



Digital Learning Plan 2021-2026

1. Introduction

The development of the Digital Learning Plan 2021-2026 was set 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 outcome of our digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

Bunscoil Chríost Rí is a co-educational school in the southern suburbs of Cork city. The school is under the patronage of the Roman Catholic Bishop of Cork and Ross and the trustee is the Presentation Brothers Schools Trust. Bunscoil Chríost Rí was founded in 2011 as a result of the amalgamation of Scoil Chríost Rí Boys' and Christ the King Girls' primary schools which are located next to each other. The school has 19 mainstream classroom teachers, 1 Special Class (ASD Unit) 9 support teacher, 3 secretaries, a caretaker and an administrative principal. The current enrolment stands at 460 pupils (250 Boys, 210 Girls).

1.2 School Vision

Bunscoil Chríost Rí is a school which aims to promote the full and harmonious development of all pupils: the cognitive, intellectual, physical, cultural, moral and spiritual development, including a living relationship with God and other people and promotes a Christian philosophy of life. The school's mission is to "be an inclusive and caring community, to nurture all our talents, to foster awareness of spirituality, to value and appreciate difference, to cultivate individuality, to empower our students to meet the challenges of education and of life. Therefore, the staff of the school strives to create a happy, safe environment for the children

where they can feel secure and included. The school promotes the development of self-esteem and encourages the child's inner sense of responsibility. Every effort is made to allow children and staff to work together in an environment conducive to learning where trust is built with the support of the parents/guardians.

Vision for Digital Technologies

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in Bunscoil Chríost Rí 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 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. Bunscoil Chríost Rí acknowledges that a wide variety of opinions regarding the value that digital technologies have in education exist in our school community..

Staff are aware that we are educating children who live in an ever changing world and so our teaching and learning must reflect that reality. And as a result of the pandemic, the speed of the integration between education and technology has exponential grown. 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. With this in mind, we will strive to maximise the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning in Bunscoil Chríost Rí, 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 provide them with the technological education that they may need in the future. However, it is vital that we develop attitudes and practices which reflect an ethical and responsible use of these technologies.

Bunscoil Chríost Rí aims 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.

Digital technologies will play a part in maintaining the links with home and regularly help and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via e-newsletters, email, website news, Aladdin and Remote Learning Applications. The school's website, Twitter and YouTube channel keeps parents and the community well informed of daily activities and relevant useful information relating to our school.

1.4 Brief account of the use of digital technologies in the school to date

- All classrooms have a projector linked to the whiteboard and a Teacher's laptop with internet access.
- All classrooms are equipped with speakers / soundbar.
- One dedicated computer room with 30 desktop computers (Windows 10), a printer and a projector.
- One networked black & white photocopier located in the library.
- One networked black & white photocopier / printer located in the main office.
- One non-networked black & white photocopier located in the west wing staffroom.
- Twenty-two iPads that are managed in the mobile device management (Jamf School).
- The school library is equipped with one laptop for checking in/out of library books.
- A projector and a sound system is set-up in the main staffroom for presentations to staff.

- Wired and wireless broadband receiving approx 50Mb broadband, through the Schools Broadband Programme. The wireless set up was updated in 2018.
- Social Media consists of a school website, Twitter page and YouTube channel, all of which are regularly updated by staff.
- The school uses “Aladdin” software to contact parents by text or email.
- The School uses “Aladdin Connect” to record student data, attendance, permissions and assessment results.
- Remote learning apps such as Seesaw, Edmodo and ClassDojo are also used by teachers to contact pupils and parents/guardians during forced school closures.
- Payments are made through electronic bank transfer.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during September 2020 to January 2021. We evaluated our progress using the following sources of evidence:

- Digital Learning Cluster Group formed: A focus group of teachers established to work on developing our digital learning plan. The DL Team group includes Eoin Fitzpatrick (Principal), Dan O’Connell (ASD Unit Teacher), **Would need to enter a name here** (Class teacher) and Luke McCarthy (Special Education Needs Teacher). Regular meetings were scheduled to evaluate the current digital practices and gather information from staff to help develop a Digital Learning Plan.
- iPad (Teacher) survey- carried out through Google Forms. Main outcomes: Respondents identified the apps needed by each class level to achieve the desired technology integration with the class’s education.
- **(would need to be completed)** Teacher Survey
- **(would need to be completed)** Student Survey
- **(would need to ask a few parents)** Parent input

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

- Teaching and Learning: 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.	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment

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

- All teachers report that they are using digital technology daily in their methodologies.
- All teachers report that they would like to enable pupils to have more contact time with digital technologies.
- Pupils and Teachers are quite enthusiastic about using digital technology.
- Staff members are motivated to engage with CPD and some have already done so.
- Staff help each other and share their IT skills and experiences willingly.
- Well-equipped IT room.
- Funding available for improvement.

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

- **Curriculum:** We aim to incorporate digital technologies into more of our teaching, initially into the core subject area of Numeracy; to (regularly) identify and evaluate the Numeracy digital technologies (apps, websites, software) that support teaching and learning and then share those that best meet our need with the school community; to introduce valuable digital learning elements into school-wide programmes such as station teaching, problem solving programme, peer tutoring (buddy programme).
- **iPad Management:** We aim to improve the management of iPads by investigating and investing in a management system for new iPads and develop a whole school approach / policy and procedures in relation to maximising the use of iPads.
- **Staff Collaboration:** We aim to increase staff collaboration in relation to technology once we implement our Digital Action Plan.

- **CPD:** We aim to identify areas where CPD is needed by staff in order to maximise the digital learning experiences for pupils.
- **G-Suite:** We aim to sign up for G Suite for schools and integrate calendar into Aladdin.
- **Online Safety:** We aim to be more proactive in teaching children and their parents about online safety.
- **Increased Content Development:** We aim to communicate more with parents and the wider school community in relation to school initiatives – for example, a monthly e-newsletter, podcasts and movies.

3. Digital Learning Plan

On the next page we have recorded:

- The **targets** for improvement.
- The **actions** implement to achieve targets.
- **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** and **adjustments** made, and **when** they were made.
- **Achievement of targets** (original and modified), and **when** they were achieved.

Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework): Teachers' Individual Practice

STANDARD(S): (From Digital Learning Framework): The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

STATEMENT(S): (From Digital Learning Framework): Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.

TARGETS: (What do we want to achieve?)

- School will engage with supports to develop staff confidence in using more digital technologies in their teaching and learning.
- School to purchase new iPads and a MacBook to have a full class set, a set for Special Education Teachers and a set for the ASD class all of which will be integrated into one mobile management system.
- School will develop a strategy to increase use of iPads to help deliver the curriculum.
- Digital technologies to be used by pupils, specifically during Literacy and Numeracy lessons, to consolidate learning.
- Staff will develop their own ICT skills so that they increase their capacity to empower pupils to use digital technologies.
- School will ensure that parents and children are educated about online safety.
- School will develop a podcast and movie project for pupils.

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?)
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<ul style="list-style-type: none"> ● Identify relevant digital technology courses for CPD and/or external supports in specific areas as identified by staff. ● Set-up school iPads for Mainstream, ASD units and Special Education Needs Teachers. ● G-Suite for education to be set up. ● Internet safety talk for pupils and parents at the start of each year. 	<ul style="list-style-type: none"> ● Year 1 – 2021/2022 	<ul style="list-style-type: none"> ● TBC 	<ul style="list-style-type: none"> ● Increase in teacher confidence and use of digital technology on a monthly basis. ● iPads successful set-up on a Mobile Management System. ● Successful integration of G-Suite. 	<ul style="list-style-type: none"> ● iPads ● Wi-Fi ● Buy 20 iPads, 1MacBook, 2 charging trolleys, cables and management system. ● Professional development- CPD courses and use of Croke Park hours for upskilling staff to ensure effective IT integration with the curriculum.
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<ul style="list-style-type: none"> Set-up of ICT lessons for children to improve their skills. 				
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"> Set-up monthly e-Newsletter (to be run by 6th class). Teachers to get involved in peer training to increase overall IT proficiency. Set-up of ICT lessons for children to improve their skills. (e.g. movie-making, Podcasts). 	<ul style="list-style-type: none"> Year 2 – 2022/2023 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> A regular School newsletter. Increase in peer support in relation to IT. Staff are content with IT equipment provided. Programmes and Apps agreed upon to be implemented in SET setting. 	<ul style="list-style-type: none"> IT Equipment Wi-Fi Voluntary Working groups

<ul style="list-style-type: none"> ● Review of IT requirements. ● Establish a working group to review best Apps and programmes to help deliver the curriculum. 			<ul style="list-style-type: none"> ● Senior classes producing short movies. 	
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"> ● School will engage with internal/external supports to develop staff confidence in using more digital technologies in their teaching and learning. ● SET Teachers will trial use of programmes and 	<ul style="list-style-type: none"> ● Year 3 – 2023/2024 	<ul style="list-style-type: none"> ● TBC 	<ul style="list-style-type: none"> ● Each Teacher will use a timeslot to use either the iPads or Computer room at least once a week. ● Successful projects completed by many 	<ul style="list-style-type: none"> ● Updating IT devices. ● Continued CPD courses and use of Croke Park hours to upskill staff.

<p>apps recommended by the SET working group.</p> <ul style="list-style-type: none"> • Set-up of ICT lessons for children to improve their skills. (e.g. movie-making, Podcasts). • Application for Digital Schools of distinction. 			<p>class levels using ICT,</p> <ul style="list-style-type: none"> • Successful accreditation Digital Schools of distinction 	<ul style="list-style-type: none"> • New apps and Programmes for SET.
<p>ACTIONS (What needs to be done?)</p>	<p>TIMEFRAME (When is it to be done by?)</p>	<p>PERSONS / GROUPS RESPONSIBLE (Who is to do it?)</p>	<p>CRITERIA FOR SUCCESS (What are the desired outcomes?)</p>	<p>RESOURCES (What resources are needed?)</p>
<ul style="list-style-type: none"> • Staff will develop their own ICT skills and increase the pupils use of digital technologies. • Two class groups will trial the use of Aladdin to 	<ul style="list-style-type: none"> • Year 4 – 2024/2025 	<ul style="list-style-type: none"> • TBC 	<ul style="list-style-type: none"> • Staff will include an integrated digital technology lesson at least once per term. 	<ul style="list-style-type: none"> • Continued CPD courses and use of Croke Park hours to upskill staff. • Aladdin Connect.

<p>send homework home digitally.</p> <ul style="list-style-type: none"> • Trial doing the standardised testing using IT. 			<ul style="list-style-type: none"> • The two class groups use Aladdin successfully to send homework home throughout the year. • All pupils in the trial completed standardised tested using ICT. 	<ul style="list-style-type: none"> • Use of iPads and computers for standardised testing.
<p>ACTIONS (What needs to be done?)</p>	<p>TIMEFRAME (When is it to be done by?)</p>	<p>PERSONS / GROUPS RESPONSIBLE (Who is to do it?)</p>	<p>CRITERIA FOR SUCCESS (What are the desired outcomes?)</p>	<p>RESOURCES (What resources are needed?)</p>
<ul style="list-style-type: none"> • Standardised testing online to be expanded to more classes (3rd to 6th). • School will engage with internal/external supports to develop staff 	<ul style="list-style-type: none"> • Year 5 – 2025/2026 	<ul style="list-style-type: none"> • TBC 	<ul style="list-style-type: none"> • All children complete standardised testing successfully online. 	<ul style="list-style-type: none"> • Aladdin Connect. • ICT devices. • Standardised testing online.

<p>confidence in using more digital technologies in their teaching and learning.</p> <ul style="list-style-type: none"> ● Aladdin Connect to be used for all Homework notes by every teacher. ● Review of IT equipment. 			<ul style="list-style-type: none"> ● Aladdin Connect successfully implemented as the 'Homework Journal' ● Teachers fully integrating ICT with their curriculum targets. 	
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EVALUATION PROCEDURES:
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

- The digital learning plan will be implemented on an on-going basis.
- Elements of the Action Plan and some targets will be reviewed or added to on a termly basis. New targets will be added as appropriate.
- Overall progress will be reviewed at the end of every year and this document will be updated to reflect progress made.

Date of next policy review: February 2024

Signed on Behalf of the Board of Management:

Denis Bohane

Denis Bohane
Chairperson Board of Management

Eoin Fitzpatrick

Eoin Fitzpatrick
Principal

Date: 15th February 2021