

## **Scoil Chroí Naofa, Athenry**

### **Our Digital Learning Plan (September 2020 - June 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:**

- Scoil Chroí Naofa is a co-educational national school. There is currently an enrolment of 346 pupils. There are 21 staff members with 14 class teachers, 4 Special Education Teachers (SETs) and 3 Inclusion Support Assistants (ISAs). Currently, we have a bank of 43 iPads and Apple TV. 7 iPads are for the SEN department. Each teacher also has their own laptop, interactive whiteboard and camera in their classroom. We recently purchased BeeBots and BeeBot mats. Our current School Self-Evaluation (SSE) focus is the development of digital learning in our school.

#### **1.2 School Vision:**

- We aim to provide meaningful opportunities for our pupils to develop their creativity, communication, collaboration, critical thinking and problem-solving skills through the use of digital technologies.
- We feel that it is important that our pupils work safely, responsibly and appropriately while using digital technologies and working online. We aim to educate our pupils about digital citizenship and online safety to address this need.
- We wish to maximise the potential of digital technology to make learning more accessible for all pupils and learning styles.
- As a staff, we aim to upskill ourselves in the area of digital technologies so that we can further support our pupils in using digital technologies for a variety of purposes. We plan to use digital technologies, websites and apps wisely and deliberately and not liberally.

- The school aims to continue communicating with the wider school community by regularly updating our school website and celebrating the brilliant work that happens every day in the school on our school blog.

### **1.3 Brief account of the use of digital technologies in the school to date (up until September 2020):**

- Interactive whiteboards are used by teachers and pupils to interact with online resources such as Bua na Cainte, Jolly Phonics and CJ Fallon resources.
- **In Junior Infants and Senior Infants**, a variety of apps are used to reinforce phonics and reading skills. BeeBots were used at Aistear stations from September 2019 - March 2020.
- **In 1st and 2nd classes**, literacy and mathematics apps are used by pupils to reinforce concepts and skills in these areas. From September 2019 - March 2020, Book Creator was used to create digital books for different cross-curricular purposes.
- **In 3rd - 6th class**, pupils engage in cross-curricular projects where they access information online as part of the research process. From September 2019 - March 2020, they also used Book Creator to create digital books on SESE topics they were exploring.
- **In 5th class**, iMovie was used to create short movies based on the theme of our school in June 2019. Pupils worked collaboratively in groups to create their movies.
- **In 6th class**, iMovie was used to create their graduation movie entitled "School Memories". This was presented for the school community at the graduation ceremony in June 2019. iMovie continued to be used from September 2019 - March 2020 to document knowledge and understanding e.g. a movie was created of the class tour of our town, Athenry.
- **Special Education Teachers (SETs)** are using a variety of software and apps to meet the specific learning needs of pupils, appropriate to their Student Support Files.
- **School Closure:** During the nationwide lockdown for Covid-19 (March 2020 to June 2020), teachers and pupils engaged in digital teaching and learning using Aladdin Connect. Teachers and pupils also connected on a weekly basis via Zoom meetings, primarily for a social update.

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

We undertook a digital learning evaluation in our school during September 2020. We evaluated our progress through teacher feedback and discussion.

We also evaluated our progress in December 2021 by getting feedback from every staff member about the websites and apps currently being used in their classrooms and the types of digital activities they design for their pupils.

**Dimension: Teaching and Learning**

Domain 1: Learner Outcomes

Domain 3: Teachers' Individual Practice

**Dimension: Leadership and Management**

Domain 2: Managing the Organisation

Domain 3: Leading School Development

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

DIMENSION: TEACHING & LEARNING	
Standards	Statements
<b><u>Domain 1: Learner Outcomes</u></b> <b>Standard 1.1:</b> Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.	<b>Statement of Effective Practice:</b> Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.

<p><b><u>Domain 3: Teachers' Individual Practice</u></b></p> <p><b>Standard 3.2:</b> The Teacher selects and uses planning, preparation and assessment practises that progress pupils' learning.</p>	<p><b>Statement of Effective Practice:</b></p> <p>Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.</p>
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DIMENSION: LEADERSHIP AND MANAGEMENT	
Standard	Statement
<p><b><u>Domain 2: Managing the Organisation</u></b></p> <p><b>Standard 2.2:</b> Manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p>	<p><b>Statement of Effective Practice:</b></p> <p>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.</p>
<p><b><u>Domain 3: Leading School Development</u></b></p> <p><b>Standard 3.3:</b> Build and maintain relationships with parents, with other schools, and with the wider community.</p>	<p><b>Statement of Effective Practice:</b></p> <p>The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole school community.</p>
<p><b><u>Domain 3: Leading School Development</u></b></p> <p><b>Standard 3.4:</b> The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.</p>	<p><b>Statement of Effective Practice:</b></p> <p>Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p>

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

- The school is well resourced and has a reliable wifi network that covers the entire school.
- Teachers have a positive attitude towards the use of digital technology to support teaching, learning and assessment and have engaged in CPD in this area. They are eager to further develop their knowledge and skills so that they continue to create meaningful learning opportunities for their pupils.
- Pupils have a positive attitude towards the use of digital technologies. The infant classes have used BeeBots and our middle and senior classes are creating digital books and/or short movies. They use a variety of apps to reinforce literacy and numeracy concepts and skills also.
- Teachers are also using class iPads for linguistic purposes i.e. pupils are recording themselves and their peers speaking Irish.
- Teachers actively contribute to our school website and Twitter account. They also create iMovies which are regularly uploaded to our school YouTube channel (set up in January 2019). We use this medium to document initiatives and projects we participate in. The following provides a flavour of the content shared on our Youtube channel:
  - Photographs of maths activities have been compiled into a video to celebrate pupil engagement as part of Maths Week. Similar videos have been created to document our involvement in Engineer's Week, Science Week and Active Schools Week.
  - Videos of our new infant pupils, Halloween and Christmas celebrations, our marching band on St. Patrick's Day, Grandparent's Day, involvement in Incredible Edibles, Sports Day activities, hurling and fit-to-be fit workshops and graduation ceremonies.
  - We recorded and edited a wonderful whole school video to celebrate Seachtain na Gaeilge in 2019.
  - We participated in Peace Proms in January 2020. As part of this, we learned songs and accompanying actions and performed with an orchestra in UCG.
- The national lockdown due to the Covid-19 pandemic forced us all to find new and safer ways to connect with one another. We used Zoom as a staff to facilitate staff meetings and we invited our pupils to participate in Zoom calls also.

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

- Continue to build staff confidence and competence in the use of digital technologies to enhance teaching, learning and assessment through CPD. Develop teacher awareness around how online resources and apps can be integrated into fortnightly and long-term plans in a purposeful and meaningful way.
- Design activities where pupils use digital technologies in effective ways to create content and support and enhance learning and assessment in different curricular areas.
- Invest in digital resources to enhance the learning experience of the pupils in the school.
- Class teachers will create a Seesaw profile for all pupils and use it regularly to assign homework and post project work. The purpose of this action is to ensure teachers, pupils and parents alike are familiar with the Seesaw platform, and should there be another school closure, this is how remote teaching and learning will be facilitated.
- We would like to invest in additional digital devices to enhance teaching, learning and assessment practices in all classrooms.
- In addition to our vibrant school blog, Youtube channel and Twitter account, we would like to create a new school website to further enhance our connection with the wider school community.
- The Google Workspace for Education platform will be introduced gradually. During 2020 - 2021, all school staff will be assigned a school Gmail address using our domain "scoilchroinaoafaathenry.ie". School policies will be available on Google Drive and staff will be able to collaborate on documents using Google Docs. The Google Classroom teaching/learning app will be introduced to 5<sup>th</sup>/6<sup>th</sup> class pupils (the local secondary school also uses it as their digital learning platform).

### 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, 2020 - 2022

<b>DIMENSION:</b> Teaching and Learning				
<b>DOMAIN 3:</b> Teachers' Individual Practice				
<b>STANDARD 3.1:</b> Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.				
<b>STATEMENT OF EFFECTIVE PRACTICE:</b> Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.				
<b>TARGETS:</b>				
<ol style="list-style-type: none"> <li>1. Teachers and pupils will become familiar with and actively use Seesaw as our school's digital learning platform on a regular basis.</li> <li>2. Connect with our school community in creative ways through the use of digital technologies.</li> </ol>				
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?)
<b>SEESAW</b> <ul style="list-style-type: none"> <li>• Seek parental permission, create teacher and pupil Seesaw accounts, and distribute Home Learning Codes.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Seesaw is set up and in use throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops</li> <li>• iPads</li> <li>• Seesaw</li> </ul>

<ul style="list-style-type: none"> <li>● In school, teachers and/or pupils will upload photographs, audio recordings, videos and files of their work and add them to their Seesaw portfolio as evidence of learning.</li> <li>● Design age-appropriate activities for pupils to complete at home using Seesaw on a daily or weekly basis and offer feedback on pupil work.</li> <li>● Post helpful resources as a scaffold for pupil learning at school and at home e.g maths tutorial videos.</li> <li>● In school, teachers will provide opportunities for pupils in 2nd - 6th class to record typed or oral reflections on their completed work.</li> </ul>	<ul style="list-style-type: none"> <li>● October 2020 - June 2022</li> <li>● October 2020 - June 2022</li> <li>● October 2020 - June 2022</li> <li>● January 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>● Class teachers and pupils</li> <li>● Class teachers and pupils</li> <li>● Class teachers</li> <li>● Class teachers and pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers and pupils are familiar with using the features of Seesaw to meaningfully engage with a variety of activities.</li> <li>● Teachers are creating and sharing useful support resources.</li> <li>● A digital portfolio of pupil work is being populated with a variety of media to reflect ongoing learning across the curriculum.</li> </ul>	
<p><b>FÍSEÁIN GAEILGE</b></p> <ul style="list-style-type: none"> <li>● The principal will record weekly videos as Gaeilge for the junior and senior classes.</li> </ul>	<ul style="list-style-type: none"> <li>● October 2020 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Technology is being utilised to promote the Irish language while also allowing the pupils to see the principal on a weekly basis, albeit virtually.</li> </ul>	<ul style="list-style-type: none"> <li>● Camera</li> <li>● Laptop</li> <li>● IWB</li> </ul>

<p><b>ZOOM</b></p> <ul style="list-style-type: none"> <li>We will use Zoom as the medium to facilitate whole school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>October 2020 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>As we all remain in our Pods and class bubbles, we are using video calls to connect regularly with other classes and colleagues throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Zoom</li> </ul>
<p><b>GREEN SCREEN &amp; iMOVIE</b></p> <ul style="list-style-type: none"> <li>Record Christmas concert videos using the camera tool or green screen technology and edit the videos using iMovie.</li> <li>Share the edited video on our Youtube channel to share our Christmas concert with the wider school community.</li> </ul>	<ul style="list-style-type: none"> <li>December 2020 and 2021</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Green Screen by DoInk</li> <li>iMovie</li> <li>Youtube</li> </ul>

**EVALUATION PROCEDURES:**  
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

- October 2020 - December 2020:** Pupils were actively using Seesaw in the classroom when the bank of iPads were allocated to their class. Activities in the Activity Library were created and assigned by teachers and completed by pupils in class. Homework activities were also assigned on Seesaw to raise awareness and increase familiarity with the tools and features of Seesaw.
- December 2020:** Christmas movie created using green screen (in some classes) and Caitriona and Vincent edited it using iMovie.
- January 2021 - March 2021:** Teachers used Seesaw to connect with pupils during the period of school closure. They assigned appropriate and differentiated

tasks for pupils to engage in. Pupils completed activities at home and teachers offered typed or oral feedback on their work. The ability to record a video while using the digital whiteboard on Seesaw was used effectively by SETs. One teacher used it to record worked examples of procedures in maths. She found that pupils who find recall of procedures difficult could use this tool on Seesaw, as an aid, to playback and pause, when they had to work independently at home. It allowed them to see the process from the beginning and hear the language used to get to the next step. It was recognised that sometimes seeing a completed sample sum in a book doesn't help pupils, particularly in senior classes where the procedures have multiple steps.

- **April 2021 - June 2021:** Seesaw was used as needed.

## Digital Learning Action Plan 2, 2020 - 2021

### Equipment

<b>DIMENSION:</b> Leadership and Management				
<b>DOMAIN 2:</b> Managing the Organisation				
<b>STANDARD 2.2:</b> Manage the school's human, physical and financial resources so as to create and maintain a learning organisation				
<b>STATEMENT OF EFFECTIVE PRACTICE:</b> The Board of Management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.				
<b>TARGET:</b> Management will ensure that the digital infrastructure in the school is fit-for-purpose to meet the digital learning needs of the teachers and 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?)
<b>Digital Devices</b> <ul style="list-style-type: none"> <li>• Purchase 5 Samsung tablets for pupil use at</li> </ul>	<ul style="list-style-type: none"> <li>• May 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile devices are</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> </ul>

<p>home, if needed.</p> <ul style="list-style-type: none"> <li>● Purchase 14 iPads for teacher use.</li> <li>● Distribute 20 refurbished Macbooks between the three senior classes.</li> </ul>	<ul style="list-style-type: none"> <li>● May 2021</li> <li>● September 2021</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Veronica</li> </ul>	<p>available for pupil use</p> <ul style="list-style-type: none"> <li>● iPads purchased</li> </ul>	<ul style="list-style-type: none"> <li>● CompuB</li> </ul>
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**EVALUATION PROCEDURES:**  
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

- **May 2020:** Samsung tablets were purchased and distributed to pupils who needed access to a mobile device at home during school closures.
- **May 2021:** 14 iPads were purchased and each teacher now has access to a device. This is fantastic because they are not relying on the bank of iPads to capture learning. We can now take photographs and record short videos throughout the school day.
- **September 2021:** 20 refurbished Macbooks were donated to the school from a parent.

**Digital Learning Action Plan 1, 2021 - 2023**  
**Content-Creation, Coding and Digital Portfolios**

**DIMENSION:** Teaching and Learning Dimension

**DOMAIN:** Learner Outcomes

**STANDARD 1.1:** Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.

**STATEMENTS OF HIGHLY EFFECTIVE PRACTICE:**

Pupils use appropriate digital technologies to foster active, creative and critical engagement in attaining challenging learning outcomes.

Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.

**TARGETS:**

1. Pupils will actively engage with, create and share curricular-based digital content using a variety of apps, appropriate to their class level, once per term.
2. Pupils will engage in activities involving BeeBots in the junior classes to develop their oral language and problem-solving skills.
3. Pupils will use the digital learning platforms, Seesaw or Google Classroom, as a means to create and compile a portfolio or work throughout the school year.

4. Pupils will be supported to critically reflect on their work in a purposeful and meaningful way on a regular basis.

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?)
<p><b>TARGET 1: CONTENT CREATION</b></p> <p><b>Junior Infants - 1st Class:</b></p> <ul style="list-style-type: none"> <li>● Pupils will use the app, Chatterpix, to create short animated videos on a curricular topic once per term.</li> <li>● Pupils will engage in a shared writing experience to create a whole class digital book using the app, Book Creator, once per term, on a chosen curricular topic.</li> </ul> <p><b>2nd &amp; 3rd Class:</b></p> <ul style="list-style-type: none"> <li>● Pupils will use the app, Chatterpix, to create short animated videos on a curricular topic once per term.</li> <li>● Pupils will create a digital book independently or in small groups using the app, Book Creator, once per term, to showcase their learning on a chosen curricular topic. Where appropriate, pupils' animations created on Chatterpix will be</li> </ul>	<ul style="list-style-type: none"> <li>● November 2021 - June 2023.</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● SET</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils at all class levels are creating a selection of the following: digital animations, videos, books or presentations once a term to showcase their knowledge and understanding of curricular content.</li> <li>● Pupils are presenting their work to their peers.</li> <li>● Pupils are becoming familiar with the language of the TAG method when offering peer-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● iPads</li> <li>● Chatterpix</li> <li>● Book Creator</li> <li>● Garage Band</li> <li>● Green Screen by DoInk app</li> <li>● iMovie</li> <li>● Google Docs</li> <li>● Google Slides</li> <li>● TAG rubric</li> <li>● Kiddle</li> <li>● Britannica School</li> <li>● DK Find Out</li> <li>● Wonderopolis</li> <li>● Photos for Class</li> <li>● Pics4Learning</li> <li>● Reshot</li> </ul>

<p>uploaded and integrated into their digital books.</p> <ul style="list-style-type: none"> <li>● Pupils will use the app, Garage Band, to compose music.</li> <li>● Pupils will be invited to present their creations to their peers.</li> </ul> <p><b>4th - 6th Class:</b></p> <ul style="list-style-type: none"> <li>● Pupils will work independently or collaboratively to create content using Book Creator/ Google Docs/ Google Slides/ Green Screen by DoInk/ iMovie.</li> <li>● As part of the content-creation process in the senior classroom, pupils will engage in online research to find information relevant to their project topic. Pupils will source copyright-free images and music to include in their creative work.</li> <li>● Pupils will present their digital books, videos and presentations to their peers and actively use the TAG feedback method when offering peer-feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● November 2021 - June 2023.</li> </ul>			<ul style="list-style-type: none"> <li>● Pexels</li> <li>● Pxhere</li> <li>● StockSnap</li> <li>● Unsplash</li> <li>● Pixabay</li> <li>● Freepik</li> <li>● Bensound</li> <li>● MusOpen</li> </ul>
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<p><b>TARGET 2: ROBOTICS (Junior Infants - 1st Class)</b></p> <ul style="list-style-type: none"> <li>• In the junior classroom, pupils will engage in a range of activities using BeeBots to develop their directional language and ability to give and follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• January 2022 - June 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• SET</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are developing their competence at giving and following instructions (one- step to multiple steps instructions), depending on their ability.</li> <li>• Pupils are developing their ability to work together in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• iPads</li> <li>• BeeBots</li> <li>• BeeBot mats</li> <li>• <a href="https://beebot.terrapinlogo.com/">https://beebot.terrapinlogo.com/</a></li> </ul>
<p><b>TARGET 3: USE OF DIGITAL PORTFOLIO PLATFORMS</b></p> <p><b>SEESAW (Juniors Infants - 3rd Class)</b></p> <ul style="list-style-type: none"> <li>• Pupils will upload classroom content to their digital portfolio on Seesaw at least once a fortnight. The content will include pictures of concrete-based class work, audio recordings, videos and files e.g. animations, green screen videos and digital books.</li> </ul> <p><b>GOOGLE CLASSROOM (4th - 6th Class)</b></p> <ul style="list-style-type: none"> <li>• Create Google accounts for 5th and 6th class</li> </ul>	<ul style="list-style-type: none"> <li>• September 2021 - June 2023</li> <li>• January 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• SET</li> <li>• Pupils</li> <li>• Veronica</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and/ or pupils select content to upload on Seesaw at least once a fortnight from junior infants to 3rd class.</li> <li>• 4th - 6th class pupils use Google Classroom to create and</li> </ul>	<ul style="list-style-type: none"> <li>• iPads</li> <li>• Seesaw app</li> <li>• Curricular work</li> <li>• Google Classroom</li> <li>• MacBooks</li> </ul>

<p>pupils.</p> <ul style="list-style-type: none"> <li>Teachers will upskill on how to use Google Classroom to create assignments, rubrics, quizzes, and questions, and to share materials.</li> <li>Teachers will post project assignments aligned with literacy or SESE curricular plans and will support their pupils as they work independently or collaboratively to complete tasks.</li> <li>Pupils will be given an opportunity to present their work to their peers. Peer-assessment will be facilitated.</li> </ul>	<ul style="list-style-type: none"> <li>February 2022</li> <li>February 2022 - June 2023</li> </ul>	<ul style="list-style-type: none"> <li>PDST advisor</li> <li>Teachers</li> </ul>	<p>collaborate on online content, draft, edit and publish work.</p> <ul style="list-style-type: none"> <li>Pupils will engage in peer assessment.</li> </ul>	
<p><b>TARGET 4: SUPPORTING FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Teachers will explicitly teach and model how language can be appropriately used when reflecting on and assessing curricular work e.g. written piece/ artwork/ drama sketch. <ul style="list-style-type: none"> <li>Where appropriate and possible, share the learning intention or WALT at the start of the lesson or project with the pupils and co-construct the success criteria or WILF with</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Pupils will be supported to engage in ongoing reflection and self-assess as they complete work and upload their finished product to their digital portfolio.</li> <li>Pupils are more comfortable using the language of reflection</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment sentence starters: <ul style="list-style-type: none"> <li><i>I am proud of...</i></li> <li><i>I needed help with...</i></li> <li><i>If I was doing this again, I</i></li> </ul> </li> </ul>

<p>the pupils</p> <ul style="list-style-type: none"> <li>○ Give pupils self-assessment sentence starters to use as a scaffold</li> <li>○ Reinforce the language of reflection on a regular basis by referring to the success criteria or WILF of the lesson/ project, where possible.</li> <li>○ Provide opportunities for pupils in 2nd - 6th class to record typed or oral reflections on their completed work either on Seesaw or Google Classroom.</li> </ul>			<p>to self-assess their work on a regular basis.</p> <ul style="list-style-type: none"> <li>● Teachers and pupils will regularly discuss how the process is going with a view to improving effective assessment practice through the use of digital portfolios.</li> </ul>	<p><i>would...etc.</i></p>
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**EVALUATION PROCEDURES:**  
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

**September 2021 - December 2021: Apps to reinforce learning and for content creation**

- **In junior infants**, the literacy app, *Starfall*, is used to reinforce phonics learning.
- **In senior infants**, *Jolly Phonics*, *Spelling 2*, *Sight Words 2* and *Starfall* are regularly used to reinforce literacy skills and *Maths Fight*, *Number Line* and *Maths Stretch* are used to reinforce numeracy skills.
- **In our 1st classes**, apps are regularly used to reinforce literacy and numeracy skills. Teachers find the Jolly Phonics app as being particularly useful.
- **In our 2nd classes**, pupils are exploring the app, *Garage Band*, for musical composition.
- **In 3rd class**, pupils are using the internet for research purposes. They have sourced information on a variety of history and geography topics e.g. Egypt, The Stone Age, Newgrange. Pupils also accessed the maths games on the official Maths Week website, in addition to using the apps on the school apps.

- **In 4th class**, pupils have created digital books using Book Creator and have uploaded their published work to Seesaw in PDF format. They designed one book on the theme of lines and angles. As part of the content creation process, the pupils took photographs of lines and angles around the school grounds. They inserted the photographs in their book and wrote an explanation about the line/angle identified. Pupils also drafted, edited and published digital books as Gaeilge. They included copyright-free images sourced on Unsplash in their books. 4th class pupils have created and edited movies on iMovie and uploaded them to Seesaw. For example, to celebrate Science Week, pupils worked in their pods to take photographs of experiments and explain the steps involved. Finally, pupils also use the iPads to carry our research for projects on Galway and The Romans.
- **In 5th class**, pupils used Book Creator to create digital books on topics explored in history (Holocaust and Ancient Rome).
- **In 5th and 6th class**, pupils have used Green Screen by DoInk to create green screen videos and Stop Motion Studio to create animated videos. They have edited their videos on iMovie. Pupils are working on projects using Scratch. They are also using an app called Stellarium to view constellations in the night sky.
- **In 6th class**, pupils draft, edit and publish blog posts to document class activities on the school blog. They aim to expand their use of this. They type out their creative writing work, research information online as part of SESE project work, create iMovies, and to support art lessons.
- **5th - 6th classes** use the Macbooks to engage with the online activities as part of the Spellings for Me programme. In the senior classes every 5 weeks as part of the Spellings For Me programme. They are also used for research and project work.
- **In the SEN setting**, Book Creator is used with pupils for language development and to create social stories. Pupils take photos around the school to use in their social stories and these stories are printed and uploaded to Seesaw (great for pupils to refer to). A popular numeracy app used to consolidate understanding of number bonds, doubling, halving and square numbers and to practise times tables and division is Hit the Button from Topmarks. The “Notes” app is used with and without dictation. Literacy apps are also used at a station during the Literacy Lift Off programme in the younger classes.

#### **September 2021 - December 2021: Seesaw**

- Seesaw continues to be used in different classes throughout the school.
  - **In our 1st class settings**, pupils have logged onto Seesaw, learned how to find a teacher-assigned activity, do the activity and then submit the completed

activity. For example, when they were covering 2D shapes, the pupils submitted a 2D sort activity. Pupils have also uploaded a photo of their art/proudest work onto their journal. Every Friday, the pupils also upload their 'Show and Tell' photos or videos from home.

- **In our 2nd classes**, Seesaw activities are used to consolidate work done in class (phonics, maths, SESE, Gaeilge). Pupils photograph their work e.g. art or a piece of writing they are proud of etc. and upload it to Seesaw. Through the use of Home Learning Codes, they like to show their families their work.
- **In 4th class**, pupils are uploading the digital books they create on Book Creator as PDFs and the videos they have created or edited in iMovie. Every week, pupils also choose some of their best work and save it to their own Seesaw portfolio. Finally, the class teacher also assigns a selection of maths and Irish activities on Seesaw. Children log into Seesaw in class and complete the tasks.
- **In our 5th and 6th class**, pupils are uploading the movies they create on iMovie and the animations they create using Stop Motion Studio.
- **In our SEN setting**, photos are taken of pupils' work and added to their Seesaw folder. Teachers record pupils reading and play it back to encourage self-assessment. Teachers find that recording the steps in a maths problem using the Drawing Tool on Seesaw is great for pupils who find recall of procedures difficult. It allows them to play and pause the video when working at home.

## Digital Learning Action Plan 2, 2021 - 2022

### School Website

<b>DIMENSION:</b> Leadership and Management				
<b>DOMAIN:</b> Leading School Development				
<b>STANDARD:</b> Build and maintain relationships with parents, with other schools, and with the wider community.				
<b>STATEMENT OF EFFECTIVE PRACTICE:</b> The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole school community.				
<b>TARGET:</b> Create a new and updated school website to share school news, initiatives and activities with our school community on a regular basis.				
<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>• Research the companies that design school websites and decide on the best solution for our school.</li> <li>• Post news and activities on our school website to connect with our parents and wider school community on a regular basis.</li> </ul>	•	• Deputy principal	<ul style="list-style-type: none"> <li>• Keep our parents and wider school community informed of ongoing school activities and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• School website</li> </ul>
<b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
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### Digital Learning Action Plan 3, 2021 - 2023

### Google Workspace for Education & Padlet

<b>DIMENSION:</b> Leadership and Management				
<b>DOMAIN 3:</b> Leading School Development				
<b>STANDARD:</b> Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education				
<b>STATEMENT OF PRACTICE:</b> The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.				
<b>TARGETS:</b>				
<ol style="list-style-type: none"> <li>1. Staff use Google Workspace for communication, planning and management of school files and policies.</li> <li>2. Staff use our administrative Padlet wall for instant access to key information and resources pertaining to everyday school life.</li> </ol>				
ACTIONS	TIMEFRAME	PERSONS / GROUPS	CRITERIA FOR SUCCESS	RESOURCES

(What needs to be done?)	(When is it to be done by?)	RESPONSIBLE (Who is to do it?)	(What are the desired outcomes?)	(What resources are needed?)
<ul style="list-style-type: none"> <li>● Set up Google Workspace for Education for the school.</li> <li>● Create and share school-based email addresses with staff.</li> <li>● Invite staff to access and share comments, if necessary, on new or revised school policies and curriculum plans on our Shared Drive.</li> <li>● Staff upskill on how to create and collaborate on a Google Doc and how to navigate Google Drive.</li> <li>● Invite staff to store their planning files and resources on 'My Drive'.</li> </ul>	<ul style="list-style-type: none"> <li>● April 2021</li> <li>● April 2021</li> <li>● October 2021 ongoing</li> <li>● November 2021</li> <li>● November 2021</li> </ul>	<ul style="list-style-type: none"> <li>● Veronica</li> <li>● Veronica</li> <li>● PDST advisor and staff</li> <li>● Staff</li> <li>● Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Google Workspace is set up.</li> <li>● Staff are using Google Workspace for creating, sharing and storing files.</li> <li>● Staff are accessing and offering typed feedback on curriculum plans and policies.</li> </ul>	<ul style="list-style-type: none"> <li>● Google Workspace for Education apps</li> <li>● Laptops</li> </ul>
<ul style="list-style-type: none"> <li>● Create a Padlet with links to school information, timetabling, initiatives and activities.</li> </ul>	<ul style="list-style-type: none"> <li>● October 2021</li> </ul>	<ul style="list-style-type: none"> <li>● Deputy principal</li> </ul>	<ul style="list-style-type: none"> <li>● A school Padlet wall is referred to by staff as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Padlet</li> <li>● Laptops</li> </ul>

#### EVALUATION PROCEDURES:

(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

- **April 2021:** Google Workspace for Education was activated. Teachers were emailed their new school email addresses and temporary passwords for them to create their own passwords.
- **September 2021:** The deputy principal created and shared a Padlet wall with school information. The columns of resources are as follows: general

information, important reading, admin reminders, things to be done, staff information, yard timetables, fire drill/ pe timetable, iPad timetable, details for social media/ Twitter/ website, school planning and teacher planning.

- **November 2021:** Teachers upskilled on the use of Google Drive and Google Docs.