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# **Thornleigh E.T.N.S. Our Digital Learning Plan 2022-23**

<http://www.thornleighet.com/>

# **1. Introduction**

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to improve teaching, learning and assessment practices using digital tools. This plan was informed by the Department of Education’s ‘[Digital Strategy for Schools to 2027](https://www.gov.ie/en/publication/69fb88-digital-strategy-for-schools/#digital-strategy-for-schools-to-2027)’ and ‘[Circular 074/2020](https://www.gov.ie/en/circular/5b11b-arrangements-for-schools-to-have-in-place-appropriate-contingency-measures-to-ensure-that-schools-are-prepared-to-continue-to-support-teaching-and-learning-in-the-event-of-a-partial-or-full-closure-of-schools-arising-from-public-health-advice/) -Communication/Teaching & Learning Platform.

**1.1 School Details:**

* Thornleigh ETNS is a vertical, co-educational primary school with an enrolment of approximately 340 pupils. We have 17 mainstream teachers including a principal and 10 SEN teachers.
* Infrastructure & devices: There is high speed wifi broadband throughout the school building.
* Classrooms are equipped with teacher desktops, visualisers, interactive whiteboard and/or projector. Teachers have access to high speed wifi, a teacher desktop and interactive whiteboard as well as a visualiser. 3rd to 6th class classrooms have student desktops (between 2 and 5 depending on the class) at the end of the classrooms which are available for use throughout the day.
* Pupils have access to chromebooks, tablets, Beebots, laptops and student desktops on a timetabled basis.
* The school’s chosen teaching and learning platform is Google Workspace for Education and Google Classroom was used with all classes during the period of remote learning. All students from 3rd - 6th class have access to a student google account.

**1.2 School Vision:**

Here at Thornleigh ETNS we acknowledge digital technologies as being an important educational resource, furthermore we are keenly aware that the ability to use IT effectively is a vital life skill in modern society. We aim to enable students and teachers, in so far as is practical, to be confident and effective users of IT. To this end we envisage that all participants would be active, self-directed learners. That the students have opportunities to be ‘hands on’ rather than observers is key to this. We would like students to be creators of content rather than consumers. We aspire to this being a ‘whole school’ initiative and to involve parents as partners. Teachers agree they will have to upskill in order to support such an initiative.

Digital learning supports Howard Garner’ multiple intelligence approach to learning. We believe it can enhance and expand on the traditional instructional repertoire of Thornleigh ETNS. Teachers will use technology as a tool to transform the learning experience, rather than substitute previous practice. Through an integrated approach to digital learning pupils will become engaged thinkers, active learners, knowledge constructors and global citizens.

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

* Large investment in upgrading the Wifi network throughout the school in the last two years.
* Increased teacher motivation around use of digital technologies as a direct result of improved and reliable internet.
* Teachers use class desktops and interactive whiteboards daily. Technology is used by teachers in their classrooms on a daily basis, where it is used to explain concepts and engage students through multimedia.
* Technology is used by staff to create plans and resources as well as communicate with one another via shared drives and folders.
* We have a school website
* “Spellings for me” is implemented at the senior end of the school.
* Class groups from 3rd to 6th class use school laptops occasionally.
* School tablets used regularly for maths/literacy games.
* All teachers engaged in online teaching and learning initially using the platform Edmodo before moving to Google Workspace.
* 6th class have previously engaged in the PDST digital portfolio project
* Aladdin is used to record student data, attendance and assessment results

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

We undertook a digital learning evaluation in our school. We evaluated our progress using the following sources of evidence:

* Teacher Feedback
* Pupil Survey
* Parental Survey
* Review of training provided by the PDST of digital tools related to the enhancement of language and literacy outcomes.

Analysis of the feedback emerging from data gathered included

* Active use of digital tools linked to curricular areas.
* Computational thinking and coding activities.
* Capturing pupil learning via digital tools.
* The importance of digital safety and citizenship themes.
* DEIS information/data

The staff of Thornleigh ETNS continue to be aware of the need to promote digital wellbeing in the school. A sense of digital wellbeing will continue to be a major focus in our digital learning plan.

This year we will also focus on the use of particular apps in classrooms using the Chromebooks, school tablets and laptops. This focussed use of apps will support digital assessment while also enhancing blended learning in the classroom. Digital portfolios will form a big part of assessment in the older classes.

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

Teaching and Learning | Domain 1 | Learner Outcomes

Teaching and Learning | Domain 4 | Teacher’s Collective/Collaborative Practice

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

**Teaching & Learning**

| **Domain 1: Learner Outcomes** | **Statement(s)** |
| --- | --- |
| **1.1 Pupils enjoy their learning, are motivated to learn and expect to achieve as learners** | Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.  Pupils use digital technologies to collect evidence and record progress. |
| **Domain 4: Teachers’ Collective/ Collaborative Practice** | **Statement(s)** |
| **4.1 Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all pupils.**  **Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.** | Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all pupils.  Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning. |
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**2.3. These are a summary of our strengths with regards digital learning**

* The principal is supporting the creation and implementation of the digital strategy
* Capable, motivated and engaged staff.
* Staff willingness to engage in CPD and bring new learning back to the classroom.
* HSCL is working alongside DL team to promote and create awareness of digital wellbeing among parents
* Continuous investment in the school’s hardware means improved resources to support digital learning.
* Large supply of hardware available to all staff members for use in the classroom and SET room environment.

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

* Increased use of Google Workspace from 3rd - 6th class with particular focus on use of docs and slides in the teaching learning and assessment of SESE and literacy.
* Increased use of digital portfolios as a form of ongoing assessment in senior classes.
* Introduce the blended approach to technology in JI - 2nd classes use the station rotation model.
* Increased online and cloud collaboration among staff members during planning.

**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: LEARNER OUTCOMES | | |
| --- | --- | --- |
| Standard: 1.1 |  | Statement |
| **Pupils enjoy their learning, are motivated to learn and expect to achieve as learners** | Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.  Pupils use digital technologies to collect evidence and record progress. | |
| TARGETS: (What do we want to achieve?)   * Pupils will create a digital portfolio using the Google Workspace platform * Pupils will become independent in creating documents on a specific teacher assigned task. * Pupils will engage in project type work on SESE topics and present it to the class using slides. | | |

| 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?) |
| --- | --- | --- | --- | --- |
| * Student Google Accounts * Availability of Chromebooks * Teacher support for initial set up | * December 2022 for initial set up. * June 2023 for remaining targets. | * ICT coordinator * Class teachers | * Pupils work independently in a safe online space. * Pupils create good quality content using docs and slides. | * Chromebooks * Internet |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
| Sources of information to monitor progress include:   * Feedback at staff meetings, * Cuntas Miosúil, * Evidence of pupil work completed using digital technology. * Survey of pupils * Survey of staff * CPD with a PDST advisor * Teach Meet: Sharing practice and reflections | | | | |

**Digital Learning Action Plan**

| **Domain: Teachers’ Collective/ Collaborative Practice** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4.1 Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all pupils.**  **Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.** | | | | | Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all pupils.  Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning. | | | | |
| **TARGETS:**  **Engage in the PDST Rebel Blended Learning project and implement new learning in junior classes**  **Engage in teach meets with colleagues to share good practice**  **Engage in relevant CPD training throughout the school year** | | | | | | | | | |
| 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?) | |
| Participate in the PDST – REBEL project  Arrange teach meet of ICT strategies that are going well in classrooms (staff meetings)  Introduction of blended learning model into all classes JI - 2nd class  All staff members to engage in CPD in area of digital learning | | Sept 2022 – December 2022    January - June 2023  February 2023  School year 2022-2023 | | Class teachers (1x senior Infant teacher, 1x junior infant teacher)  All staff  2 trained teachers and class teachers JI - 2nd  All staff | | Increased use of blended learning in the infant classrooms.  Share this new learning with other class teachers  Greater collaboration and sharing of ideas and strategies. (a community of support)  Pupils engage in blended learning where ICT has a key role in learning.  Staff become more skilled and confident in using a variety of digital strategies in their classrooms. | | CPD  ICT equipment  Staff meetings  ICT equipment  Staff  ICT equipment  PDST and other CPD trainers  All staff  ICT devices | |
| EVALUATION PROCEDURES:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | | | | | | |
| * Feedback at staff meetings * Cuntas Miosúil * Evidence of pupil work completed using digital technology * Survey of pupils * Survey of staff * CPD with a PDST advisor * Teach Meet: Sharing practice and reflections | | | | | | | | | |