2024/2025

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.

1.1 School Details:
Adamstown Castle ETNS, Station Road, Adamstown, Co. Dublin.
Roll No: 20268H
Principal: Thomas Moriarty

1.2 School Vision:
School Vision: *Adamstown Castle ETNS is a multi-denominational primary school under the patronage of Educate Together with an ethos based on the values of equality and respect for all. As a school community, we work collaboratively to create a happy, safe and inclusive environment with the child at the centre of all decision making. Our aim is to support the children in realising their own potential and empower them to become independent, responsible, ethical and compassionate people with a life-long love of learning.*

Digital Vision: Digital learning supports the school's vision to provide students with opportunities to explore their interests and develop the necessary skills and passion to become lifelong learners. We believe technology can enhance and expand on the traditional instructional repertoire of our school. Teachers

will use technology as a tool to transform the learning experience, rather than substitute previous practice, taking into account the broader influences of technology in our culture. We envisage our students using ICT to achieve personal learning goals and work collaboratively in class . We believe students can use ICT as an effective tool to reflect on and celebrate their learning in school.

ICT can also be used as an effective planning, assessment and communicative tool for use by our school staff. As our staff numbers have grown considerably over the past ten plus years, we have also used ICT to help manage the workload and keep track of student progress in our school.

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

Technology has become an invaluable resource used by teachers and students in our school. I.T. is used in the classroom to explain concepts and engage students through multimedia. It is also used by staff to create plans, resources as well as communicate with one another. The school uses Google Workspace as a means for communication amongst staff and also to store teacher planning documents. 'Aladdin for Schools' is used to store pupil information.

The school is currently, through our Digital Learning Team, providing CPD for teachers in the use of the Google Classroom and Class Dojo to enhance Digital Learning and to devise a plan for the improvement of the IT infrastructure in the school. We have successfully introduced the use of sixteen chromebooks and sixteen tablets in classrooms throughout the school in previous years and have recently purchased more devices for use by SET and Support Class teachers. Our students in the senior classes have successfully adapted to school and home based tasks using Google Classroom. However, as Class Dojo is a new platform being used in the junior classes, more CPD may be required.

2. The focus of this Digital Learning Plan

As part of our School Self Evaluation with a focus on Assessment, we noticed that there was not a consistent framework for tracking the assessment of children who progress through our school. Most of our documents and plans were in hard copy or in separate folders on our Shared Drive and it became very difficult to track individual children. We have signed up to the Aladdin app which provides a feature where we can add documents to particular children. Through feedback from staff, we sought to make tracking assessment documents easier by linking Aladdin and Google Workspace for Education. This will require upskilling staff on how to link the two platforms.

Having reviewed our previous Digital Learning Plan, it is also apparent that continued CPD needs to be maintained to upskill staff on the uses of Google Classroom and Class Dojo. Check ins from our Digital Learning team will also be required to provide support for classes in the implementation of e Portfolios for our students.

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

Teaching and Learning | Domain 2 | Learner Experiences

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

Standard (Teaching & Learning)	Statement(s)
Domain 2 Learner Experiences Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.
Standard (Leadership & Management)	**Statement(s)**
Domain 1 Leading Teaching and Learning Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate the sharing of practice.

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

- Our staff are all using Google Workspace to communicate daily in the school. We are using a shared drive which has made planning easier and more effective.

- Our Digital learning team has been formed to create and support the Digital Learning Strategy.
- Pupils in 3rd- 6th class have been set up with their own individual school accounts which they use to log in to devices.
- The large majority of the student body have used Google Classroom from home to communicate with their teachers for remote learning and have continued to use these platforms for homework.
- We have an active Chromebook timetable in use in the senior classes and students get weekly time using these devices.

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

- Increase the number of tablets and chromebooks available to students in the school.
- Use Class Dojo/ Google Slides/ Google Sites to enable students to reflect on their work in Visual Arts.

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: Learner Experiences	
STANDARD(S): Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	
STATEMENT(S): Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.	
TARGETS: Develop students ability to use a variety of tools, including images, voice and video, as well as an understanding and willingness to critically reflect on their own learning	

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?)

(Continued over from previous plan)** Pupils will be taught about how to choose and reflect on their own learning in their chosen curricular area through the medium of I.T.	To continue in September 2025 Pupils reflect on at least one piece of work per term.	Class teachers & SET Team DL team to check in and provide support if needed	Pupils will choose a piece of work from any subject they wish to showcase. This will help students develop a sense of ownership and pride about their work in class.	Examples of desired work for pupils on Class Dojo /Google Sheets/Google Sites
Additional devices made available in classrooms for pupils to reflect on their learning.	To begin in February 2025	Digital Learning team will provide additional devices for use in the Junior classes	Students will become accustomed to using devices in their classrooms weekly and will understand the basic concepts of accessing the desired app.	Chromebooks and tablets will be available and charged on a daily basis.
Class Dojo will be used in Junior and Senior Infants as a communicative tool with parents	To begin in September 2024	Class teachers & SET Team	Teachers in Junior and Senior Infants will set up class groups on Class Dojo and will use it as a communicative tool with parents to showcase what is happening in school. Children may be given the opportunity to select what they want to showcase.	Tablets and Class Dojo app.

			Pupils in Sen. Infants will take a picture on Classdojo of a piece of work and record why they choose this piece of work to showcase.	
Pupils in First and Second Class will be given guided practice of using additional features in Classdojo to showcase their work.	To begin in September 2024	Class teachers & SET Team DL team to support	Pupils will take a picture on Classdojo of a piece of work and record why they choose this piece of work to showcase. They will then add text (1st & 2nd class), background, colours and additional features (2nd class)to improve the quality of their presentation.	Tablets and Class Dojo app.
Pupils in Third and fourth Class will be given guided practice of using Google Slides to showcase their work.	To begin in September 2024	Class teachers DL team to support	Pupils will choose a piece of work and import it to Google Slides. They may add text/audio,/video and format their presentation.	Chromebooks and Google Slides app. Example of a presentation on Google Slides
Pupils in Fifth and Sixth Class will be given guided practice of using Google Sites to	To begin in September 2024	Class teachers DL team to support	Pupils will set up their own Google Site with the primary target of reflecting on their work.. They will learn how to format their own website and how to present their work effectively.	Chromebooks and Google Sites. Examples of a Google Site.

showcase their work.				

June 2024

Upon reflection we have noticed that a number of classes have not been using e Portfolios to reflect on their learning. This was due to a number of different reasons. We moved from Seesaw to Class Dojo in September 2023 and perhaps did not upskill staff on how to use Class Dojo correctly. We also noticed that there was a need for more devices in the Junior Classes to effectively teach about E Portfolios on a whole class basis. We plan to purchase 24 more tablets for the Junior Classes and will upskill staff on the use of Class Dojo.

At the senior end, some classes had introduced E Portfolios but had not spent sufficient time allowing the children to add to their projects. Support staff will help out in whole class lessons and our Digital Learning Team will remind staff of the need to timetable in lessons focussing on E Portfolios.

Domain 1 Leading Teaching and Learning

 Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment

STANDARD(S): Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment

STATEMENT(S):

The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate the sharing of practice.

TARGETS:

To input all continuum of support plans on the shared drive and in turn link these to the child's profile on Aladdin. This will allow for continuity in 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?)
All Continuum of Support plans uploaded on the Shared Drive	November 2024	Class Teachers-Classroom Support Plans SET Teachers- School Support and School Support Plus Plans	- Support plans will be created on the shared drive in the Continuum of Support folder.	- School Shared Drive

Support Plans will be linked to the child's profile on Aladdin	January 2025	Classroom and SET teachers DL Team will provide support	All support plans will be linked to the child's profile on Aladdin under the Continuum of Support section.	School Shared Drive Aladdin
Planning time for Continuing Professional Development	September 2024-June 2025	DL Team	Time will be allocated during Croke Park hours to upskill staff on the uses of Class Dojo, Google Classroom, Aladdin and the Shared Drive	Aladdin Classdojo Google Classroom

<table>
<tr><td style="background:#3b7dc4;color:white">EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</td></tr>
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