Vision:

- St. Fiacc's will aim for digital technologies to be used for teaching, learning and assessment across the curriculum on a daily basis and as a home school link.
- St. Fiacc's strives for our children to use technology in a positive and safe manner and as a tool to further their learning.
- St. Fiacc's will ensure that our pupils will create meaningful digital content as opposed to passively engaging with digital technology.
- St. Fiacc's will promote and inclusive learning environment that will harness the benefits of digital learning for additional needs pupils to achieve their potential.

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

- St. Fiacc's embraces good practices of integrating digital technology into teaching and learning. St. Fiacc's received a Digital School of Distinction Award in 2018 and continues to strive to improve digital competencies among our students by exposing them to as many different digital experiences as possible.
- In our school to date, technology is used in line with the available infrastructure. (*Please find attached in our fully comprehensive School ICT Plan*). We aim to focus more on student engagement with digital technology for learning.
- Pupils currently use technology to source information and are creating their own content especially in the senior end of the school.

### 2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period (*February 2019*) to (*November 2021*). We evaluated our progress using the following sources of evidence:

- Discussion and Feedback among staff members at staff meeting
- Whole School Training and Sharing Sessions (Staff meetings/IT committee)
- Checklists

- Pupil Voice- Feedback from our students

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

- Domain 1- Learner Outcomes
- Domain 3-Teachers' Individual Practice

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

Standard	Statement(s)
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills (D3 TIP)	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment. <b>(Coding/STEM)</b>
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners (D1 LO)	Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products. <b>(E portfolio)</b>
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships (D1 LO)	Pupils have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. <b>(Webwise)</b>

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

- Students enjoy using ICT in the school.
- Students from Junior Infants to 6<sup>th</sup> class use i-pads and students from 3<sup>rd</sup>-6<sup>th</sup> class use laptops also. The laptops will be replaced by Chromebooks.
- Students complete tasks for homework via See-Saw app creating a tangible home-school link.
- Teachers use ICT as a form of Assessment through See-Saw, Kahoot!, Book Creator and various other apps.
- Students create content in the Senior classes in the school.
- Some staff members are engaged in a number of digital technology projects.
- Staff members share good practice in ICT with colleagues at staff meetings, informally and at class planning sessions.
- Students complete homework through the use of See-Saw from Infants-6<sup>th</sup>.
- All teachers plan, create and assign work to students via Digital technologies
- Teachers successfully used Zoom, SeeSaw, Aladdin, email to maintain Teaching and Learning during periods of lockdown.

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

- School wide focus on STEM and computational thinking through the use of Bee-Bots, Blue- Bots, Pro-Bots, Coding and STEM activities.
- Education for all children on using digital technologies safely and being aware of the risks associated with accessing the internet through Webwise and FUSE programmes.
- Creating e-Portfolios on See-Saw throughout the school starting in Junior Infants -6<sup>th</sup> class with the possibility of bringing the e-Portfolios with each child from year to year.

### **\*Computational Thinking**

Teaching computational thinking requires getting students to engage in activities that will require them to:

1. Describe a problem
2. Identify the important details needed to solve this problem
3. Break the problem down into small, logical steps
4. Use these steps to create a process (algorithm) that solves the problem
5. Evaluate this process in terms of how well the problem has been solved and respond accordingly

As STEM will be the focus of the next cycle of SSE at St. Fiacc's we will endeavour to embed computational thinking through STEM activities most notably through Technology. Computational thinking is at the heart of computer coding, where you create the code to instruct the computer to carry out a particular task. This requires clear and systematic thinking and the ability to problem solve and debug a set of instructions that are not working

### **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: 1 Learner Outcomes**

**DOMAIN: 3 Teachers' Individual Practice**

**STANDARD(S):**

1. The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills (D3 TIP)
2. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners (D1 LO)
3. Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships (D1 LO)

**STATEMENT(S):**

1. Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment. **(Coding/STEM)**
2. Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products. **(E portfolio)**
3. Pupils have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. **(Webwise/FUSE)**

**TARGETS:** (What do we want to achieve?)

Year 1- Embed coding/computational thinking through STEM activities across all age levels.

Year 1 -Raise awareness around the risks & limitations of digital tech through Webwise/Fuse/Stay Safe programmes

Year 2 – E- Portfolios

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"> <li>● Staff Meetings for agreement on the above</li> <li>● Staff training where necessary</li> <li>● Individual Staff members leading their class group in change</li> <li>● Timetables created for STEM/ICT linkage</li> <li>● Children to engage in process</li> <li>● Reflection and feedback following the action- What worked well? How can it be improved?</li> </ul>	<ul style="list-style-type: none"> <li>● Target 1 and 2 by June 2022</li> <li>● Target 3 by June 2023</li> </ul>	<ul style="list-style-type: none"> <li>● Mr Bolton as ICT Co-Ordinator and Mr Brennan as Principal to lead the change</li> <li>● ICT committee-individual teachers take the lead with their class group and feedback to ICT Co-Ordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Are the children using more computational thinking during their school day through STEM activities and Coding?</li> <li>● Did the children enjoy the new learning experiences?</li> <li>● Are children better prepared to access the internet more safely?</li> <li>● Are the children able to self-assess their work more effectively through the use of e-Portfolios?</li> <li>● Can we track a child's work more effectively from J.I – 6<sup>th</sup> class through e-Portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>● Bee-Bots</li> <li>● Blue-Bots</li> <li>● Pro-Bots</li> <li>● I-Pads</li> <li>● Laptops</li> <li>● Webwise and FUSE resource materials</li> <li>● See-Saw App- Full Subscription</li> </ul>
<b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
Review from Staff and Stakeholders at the end of each school Term/Year.				

## **Class Group Activities Timeline/Notes**

### ***Junior and Senior Infants***

Bee- Bots

*Junior Infants*- Term 1 and 2- Directional Language

Term 3- Free Play with beebots, Introduction to Bee-Bot programming activities

*Senior Infants*- One Bee-Bot activity per month linked with curriculum themes covered.

**Teacher Contact:**Ms Hogan

### ***1st and 2nd Class***

Blue- Bots

Linkage with Maths and 3-D Shapes- Using Mat, create clue cards,

Making a plan for Blue-bots to move from shape to shape

Spatial Awareness and directions

**Teacher Contact:** Ms Whelan

### ***3rd and 4th Class***

Pro-Bots

3rd class are focussing on 3-D shapes at the moment and will begin using Probots in November

4th Class will use ProBots in January.

**Teacher Contact:** Ms Hennessy

**5th and 6th Class**

Coding- [www.code.org](http://www.code.org)

Minecraft Education

Lego We Do

VEX Robotics

[www.code.org](http://www.code.org) – Coding from November-December (6 week block)

Minecraft Education- January –March (Depending on success of programme)

Lego We Do- Use of 4 Lego We Do sets to be used in 5th/6th for STEM projects

VEX Robotics for selection of students in 5th /6th with possibility of using in all classes towards 3rd Term (Mr Kelly)

**Teacher Contact:** Mr Bolton