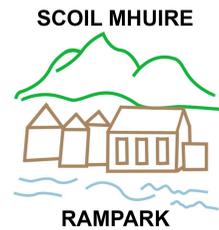# S.N. Muire Rampark

Our Digital Learning Plan

1. Introduction

The development of this plan was set out as a priority area by the school to comply with the Department of Education publications 'circular 00060/2021' and 'Digital Strategy for Schools'.

There are four key aspects to this plan:

- Overall approach to e-learning to include the role of school leadership, planning for e-learning and the vision of an e-learning culture in the school.
- ICT in the curriculum, to include targets for each class level and examples of best practice in the school.
- Professional development issues, to include staff training.
- The ICT infrastructure in the school, to include a maintenance and refurbishment plan, budget and technical issues.

1.1 School Details:

- SN Muire is a rural vertical co-educational primary school. The school is located approximately 15km outside of Dundalk. Currently there are 7 mainstream class teachers, 2 Special Education Teachers (SET), 1 EAL Teacher and 2 special classes with 189 pupils enrolled.

1.2 School Vision:

Vision for e-learning here in SN Muire:

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in SN Muire is to emphasize the integration of ICT across the curriculum, in order to improve the quality of teaching and learning. Therefore ICT 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 it is 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.

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 detract from time spent socially, from imagining.

At the same time, we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality. Pedagogically, e-learning can be highly motivating for the learner and particularly for those children who find the more traditional methodologies of the school setting constraining. In that light, we will strive to maximize the potential for children's learning using ICT, where appropriate.

Our vision for e-learning is about trying to ensure that the children begin to develop a critical appreciation of the role of ICT in society and develop habits which reflect an ethical and responsible use of ICT

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

- In our school to date technology is used in line with available infrastructure.
- ICT is a cross curricular tool, not a subject in its own right
- ICT is an essential part of the administration of the school
- We have good school Wifi.
- All class teachers have an interactive whiteboard (with speakers) in their classroom and a laptop or PC with internet access.
- Each Special Education Teacher has a laptop/PC and some SEN children use laptops/Ipads to further their learning.
- SEN pupils benefit from targeted programs like TTRS.
- We have a set of 42 pupil Ipads and 3 charging trollies (each holds 16 Ipads).
- We have 6 Bluebots with a charging dock and a variety of mats (alphabet, 3D shapes & clear grid).
- We have 8 sets of Lego Spike Education & purchase additional Lego League expansion sets annually.
- We have a networked colour photocopier which all teachers have access to print to.
- We have a school Facebook page that is regularly updated by staff.
- All staff use the basic functions of the Aladdin system – recording daily attendance , assessment results and the noticeboard.
- The school use "Aladdin" software to contact parents by text or email.
- Payments are received electronically via Aladdin ePayments system.
- Schools have a role to ensure that all pupils in the school, not just those with access to technology at home, can access an e-learning environment
- We aim to focus more on student engagement with digital technology for learning.
- Pupils currently using technology to source information, but not to create their own digital content.

2. The focus of this Digital Learning Plan

We undertake a digital learning evaluation in our school annually. We evaluate our progress using the following sources of evidence:
- Teacher & pupil feedback
- Checklists
- Feedback from staff meetings
- 'Teacher Digital Learning Survey': Online form was filled out by the staff. The main areas of focus were:
    1. How digital technology is being used in teaching & learning.
    2. How it is being used for assessment
    3. Digital skills being taught

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

Dimension Teaching and Learning

Domain 1: Learner Outcomes

Domain 2: Learner Experience

Domain 3: Teachers' Individual Practice

Domain 4: Teachers' Collective/Collaborative Practice

Domain 1: Leading Learning and Teaching

Domain 2: Managing the Organisation

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

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

Standard	Statement(s)
Domain 1: Learner Outcomes Standard 1: Students enjoy their learning are motivated to learn and expect to achieve as learners	Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
Domain 1: Learner Outcomes Standard 2: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations. Students understand the potential risks and threats in digital environments.
Domain 2: Learner Experience Standard 1: Students engage purposefully in meaningful learning activities	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.
Domain 3: Teachers' Individual Practice Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their students.
Domain 4: Teachers' Collective/ Collaborative Practice Standard 1: Teachers value and engage in professional development and professional collaboration	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 students.

Standard	Statement(s)
Domain 1: Learner Outcome Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching & assessment	The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice.
Domain 2: Managing the Organisation Standard 1: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.
Domain 2: Managing the Organisation Standard 2: 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.
Domain 3: Leading School Development Standard 4: 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 national policy, and technological developments, and see their relevance to the school.
Domain 4: Developing Leadership Capacity Standard 2: Empower staff to take on and carry out leadership roles	The principal and other leaders in the school encourage teachers to take on leadership roles and to lead the use of digital technologies for learning, teaching and assessment.

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

- Pupils in the school are quite proficient in using digital technology.
- Staff members are motivated to gain CPD relating to embedding digital technologies across the curriculum, with some already having done so.
- All class teachers report that they are using digital technology daily in their methodologies.
- All teachers report that they would like to enable the pupils to have more contact time with digital technologies.
- Funding available to purchase equipment needed.

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

- We will focus on getting additional funding for infrastructure through the Digital Learning Framework
- Purchase of additional ipads for use in SET and special classes.
- Purchase of additional Interactive boards in SET rooms.be user friendly and more accessible.
- Implementing the use of our new Bluebots & Lego Spike.
- New school website design which will
- Engagement with Louth Apple Regional Training Centre, Wriggle and Creative Hut.
- Staff will engage in CPD in order to facilitate a greater use of digital technologies in teaching, learning and assessment
- We will network the computers in the school providing individual access (login details) and cloud based storage space for each staff member and student
- Design activities where pupils use digital technologies to support and enhance learning in different curricular areas.
- We need to set up peer support for staff members to increase competence and confidence in embedding digital technologies
- We need to continue to be proactive in teaching the children and their parents about online safety.

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

DOMAIN: (From Digital Learning Framework)
Domain 1 & 2: Learner Outcome & Learner Experience
Domain 1,2, 3 & 4: Leading Learning & Teaching & Developing Leadership capacity
Managing the Organisation & Leading School Development.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.

STANDARD(S): (From Digital Learning Framework)
Pupils enjoy their learning, are motivated to learn and achieve as learners.
Teachers value and engage in professional development and collaboration.
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.
Foster teacher professional development that enriches teachers' and pupils' learning.

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

Empower staff to take on and carry out leadership roles.

STATEMENT(S): (From Digital Learning Framework)

Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.

Pupils have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations

Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.

Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning

Teachers use appropriate digital technologies to design learning activities and assessment for their students.

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

The principal and other leaders in the school will ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies for all members of the school community.

Build and maintain relationships with parents, with other schools, and with the wider community.

The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.

TARGETS: (What do we want to achieve?)

Pupils will create and share curricular-based digital content, appropriate to their class level, regularly when appropriate infrastructure has been installed and CPD for staff provided

Digital safety to be taught in all classes

To ensure all staff are both competent and confident to use new digital technologies in the classroom as part of their teaching.

To ensure all ICT facilities are maintained to a high standard and are fit for purpose and updated with resources.

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.

To comply with policy and development as set by the department.

To encourage use of ICT in planning for classes, notify staff of courses that are available and provide access to IT for pupils within the school.

To develop a practice of sharing expertise and experience of use of IT for teaching and learning amongst colleagues.

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?)
- Purchase additional ipads for SET and special classes. - Purchase 2 interactive boards for SET rooms. - Comms cabinet to be organised. - Wifi signal improved in classes. - Website to be redesigned	September 2025 - June 2027.	A.P 2 to secure prices & order same	16 ipads with charging trolley will be purchased with grants. - Interactive boards purchased. - Whole class to be able to use ipads without loss of internet. - User friendly & accessible school website.	- Internet access - Internet safety class resources, e.g. webwise, twinkl etc - Laptops - Ipads - Interactive whiteboards - Online tools - Apple Regional Training Centre - Wriggle support - Dreamspace @Microsoft - Aladdin software - Google Classroom

● Purchase Aladdin Frame ● Podcasting		Team of teachers selected will complete training.	● Aladdin Frame used to take and upload photos & student portfolios. ● <mark>Senior pupils</mark> create podcast on topics researched.	Apps & Websites Eggy alphabet Oxford Owls Epic Teach your Monster to Read Book Creator Kahoot Blookit Times Tables Rockstars Duolingo Starfall Topmarks
● Upgrade existing ICT equipment	● Ongoing	● A.P. 2	● Update ICT equipment	National Geographic Kids DK Findout
● Digital safety to be taught in all classes	● Annually during Safer Internet Day & throughout the year as part of SPHE programme.	● Class teachers ● A.P.2	● All pupils have been taught an internet safety lesson ● Internet safety links for parents will be put on the School's Facebook page and Aladdin. ● Gardaí to visit the school to talk to 3rd -6th class about	Child friendly Search engines: Kidrex Kiddle

			internet safety every second year.
• Audit professional development needs	• Ongoing	• A.P. 2 to consult staff regarding ICT strengths and weaknesses in our school	• Areas for development identified and CPD sought in those areas
• Teachers will engage in CPD on using digital technologies to create content with a CPD provider	• Ongoing	• All staff • AP2 (ICT co-ordintator)	• Teachers will increase the use of ICT in class activities and integrate them into their teaching
• Pupils will create digital content on a regular basis.	• Ongoing	• Class teachers	• All literacy and numeracy stations will include at least one station which is Ipad based (teacher led in junior classes).
			• TImes Tables Rockstars & Duolingo used weekly to reinforce learning (2nd - 6th).

			● Each pupil will create a curricular based digital content piece of work, either individually or shared and share their work with an audience of their peers by June. ● Junior Infants - 2nd class will use the Bluebots as part of station teaching as an introduction to coding. ● 3rd 4th, 5th & 6th class will take part in Minecraft Education Edition competition or Lego League (Coding) each year. ● Children use credible websites when carrying out	

			research for projects.
• Staff input into digital learning plan	• Ongoing	• All staff	• Teachers give feedback at staff meetings, through Aladdin noticeboard or Google Surveys.
• Build and maintain relationships with parents, with other schools, and with the wider community	• Ongoing	• All staff	• 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.

• Text-a-parent for texting parents, BOM etc.

• 6th class will visit Microsoft to take part in a coding workshop @ Dreamspace |

● Foster teacher professional development that enriches teachers' and pupils' learning	● Ongoing	● A.P. 2 (ICT co-ordinator)	● All teachers and admin staff are capable of using ICT for teaching and recording of results. Aladdin will be used for the writing of support plans and input of daily attendance.	

Feedback from staff meetings, Cuntas Miosula, evidence of pupil work completed using DT.

13/09/21: Each member of staff filled out a form stating how they are currently using ICT for teaching and learning, assessment and digital skills being taught.
4/10/21: School management system handed over to ICT coordinator as part of AP2 role.
5/10/21: All ipads accounted for and updated.
6/10/21: Quotations requested & received from Wriggle for full new set of 16 ipads (including cases and charging trolley)
11/10/22: Created 'Safe websites' poster for display in each classroom.
18/10/21: Minecraft Education Edition launched in 4th, 5th & 6th class.
2/ 11/ 21: Further quotations requested & received from Wriggle:
1. 5 ipads to be reconfigured and added to the school management system.

2. Extra charging trolley
3. 7 additional ipads (parents association to fund raise)

9/12/21: Digital Strategy ICT Grant received

9/12/21: Digital Divide Grant received

14/01/22: Full set of ipads (16 ipads, 16 cases & trolley) and additional trolley ordered from Wriggle.

20/01/22: 5 ipads sent to Wriggle to be reconfigured and added to the school management system.

08/02/22: We celebrated Safer Internet Day as a whole school - webwise lessons and poster competition.

14/02/22: 16 new ipads & cases arrived. Awaiting trollies.

02 /22: 5 reconfigured Ipads returned to us.

7/03/22: 1 trolley received (delays coming from UK).

9/03/22: CPD - ICT co-ordinator attended Wriggle Digital Learning event in Aviva.

16/03/22: Quotations received and laptop purchased for Ms. Clarke.

26/03/22: License issue with 5 ipads that were returned. Unable to use Jamf as a result. Contacted Wriggle to look into this.

4/04/22: Followed up with Wriggle as to when we should expect a second trolley to arrive - expected after Easter break.

11/05/22: License issue with 5 ipads is now fixed. Jamf working again.
        Wriggle still waiting on trollies to be delivered from the UK. Delays due to part shortages.

12/05/22: Gathered feedback from staff - ICT used in their classroom throughout the year, how often it was used, digital skills taught (attached).

16/05/22: Repairs / replacement form sent to all staff to indicate any ICT issues that need to be fixed over the summer holidays.

3/06/22: Charging trolley arrived (total number of charging trollies is now 3).

29/08/22: Nortech called to fix laptops/ boards, printer etc

29/08/22: Quotations gotten for new laptop

31/08/22: New laptop purchased for Ms Mc Donnell

9/09/22: Student Ipad set up (K.K)

Sep 22: Ms Clarke & Ms Fealy - Laptops taken away to fix

Sept 22: Cuskens - projector fixed in Senior Infant room

Sept 22: Wifi stick purchased for Helgi Board (Ms Mulligans room 4).

Sept 22: Cuskens - looked at Ms Fealy's board

20/09/22: Old laptops converted to Chromebooks (x7)

20/10/22: Quotations obtained for new PC in Learning support room

28/10/22: PC purchased from Nortech for Learning Support room.

14/11/22: 5 new ipad chargers ordered from Wriggle (only leads arrived - awaiting plugs)

11/22: 5 plugs arrived

Dec 22: Obtained quotations for Beebots & Lego Spike Essentials (parents association going to raise funds for this)

Jan 23: Checked in with staff to see if anyone was having ICT issues / needed any new apps added to ipads - 3 new laptop requests

Jan 23: Quotations obtained for 3 new laptops (Ms Traynor, Mr Fahy & Mrs Carolan)

Feb 23: 2 new laptops (Ms Traynor & Mr Fahy) & 1 PC (principal's office) bought from Nortech

Feb 23: Quotations obtained for new interactive panel in 1st class

Feb: 23 Quotations for 7 new ipads

March 23: Interactive panel bought for 1st class - Cuskens

March 23: 7 ipads ordered from Wriggle (grant due in April)

April 23: Set up 7 new ipads & cases

April 23: Earphone jack stuck in ipad 25 - Fixed for €25 in Audio Comm

May 23: 2 ipads - something stuck in charger port - unable to be fixed locally - sent to Wriggle & fixed free of charge

12/06/23:Repairs / replacement form sent to all staff to indicate any ICT issues that need to be fixed over the summer holidays.

12/06/23: Obtained quotations for Seesaw school subscription - Seesaw to contact Julie in August to purchase an account.

21/06/23: 4 chargers (plug & cable) & 2 cables ordered from Wriggle to ensure we have enough chargers in trollies.

Sep 2024: 2 x €781.50 PC's ordered from Nortech & 2 x €2195 boards ordered from PFH - Junior & Senior infant rooms

October 2024: Blue bots ordered - €622 inc vat & shipping - 6 pack plus docking station

AP2 teacher completed CPD course - Getting Started with Computational Thinking & Coding

STEM grant forms updated & submitted

Nov 2024: Mats ordered for Beebots - alphabet, 3D shapes, clear grid.

Dec 2024: Stop Motion workshop booked for 9th & 10th of April (Wed & Thur) €750 total (inc materials)

Jan 2025: 28 licenses purchased for ipads - Wriggle

HDMI purchased for 4th class board.

April 2025: Purchased 8 sets of Lego Spike Essential Education from Creative Hut & 4 Lego base boards (Amazon).

May 2025: Ap2 teacher completed CPD - Introduction to Lego Spike Education. Lego Spike up & running for Technology week.

Purchased 10 USB charging dock, box charging Lego Hubs.

June 2025: Lego Spike Workshop for 3rd - 6th class hosted by Creative Hut.

Sep 2025: 2 PCs purchased - 2 SET rooms - Nortech

2 interactive boards purchased - special classes - Nortech

Ipads updated & new apps added.

Registered for Lego League.

Oct 2025: Email addresses set up for all students 3rd - 6th class.

Laptop purchased for Ms Hallhan - special class - Nortech

Nov 2025: Lego League sets bought x 5 - €275 Creative Hut

New cable ordered for charging trolley (free)

Feb 2025: New cable ordered & received from Wriggle for charging trolley (free)

iPad not charging - sent away to Wriggle

AUP, Digital Learning Plan and Website Accessibility Statement updated.

Digital Learning 2024 - 2025

The below table outlines digital learning in each class from September 2024 to June 2025.

	Apps / website	When were they used?	IT Skills
Junior Infants	- Topmarks Maths & Phonics - Starfall Learn to Read - Folens Online(Gaelige; Maths; Literacy; SESE; Handwriting)	- All year - After Easter - All Year	- Using the ipads - listening to and following instructions; "drag & drop" movements on screen - Using the Interactive Whiteboard

	● Sounds Like Phonics Digital Resources ● Word Wall Games & Activities ● YouTube ● Go Noodle ● Stay Safe IWB Resources	● After Christmas ● After Feb midterm ● All year ● All year ● After Christmas	● Using IT as an interactive tool to enhance teaching & learning and maintain pupil engagement with curricular areas
Senior Infants & 1st	Topmarks maths game Topmarks phonics games National geographic kids Folens online Cj Fallon Edco Aladdin	All year January- June Throughout the year All year All year All year All year	Numeracy/ literacy activities Researching

1st & 2nd	Folens Online(Gaelige; Maths; Literacy; SESE; Handwriting)	All year	Using interactive posters, games on the whiteboard and on ipads
	Topmarks Games - Literacy and numeracy	All year	Logging into sites
			Searching for online games
	Tangram Tables Games	All year	
			Using qr codes to log in.
	Kiva Online resources	All year	
	Stay Safe IWB resources	September - December	Navigating online activities
	Edco Learning	All year	
	Aladdin	All year	Researching work for projects
	National Geographic Kids, Kiddle	January - June	Active Breaks
	GO Noodle, Jump Start Jonny, Cosmic Kids etc.	All year	
			Maths
	Stop the Clock		S.E.S.E.
	Art Hub		Tables Games
	CJ Fallon	All year	Learning Games
			Teacher Resources/ Manipulatives
	Numbots	All year	
	Toy Theatre	All year	
3rd & 4th	Times Tables Rockstars	All year	Logging in and out

	Aladdin	All year	
	Topmarks: Maths games	All year	Using qr codes to find games Searching for online games
	Folens online	All year	
	Cj Fallon	All year	
	Edco	All year	Uploading booklets
	Steps Engineers	October - December	
	Youtube	All year	
	Kahoot / Blooket	Monthly (assessment)	
	National Geographic Kids, Kiddle, Fact Monster	Throughout the year	Researching work for projects. Knowing reliable sources of information.
	King of Maths	Once a week during stations (April - June)	Taking pictures and recording videos
	Kiva Games	April - June	
	Tablets	All year	
	Bluebots	Dec - June	Using directional arrows & coding to move Bluebot. Connecting Ipad to Bluebot via Bluetooth (pairing) Coding

	Lego Spike	June	Creative Hut Workshop
4th & 5th	Minecraft Education Edition Duolingo Times Tables Rockstars King of Math's Kahoot Quiz Clips creator National Geographic Kids, Kiddle, Kidrex, Fact Monster Kiva Games Aladdin	Oct - Feb Weekly (From Feb) Mon - Thur each week (Homework) Math's stations (once a week) Sept - Jan Monthly (assessment - after each SESE theme) Book club (1 of the stations for 1 week) Throughout the year May & June Weekly spelling & tables tests results recorded. Termly math's tests recorded. Throughout the year Daily	Coding Recording and editing videos to create a short movie. Researching facts Knowing reliable sources of information.

	Top Marks Math's Games Edco Folens Online Games Art Hub Videos Blooket	All year Some drawing lessons throughout the year End of session for assessment	
6th	Minecraft education edition Duo Lingo Times tables rockstar Planet maths interactive games Hit the button maths multiplication game Kiddle, National Geographic Kids, dKfindout Kahoot Quiz Clips creator Google classroom	October - February All year All year Throughout the year Throughout the year Throughout the year Monthly (SESE copies) October (book club) Throughout the year	Coding Researching information on SESE topics Recording and editing clips to create drama videos Pupil portfolios - submitting images of work. Completing online tasks and uploading them.

	Aladdin KiVa games	Throughout the year May- June	
Junior SET	Topmarks Maths, Phonics & Spelling Starfall Learn to Read Folens Online(Gaelige; Maths; Literacy; SESE; Handwriting) Sounds Like Phonics Digital Resources Ipad camera Aladdin	All year varying times with different groups and individuals.	Using the ipads - listening to and following instructions; "drag & drop" movements on screen Pupils photograph work Student Support Plans
Senior SET	Times Tables Rock Star 10fastfingers.com - laptop	Term 1 Throughout the year	Navigating ipad online games Typing skills

	Phonics apps - Sounds like phonics Clips creator- ipad Blooket online quizzes Baamboozle online quizzes	Senior infants stations - term 3 Term 1 and 2 book club	Navigating ipad online games The children created short films which they edited themselves.