Clogheen Kerrypike N.S

Our Digital Learning Plan

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. The development of this plan was set out 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 outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets

1.1 School Details:

Clogheen KerryPike NS was founded in 1884. It is a Catholic Primary School of both boys and girls, situated in the village of Kerrypike, on the outskirts of Cork City. In 2022 we have 174 pupils between the ages of 4 and 12 attending the school, from Junior Infants to 6th Class. There are currently 11 teachers working in Clogheen Kerrypike N.S in addition to the principal and 6 SNA's. Our school opened two ASD classes in 2022 called Cara 1 and Cara 2.

1.2 School Vision:

Our mission statement is Clogheen/Kerry Pike National School is a co-educational, Catholic primary school which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. Our school motto is *"Education is not the filling of a pail but the lighting of a fire." ~ W.B.Yeats*

1.3 Brief account of the use of digital technologies in the school to date:
- All classrooms have a Interactive Whiteboard and a Teacher's Laptop with internet access
- Three classrooms have interactive flatscreens
- Each classroom is equipped with speakers / soundbar.
- Teachers use technology in the classroom for curricular areas and use apps, software and websites for this. Some examples of this are the Spellings for Me programme, Jolly Phonics and Bua na Cainte
- Our school is equipped with 2 extra laptops which are for student use
- We have 3 SEN rooms – each SEN Teacher has their own laptop.
- A small number of SEN students use laptops to support their learning.
- The SET use apps and websites such as Mathletics and Reading Eggs to reinforce learning.
- Some children in our school have type to learn accounts and there is a block of typing support given to students with fine motor needs through the SET
- The SET use a shared drive for resources and student support plans.
- Student support plans are stored electronically.
- There are 21 iPads in the school -16 of which are 9th generation and are managed by a mobile device management system. The remaining ipads are used as surplus as they are 5th generation and below.
- The ipads are stored in an iPad Trolley, which has charging facilities
- We have OSMO accessories to accompany some of the ipads.
- The school broadband is comprised of a combination of wired and wireless service. The school is receiving approx 12Mb broadband, through the Schools Broadband Programme. This is currently out for tender and we are due an upgrade.
- Our schools filtering level is level 4.
- We use DCE computers as our ict support
- Our school learning platform is Microsoft Teams. Teachers can communicate homework and other learning material through the platform's feed. Teachers and students can communicate with each other using this platform from junior infants to third class. The chat feature is disabled in the senior classes in the interest of internet safety and in line with our acceptable usage policy.

- Every child in our school has a PM reading account with individual login details. They are benchmarked yearly to ascertain their reading level and are then given access to a library of hundreds of graded PM readers. They have the capacity to record themselves reading and send it to their teacher.
- We have a school website www.ckpns.ie
- The school use "Aladdin" software to contact parents by text or email.
- We currently use "Aladdin" to record student data, attendance and assessment results.
- Payments are received electronically via Aladdin ePayments system
- A networked coloured printer is located in the office, along with a photocopier.
- We have a 3D printer
- We have a 'Makey-Makey' and Skribot robot

2. The focus of this Digital Learning Plan
We undertook a digital learning evaluation in our school during the period January to April. We evaluated our progress using the following sources of evidence:
- A Digital Learning Team was formed: A focus group of teachers established to work on developing our digital learning plan. The DL Team group includes Julie Lyons Murphy, post holder for ICT, Audrey Cummins (junior class teacher), Kate O Callaghan and Eoghan Burke (senior class teachers) Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Plan.
- 'Teacher Digital Learning Survey': Online digital survey was carried out among the staff using MS forms. The main areas of focus were: teacher CPD, spending of our Digital Divide grant and improving existing infrastructure in order to capitalise on existing resources and technology within the school.
- Parents' Digital Learning Survey: Online survey was carried out in 2020 by Eleanor Grant (vice principal) to elicit the views of parents on the use of digital technologies in the classroom, access to digital technologies & internet at home and reflect, where possible on their children's digital learning experiences.
- Student Focus Group: a focus group session was carried out to elicit the views of older pupils on the use of digital technologies in the school & classroom and to reflect on their digital learning experiences.
- The digital learning team had a zoom meeting with a PDST advisor. The following is a visual summary of what arose when we spoke about the areas we wanted to improve/focus on and what we felt was working well that we wanted to continue and what our vision for ICT in our school was.

PDST
Digital Technologies

Start
Stop
Continue

START

STOP

CONTINUE

Every child has a PM account.

Start column (green):

Tidy up infrastructure. Sharing of passwords.

Hoping to purchase iPads in September.

Issue with student chat in Teams. IT consultant.

Acceptable Use Policy, Code of Behaviour and Anti-Bullying Policy

Extend use of flatscreens.

Continue column (orange):

Using Teams for staff sharing and class teachers using it for homework.

8 iPads at the moment in class and SET

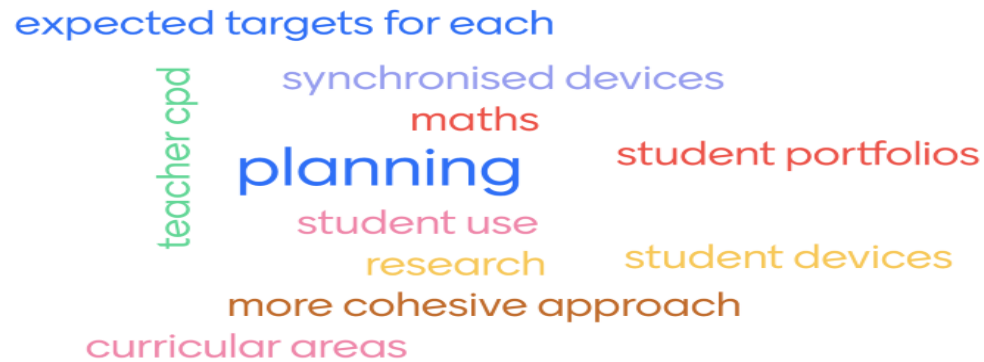Twinkl and Mathletics subscriptions

Special Ed team using Google Drive for sharing documents.

Spellings for me used across the school.

Aladdin to communicate with parents. Parents sometimes use Teams.

Laptops for teachers.

What is your vision for digital technologies at your school?

expected targets for each

synchronised devices

teacher cpd

maths

planning

student portfolios

student use

research

student devices

more cohesive approach

curricular areas

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

- Leading Learning and Teaching
- Managing the organisation
- Leading School Development
- Developing Leadership Capacity

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

Standard	Statement(s)

Foster teacher professional development that enriches teachers' and pupils' learning	The principal and other leaders in the school support and promote teachers' continuing professional development to develop teacher competence in the use of digital technologies, resulting in high-quality teaching and learning.
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment
Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment.
Empower staff to take on and carry out leadership roles	The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity.

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

- We have an interested and willing staff who are open to trying new things and engaging in CPD.
- All of the teaching staff have expressed an interest in engaging in CPD for ICT.
- We have a supportive management team, Principal and board of management as well as a supportive parent body.
- According to the teacher survey, 89% of the teachers use MS teams daily and 89% report that they are happy with it as our school platform.
- According to the teacher survey 88% of the teachers are interested in availing of CPD in MS365.
- Our school is well equipped with digital resources .
- Out of 61 respondents to the parental survey, only one household reported not to have wifi.
- Out of 61 respondents to the parental survey, only two household reported not to have a laptop or pc at home.

- The majority of parents consider themselves to be either extremely confident or somewhat confident in trying new things using technology. In the parental survey only 3 respondents out of 61 deemed themselves 'somewhat not confident' and one parent said they were 'extremely not confident'.
- 100% of the parents surveyed said they were either 'somewhat comfortable' or 'very comfortable' in using the schools platform, MS Teams
- All of the teaching staff use technology daily in their classrooms to enhance student learning.
- Our students are positive about the use of ICT in school.

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

- Procurement of resources to add to existing suite of equipment
- Improvement of current infrastructure
- Teacher CPD
- Exploit more of the features of our MS365 package

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

DOMAINS:

- Managing the Organisation

- Leading Learning and Teaching

- Leading School Development

- Developing Leadership Capacity

STANDARDS:

- Establish an orderly, secure and healthy learning environment, and maintain it through effective communication

- Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

- Foster teacher professional development that enriches teachers' and pupils' learning

- Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education

- Empower staff to take on and carry out leadership roles

STATEMENTS:

- The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.

- The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment

- The principal and other leaders in the school support and promote teachers' continuing professional development to develop teacher competence in the use of digital technologies, resulting in high-quality teaching and learning.

- The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment.

- The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity

TARGETS: (What do we want to achieve?)

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?)
Managing the organisation: Policies and planning documents • Draft Acceptable Use Policy with digital learning team • Review Acceptable Use Policy with staff • Ratify Acceptable Use Policy with board of management • Draft Digital Learning Plan • Review Digital Learning Plan with staff	• End of term 3 2022 • End of term 3 2022	• ICT Coordinator and digital learning team • ICT Coordinator and digital learning team	• A robust AUP that covers all areas of ICT usage in the school that is dissemminated to all and is adhered to, thus reducing risk of negative or illegal activity • A realistic and useful plan that will be	• Webwise

● Ratify Digital Learning Plan with board of management		● All teaching staff ● Board of management	referred to often and used as a working document	
● Update ICT policy	● School year 22/23	● ICT coordinator		
Procurement of resources			● A relevant and up to date ICT policy that will be displayed on our website in addition to our AUP and DLP	
● Investigate staff preferences as regards spending of our digital divide grant	● January 2022	● ICT Coordinator and digital learning team		● Suite of ipads
● Get prices for ipads ● Purchase 16 ipads	● January/ February 2022 ● March 2022	● ICT Coordinator	● A fair and well researched decision making process and the procurement of suitable resources	
● Purchase 16 headphones for ipads ● Use Kinia voucher to get a Makey-Makey, Skribot and Chromebook	● April 2022 ● April 2022	● ICT coordinator ● ICT coordinator		● 16 headphones ● Skribot, Makey-Makey and Chromebook
● Purchase green screen ● Purchase osmo accessories	● School year 22/23 ● School year 22/23	● ICT coordinator ● ICT coordinator	● All teaching staff will make use of our bank of resources and the children will use them regularly.	● Osmo accessoriews
● Purchase/rent (tbd)second batch of 16 ipads using parent contribution	● School year 22/23	● ICT coordinator		● 16 additional ipads
● Classrooms to be updated with interactive flatscreens	● 3-5 years	● ICT coordinator ● All staff and parents		● Interactive flatscreens

Infrastructure and improvement of current resources • Audit and repair of classroom printers and laptops MS365 • Disable teams chat in the senior classes • Find out which 365 we are on • Update and expand school wifi Internet safety • School to participate in Webwise Safer Internet Day • Internet safety to be taught to all students • Internet safety information for parents ## Leading learning and teaching: Teacher CPD • Staff survey to ascertain preferences in terms of CPD	• February 2022 • April 2022 • April 2022 • This is currently out for tender and we are due an upgrade in school year 21/22 • February 8th 2022 and ongoing • Ongoing • Yearly • January 2022	• ICT coordinator, class teachers and ICT Consultant • ICT coordinator and external ICT Consultant • Schools broadband and ripple.com • All school • All teaching staff • To be organised by ICT coordinator	• Full suite of working equipment • Reduction in instances of unwanted behaviour due to chat function on teams. • Improved speed and connectivity. • Greater awareness of internet safety among whole school community including potential risks and actions that can be taken to increase online safety. • Teachers will be more aware of all features	 • Webwise • Internet safety resources • MS forms • Wriggle learning accounts

• CPD in MS365 • Identify relevant digital technology courses for continuing professional development. Identify external experts for CPD in specific areas as identified by staff • All teaching staff will be set up with wriggle learning accounts where ongoing CPD in ipads, MS office and other digital technology will be provided	• May 2022 • ongoing • April 2022	• ICT coordinator, digital learning team and teaching staff • PDST • ICT Coordinator • ICT coordinator and wriggle	available to us on our MS365 package • Teachers will be more confident generally in using ICT	
Leading School Development: • Relevant policies to be updated/created and added to school website (Acceptable Use, ICT policy and Digital Learning Plan) • Classrooms to be updated with interactive flatscreens • Additional suite of ipads to be procured through parent	• End of 2022 (AUP and DLP April 2022, ICT Policy before December 2022) • 3-5 years • 22/23 School year	• ICT coordinator, principal, board of management, digital learning team and all teaching staff • Whole school	• The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment	

contribution on booklist to ensure our school is equipped to proactively adapt to rapid changes in use of technology in schools		● Whole school including parent body	● Our bank of ICT equipment will be added to and improved on an ongoing basis to correspondent with the evolving needs of the school	
Developing Leadership Capacity: • Digital learning team to be established • Digital learning team to meet regularly to discuss and plan for ICT • Digital learning team to report back to staff and update staff on developments in ICT at staff meetings • Digital learning team whatsapp group and teams group formed for communication amongst team members • Student focus group at senior end of the school to promote student voice as regards how ICT is	● January 2022 ● Ongoing ● Ongoing ● January 2022 ● April 2022	● ICT coordinator and digital learning team ● One senior end teacher from the digital	● The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity ● Student voice will be a valuable resource to inform decision making process	

implemented in our school		learning team and two classes of students from each end of the school	• There will be very good communication amongst digital learning team members and between the DLT and all staff	

Year 1 to be evaluated at end of school year 21/22

Year 2 to be evaluated at end of school year 22/23

Year 3 to be evaluated at end of school year 23/24

Year 4 to be evaluated at end of school year 24/25

Year 5 to be evaluated at end of school year 25/26

Ratified by The Board of Management on 26 September 2022

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John Horgan   Gerard Hartnett
Chairperson Board of Management   Principal