

St Oliver Post Primary School



Our Digital Learning Plan 2023-2025

March 2023

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1. Introduction

This Digital Learning Plan is a working document and contains numerous revisions and refinement based on our previous Digital Learning Plan (DLP). The 2022 plan is built on the Digital Strategy for Schools to 2027 (DSFS), Louth and Meath Education and Training Board (LMETB) Strategy Statement 2022 - 2026, our school experience and local factors in consultation with all the stateholders, parents, students, staff and senior management.

This latest Digital Learning Plan again consults with all stakeholders and considers the advances in technology, effects and experiences of Covid19 on our student cohort and teaching staff. We have reviewed and included considerations of The Digital Education Action Plan (2021-2027) and the most recent New Digital Strategy for Schools published April 13th 2022.

Our DLP is a further development of our schools ongoing commitment to ICT, and brings together our concerted investments in ICT to enhance teaching and learning over the past number of years.

Former documents known as our Digital Road Map, Digital Learning Framework 2017 and eLearning Plan are the original foundations of this Digital Learning Plan. Looking at our Schools (LAOS) and Our School Self Evaluation (SSE) has been pivotal in refining this DLP again in 2023.

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 Oliver Post Primary School, Oldcastle, Co. Meath
- School Roll Number 71990R
- Enrolment 650 September 2022
- ETB School, Non Deis, Autism Unit, 47 Staff

1.2 School Vision:

Our vision at St Oliver PPS is to continue to provide Staff and Students with the best digital access to teaching and learning tools and pedagogies. We strive to upgrade ICT infrastructure, to further integrate ICT across the curriculum through delivery and assessment, and to support staff and students in an ultimate goal of enhancing teaching and learning. Yet we are cognisant that parents and teachers can overestimate the benefits of exposure to ICT for children. Remembering too, that some evidence suggests that technology does little beyond distract children from real learning opportunities much of which could better be accomplished by pen and paper and traditional teaching. We hope to maintain our proven methodologies and augment, rather than replace, with ICT. We are also sceptical of the health implications of technologies and do not advocate prolonged use of digital technologies. While children may have a passionate engagement with technology, some research suggests that it can lead them to trial and error responses (click and see) and guesswork answers. Technology can inherently cause problems too, detract from time spent socially, and create a reliance of physical devices.

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

- ❖ 150 networked computers
- ❖ 1G Broadband with upgraded wireless network - Access Point in each classroom
- ❖ Physical and virtual host with fibre backbone and gigabit managed switches.
- ❖ Windows 10 Professional, Office 365
- ❖ 45 classrooms equipped with desktop computers, short throw digital projectors, 1Gigabit internet, speakers, clickers, visualizers.
- ❖ 3 computer labs
- ❖ 3 ICT Staff workrooms with access to 12 additional workstations, 3 industrial photocopiers with document printing and document scanning facilities direct to email.
- ❖ Laptop's suite and charging station, barcode scanners, digital Dictaphones, graphic tablets, sound amplifiers and audio equipment, portable tablets, iPads, GoPro & DSLR cameras, visualizers, 3D printers, laser, wazer cutter, CNC router, flight simulator.
- ❖ School website, SharePoint and O365 used to disseminate information to students, staff, parents, and the wider community.
- ❖ Teachers using Schoology, OneNote, SharePoint, various digital AfL tools and other digital resources in the classroom.
- ❖ Accelerated Reader and Spelling City and Mylon used for literacy development. CAT4 testing administered to all students.
- ❖ Facility/eportal for student records and Way to Pay for Parental payments
- ❖ Student (and parental) voice is captured through digital surveys (Microsoft forms and SurveyMonkey).

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period January 2020 to Jan 2021. Our Digital Learning Cluster Group meets at various stages throughout the year to review developments within the sector. As of now (April 2023) we do not feel a need to carry out a full-scale digital learning evaluation and we continue to follow best practice considering always our student voice (through our student council), parents (through our PA and BOM), management and or teaching colleagues.

We evaluated our progress using the following sources of evidence:

Digital Learning Cluster Group: A focus group of staff and management worked on developing our digital learning plan. The DL Team group included Brendan Corcoran (Principal), Michael McCafferty (Deputy Principal), the ICT coordinator and the various programme coordinators. The group also liaised and availed of advice from LMETB technical personnel.

Teacher Digital Learning Survey: Online digital survey was carried out among the staff. The main areas of focus were:

- Reflection on learning, teaching, and assessment practices
- Benefits & Challenges, Strengths & Weaknesses of our Blending Learning strategy through CV19
- The use of digital technologies in the classroom
- Professional collaborative review

Parents' Digital Learning Survey: Online survey was carried out 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 Digital Learning Survey: Students completed a digital survey to capture their views on digital technologies.

The DLF consists of standards and statements of practice and effective practice; these are organised under the two dimensions of Teaching and Learning and Leadership and Management. Within these dimensions, there are eight domains.

- ❖ Teaching and Learning Dimension
 - o Domain 1 Learner Outcomes
 - o Domain 2 Learner Experiences
 - o Domain 3 Teachers' Individual Practice
 - o Domain 4 Teachers' Collective/Collaborative Practice
- ❖ Leadership and Management Dimension
 - o Domain 1 Leading learning and teaching
 - o Domain 2 Managing the organisation
 - o Domain 3 Leading school development
 - o Domain 4 Developing leadership capacity.

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

- ❖ Dimension: Teaching and Learning
 - o Domain 3: Teachers' Individual Practice
- ❖ Dimension: Leadership and Management
 - o Domain 2: Managing the Organisation

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

Standard	Statement(s)
Domain 3 - Standard 1: Teachers' Individual Practice The teacher selects and uses teaching approaches appropriate to the learning objective and to the students' learning	Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities
Domain 2- Standard 2: Managing the Organisation. 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 ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment

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

- € All class teachers are using MS Teams as a base platform. Many are integrating other digital technology daily in their methodologies
- € With respect Microsoft Teams we have invested heavily in staff and student training, developing resources and adopting as the main platform for delivering and retrieving teaching and learning material, assessment, feedback and teacher/student electronic communication.
- € Our school has a solid ICT infrastructure with adequate technical support available.
- € Our school has a cohort of teaching staff, who are enthusiastic, digitally capable and competent teachers.
- € 98% of Parents surveyed believe the current teaching and learning technologies work in our School
- € 100% of Staff surveyed believe the current teaching and learning technologies work in our School
- € 89% of Students are happy with the current policy regarding use of personal devices in class.
- € Only 19% of Parents would like to see 1-to-1 devices.
- € Only 14% of Staff would like to see student 1-to-1 devices to replace the current book scheme.
- € Our teachers are consistently using ICT in the classroom to augment teaching, learning and assessment.
- € Our staff work collaboratively and share resources continuously through O365 and Sharepoint.
- € Our mobile device policy is conducive to teaching, learning and assessment and we acknowledge how the overuse of technology can have negative implications for students
- € We publish a quarterly E-newsletter
- € Strong procurement and financial reporting procedures are in place with regard to ICT funding (Digital ICT Grant and ICT Digital Divide).

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

- € Carry out a review of teacher devices, a number of teachers are hopeful of personal laptops.
- € Currently we are upgrading teacher workstations.
- € Continue to support teachers embedding ICT in T&L. This is a strength of our school as teachers already feel supported. We have a predominately young staff that are willing to embedding technology in the classroom.
- € Introduce Schoolwise platform (subject to successful procurement) to support online subject planning / AEN / academic tracking
- € Continue to invest in technology in STEM subjects. Introduce more CAD/CAM equipment like CNC lathe/routers/plasma cutters in practical subjects.

3. Our Digital Learning plan

On the next pages 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: Domain 3 – Teachers’ Individual Practice				
STANDARD(S): The teacher selects and uses teaching approaches appropriate to the learning objective and to the students’ learning				
STATEMENT(S): Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities.				
TARGETS: Teachers are aware of, and purposefully use a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities				
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"> Encourage training for teachers in subject departments delivered by Digital Leaders with the support of PDST. Teachers share best practice within departments regarding Digital Technologies to support teaching, learning and assessment. Introduce Schoolwise 	<ul style="list-style-type: none"> School year 2021/2022/2023 	<ul style="list-style-type: none"> Departments Heads All Teachers Digital Leaders 	<ul style="list-style-type: none"> Teachers become competent in the use of Digital Technologies to support teaching, learning and assessment. 	<ul style="list-style-type: none"> Digital Leaders PDST ICT Coordinator LMETB IT Trainer
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

DOMAIN: Domain 2: - Managing the Organisation				
STANDARD(S): Manage the school's human, physical and financial resources to create and maintain a learning organisation.				
STATEMENT(S): The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability, and security of the digital infrastructure for effective learning, teaching, and assessment				
TARGETS: 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.				
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"> • Upgrade to 1Gbit Network and bolster Wi-Fi Network. • Upgrade Teacher Computer Stations • Invest further in CAD/CAM Hardware & Software for STEM subjects. • Introduce Schoolwise 	<ul style="list-style-type: none"> • 2021 • 2021 • 2021/2022 • 2022/2023 	<ul style="list-style-type: none"> • Senior Management • ICT Coordinator • Affected Teachers 	<ul style="list-style-type: none"> • 1GigaBit connection to all clients • Teacher devices with SSD and min 8GB RAM • 3D Printer / CNC Router for STEM Subjects 	<ul style="list-style-type: none"> • Capital • Procurement • Technical assistance
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

BOM & LMETB Ratification/Resolution Process for This Policy

<i>Date Ratified by the Board of Management:</i>	
<i>Proposed By:</i>	
<i>Seconded By:</i>	
<i>Signed:</i>	<i>(Chairperson, BOM)</i>
<i>Signed:</i>	<i>(Secretary to the BOM)</i>
<i>Scheduled Date for Review of the Policy:</i>	

LMETB Ratification/Resolution of the ETB Board

<i>Date of Resolution of ETB Board</i>	
<i>Signed</i>	<i>(Chairperson)</i>