

St. Caimin's Community School

Digital Learning Plan

2020-2021

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:

- St Caimin's Community School is a co-educational school with an enrolment of 759 students representing a diversity of cultural backgrounds.
- It first opened in 1985. A new school was later built, through a public private partnership arrangement, on the same site as the old school, opening in 2002.
- The trustees of this modern co-educational school are the Bishop of Killaloe, the Sisters of Mercy, and Limerick & Clare Education and Training Board (LCETB).

1.2 School Vision:

Part of our mission statement in St. Caimin's Community School is that *"each person within the school community can enjoy developing to the fullest, while feeling cared for and safe."* We are united in our willingness to learn and develop new digital skills within the school community. This will work off the already positive attitude to digital technology that exists in St. Caimin's.

This ethos has helped inform our 'Digital Learning Plan'; as we aim to use digital technology to create a fulfilling, well round and accessible learning environment for all members of our school community.

In order to achieve this; we aim to:

- Create a culture of incorporating digital technologies, when appropriate, to enhance the pupil's learning experience.
- Ensure that our pupils and staff develop a critical appreciation of the role of digital technologies in society and develop habits which reflect an ethical and responsible use of these technologies.
- Provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of all areas of school life.
- Enable effective interactions at all levels within the school community.

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

Planning

- This Digital Learning Plan is an evolution of the school's 2018-2020 plan.
- Two ICT audits were carried out in recent years (2017-2018, NAPD&365 Learning). These formed the basis for much of the work in the 2018-2020 Digital Learning plan. These reports continue to assist in forming the current Digital Learning plan.
- For 2020-2021 a digital learning team has been formed that includes representation from a wide spectrum of the school community. The team will meet in person on a regular basis and also operate by a group in Microsoft teams.
- An AP1 post is in place for our 'ICT Coordinator' who amongst other things is responsible for the oversight of the school's Digital Learning Plan.

Infrastructure/Hardware

- The school has broadband and internet access throughout the school through a wired and wireless network.
- In 2018 a comprehensive overhaul of the wired network infrastructure was carried out (Switches and server).
- A comprehensive [record of all the school's hardware](#) is kept and updated on a regular basis
- There are currently approximately 500 digital hardware devices across the school. These include a wide variety of old and new devices like desktops, laptops, printers, scanners, cameras, data projectors, telephony, network switches, visualisers and tablets.
- The Graphics room has 22 high spec desktops.
- The Science Department operate a 24 pax Laptop Trolley.
- The LCVP/TY Department operate a 24 pax Laptop Trolley.
- Three new 30 pax general purpose trolleys are now available.
- A [booking system](#) is in place for mobile devices.
- LCA students are (on a trial basis) provided with per person *in-school* laptops.
- 40 visualisers on a device per room basis were purchased in September 2020. Training was provided.
- Every teacher has a laptop that can connect to a data projector. [Protocols](#) and related training was provided.
- The school utilises a remote learning room to support overflow room teaching due to covid measures.

Software

- Microsoft 365 apps are provided using a subscription models and are available to all staff and students for download free of charge.
- The school operates primarily on the Microsoft platform.
- Teachers have the ability to download apps via the Microsoft store.
- Teachers can link-in with the ICT coordinator if specific software is needed for their devices.
- Teachers do not have administrator access over client devices.

Maintenance/Repair/Overhaul

- Maintenance, Repair, Overhaul, Training, Support and Advice is carried both at a local level and by consultation.
- The ICT coordinator operates an [ICT helpdesk](#) where issues can be logged and resolved, by both staff and students.

Training &Support

- During the academic 2019 – 2020, year staff have had access to multiple (at least 5) formal and informal continuous professional development sessions in the area of ICT.
- Following school closure in March, ICT support was ramped up and staff had access to individual and group CPD that aided remote learning.
- Regular training and support is provided at a local level via the Digital Learning Team.
- Third party ICT support is in place with Capita via an annually recurring contract.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school from August 2020 to October 2020. We evaluated our progress using the following sources of evidence:

- [Teacher survey](#). In Term 1 2020-2021
- DES Covid guidance on 'Reopening Our Schools'.
- Focus groups with teachers.
- [Student survey](#). In Term 1 2020-2021
- Various 3rd party consultations (Capita, PC Peripherals, Advanced Learning, Wriggle Ed., ACCS).

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

Dimension – Teaching and Learning:

- LEARNER EXPERIENCES
- TEACHERS' INDIVIDUAL PRACTICE

Dimension – Leadership and Management:

- LEADING LEARNING AND TEACHING
- DEVELOPING LEADERSHIP CAPACITY

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

Standard	Statement(s)
Students grow as learners through respectful interactions and experiences that are challenging and supportive	Digital interactions, among students and between students and teachers, are respectful and positive, and conducive to well-being.
Teacher's Individual Practice	Teachers use a range of digital technologies to support assessment of learning and assessment for learning
Foster teacher professional development that enriches teachers' and pupils' learning	The principal and other leaders in the school support and promote teachers' continuing professional development to develop teacher competence in the use of digital technologies, resulting in high-quality teaching and learning.
Promote and facilitate the development of student voice and student leadership	The principal and other leaders in the school value students' views, and support students' involvement in how digital technologies are being used to support their learning.

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

- Office365 is operational and teachers have received CPD in this area.
- Peer support is widely used across the school.
- The majority of teachers recognise the benefits of digital technologies in teaching and learning.
- The digital infrastructure in the school is of a standard of very good to excellent.
- The board of management is very supportive of Digital Learning promotion.

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

- Integrate our digital learning plan with our school improvement targets and actions.
- Improve student's and teacher's digital literacy.
- Improve accessibility to ICT for all students.

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

Standard 1

DOMAIN: LEARNER EXPERIENCES				
STANDARD(S): Students grow as learners through respectful interactions and experiences that are challenging and supportive				
STATEMENT(S): Digital interactions, among students and between students and teachers, are respectful and positive, and conducive to well-being.				
TARGETS: Promote the responsible, safe and ethical use of digital technologies in St. Caimin’s Community School.				
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"> Develop Protocols for working online in consultation with students, teachers and parents. 	<ul style="list-style-type: none"> 2020-2022 	<ul style="list-style-type: none"> Digital Learning Team Parents Association Student Council 	<ul style="list-style-type: none"> Reach consensus on protocols for working online. Development of set of protocols that are implemented by all stakeholders (students, parents and teachers). Update the school’s Acceptance Usage Policy (AUP) to include social media policy. 	<ul style="list-style-type: none"> Time Office365(Teams) Devices Survey Teachers Survey Students Survey Parents Focus Groups
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
<ul style="list-style-type: none"> Keeping up to date with new/updated software as it comes out to make sure we are not missing out on some functionality. Use Teams to show level of engagement of each class, statistics can be provided of assignments submitted etc. Compare to the engagement last year. Consult with SEN/chaplain etc regarding students in need of extra support in terms of devices etc. Make sure everyone (as much as possible), has access to online engagement. Encourage engagement with helpdesk as a way of solving problems for the individual but also as a means of communicating instances of abusive/unethical use of digital technologies. Surveys (especially too see have we hit the percentages)...if we go with those kind of targets! 				

REVIEW DATE	PROGRESS MADE
September 2020	<p>1st Year Student Training Module 1</p> <p>All new first year students undertook a 2 week block of initial ICT training. This was made available by pausing student's commencement of Science education. All students were provided with individual account login details. Students were educated on the basics of the schools digital platform (Microsoft office 365) using the plan that was devised by elements of the digital learning team and Science department.</p>
October 2020	<p>Whole school Engagement</p> <p>All teachers and students across the school are active on teams. Each student and teacher uses their own individual accounts to interact with each-other in a professional manner. Inappropriate online behaviour is dealt with on a classroom management basis and in conjunction with year-heads.</p>
October 2020	<p>Teams Platform Oversight</p> <p>The ICT coordinator has up-skilled in the area of learning platform oversight. Occasional reports are run where suspected inappropriate use can be identified. In conjunction with other school support personnel this can be investigated further. A number of incidents of heavy messaging usage by students have already been identified and dealt with. Oversight monitoring in this area will continue with the aid of the teams admin centre.</p>
December 2020	<p>1st Year Student Training Module 2</p> <p>All new first year students undertook a second 2-week block of ICT training. This was made available by developing the block around the '<i>Earth and Space</i>' Learning Objective 1. Students revisited the basics of the schools digital platform (Microsoft office 365) using the plan that was devised by elements of the digital learning team and Science department. They progressed in their education of Microsoft Word and were introduced to Microsoft Power-point. Students undertook a survey prior to the 2-week block and again at the end of the block. Students were surveyed both before and after this short course. Analysis of the results give an indication of students' word processing skills and improvements in skills around powerpoint.</p>
January 2021	<p>Student Devices for Remote Learning and Technical support</p> <p>The deputy principal worked to identify students in need of device support during the school closure period. Working with the ICT coordinator approximately 40 devices were prepared for use and distributed to students. This project helped to maintain student engagement in the learning process. Technical support was available to these and all students via teams during the school closure.</p>
January 2021	<p>Parent Teams Training</p> <p>Parents were encouraged to attend an online training session in relation to Microsoft teams for education. The session was organised by the school's representative body, the ACCS. Session Overview:</p> <ul style="list-style-type: none"> • How to log in to Office 365 • Overview the Teams Platform • File Structure within Teams

	<ul style="list-style-type: none"> • Tracking Assignments • Where to find assignment feedback given by a teacher • The use of student gradebook • Checklist in the event of a school closure & other resources • How to access Student Support • Q & A
February 2021	<p>Safer Internet Day 2021 Safer Internet day was recognised and highlighted to students on teams and the school website. Students were given the opportunity to explore these resources.</p>
February 2021	<p>AUP Review The Acceptable usage policy is currently under review with a working group. Draft document is being finalised and will be communicated to all stakeholders.</p>
March 2021	<p>AUP Ratification The acceptable usage policy was ratified by the BOM. The active policy is published on the school website here.</p>
April 2021	<p>Looking Ahead to 2021-2022 Progress has been made as outlined above. Next suggested focus from the Digital Learning Team should be in relation to more structured Protocols that can be developed across various areas in consultation with all stakeholders.</p>

Digital Learning Action Plan

Standard 2

DOMAIN: TEACHERS' INDIVIDUAL PRACTICE				
STANDARD(S): The teacher selects and uses planning, preparation and assessment practices that progress students' learning				
STATEMENT(S): Teachers use a range of digital technologies to support assessment of learning and assessment for learning				
TARGETS: Develop and share practices that use digital technologies to enhance assessment for 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?)
<ul style="list-style-type: none"> Explore how digital Technologies can be used to share learning intentions and success criteria. Explore how digital technologies can be used to provide feedback to students. 	<ul style="list-style-type: none"> 2020-2022 	<ul style="list-style-type: none"> Digital Learning Team School Self Evaluation Team 	<ul style="list-style-type: none"> Development of bank of examples on how digital technologies can be used to support assessment for learning. Sharing of practices within and between subject departments. 	<ul style="list-style-type: none"> OneNote Training Time Survey Teachers Survey Students
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
<ul style="list-style-type: none"> Student survey analysis System oversight Teacher feedback/collaboration 				

REVIEW DATE	PROGRESS MADE
November 2020	<p>Video Library Support</p> <p>Following suggestions from the recent teacher survey a video library has been created. This resource will be populated to aid teachers in the area of Digital Learning as different needs become identified. The digital library is available to teachers on the ‘Digital Learning for Teachers’ channel</p>
November 2020	<p>OneNote Collaboration</p> <p>Following an identification of needs identified from the recent teacher survey the Digital Learning Team are promoting the use of OneNote. Support media material has been provided to all staff via the Staff team sites ICT channel here. Current users and previously trained teachers of this application have been identified. It is hoped to run a training session on this application as part of the next staff day in January. The ICT coordinator will develop a programme to roll out for the future session</p>
February 2021	<p>Sharing of Best Practice Resources</p> <p>The SSE committee are working on developing resources that can be shared with teachers to support assessment of learning and assessment for learning. How ICT can be used to share learning intentions and success criteria is also being investigated. The work of the SSE team involves capturing examples of classroom practice that teachers and students are finding useful and then sharing these with the rest of the staff. A number of video resources have already been created and will be shared soon by the SSE team. A sub-group is working on formative feedback approaches based on in class and end of term results from Term 1 2020-2021. The planned OneNote training session for all staff is to be rescheduled due to the school closure this term.</p>
March 2021	<p>Teaching and Learning Newsletter Volume 2 Issue 2 from SSE team</p> <ul style="list-style-type: none"> • How to set up a Class Notebook for teaching groups in Teams. It is handy to use for the collection and correction of school work. • Collecting and correcting students work in a Class Notebook. • Using pre-prepared PowerPoints by your text book publisher to support learning in a topic you are covering. • Using the different functions of Studyclix to support assessment for and assessment of learning.
April 2021	<p>Looking Ahead to 2021-2022</p> <p>Progress has been made as outlined above. Next suggested focus from the Digital Learning Team should be in relation to further development and banking of resources of digital technologies to support assessment for learning and sharing of best practice. Further use of in -person demonstrations at staff meetings, peer observation as well as promoting both formal and informal provision for CPD will also be beneficial.</p>

Digital Learning Action Plan

Standard 3

DOMAIN: LEADING LEARNING AND TEACHING

STANDARD(S): Foster teacher professional development that enriches teachers' and pupils' learning

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

TARGETS: Provision of practical professional development opportunities at formal and informal levels.

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"> Carry out a needs analysis on the professional development required. Provision of appropriate professional development opportunities from internal and external providers 	<ul style="list-style-type: none"> 2020-2022 	<ul style="list-style-type: none"> Senior Management ICT Coordinator Digital Learning Team 	<ul style="list-style-type: none"> Needs of staff identified Engagement by staff with the professional development opportunities provided Implementation of learning from professional development in classroom practice 	<ul style="list-style-type: none"> Time Financial investment

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

- Teacher surveys

REVIEW DATE	PROGRESS MADE
September 2020	<p>Start of year staff ICT training Start of year training sessions were held. A review of office 365 was explored. Training in the use of the new classroom visualisers was provided</p>
November 2020	<p>Teacher Devices The school has moved from <i>room-based</i> to <i>teacher-based</i> devices. All teachers have been provided with a touchscreen/stylus enabled device. Multiple training and support sessions were organised and attended. Further ongoing support is available via the ICT Helpdesk.</p>
November 2020	<p>OneNote Training OneNote introduced as rationale communicated to teachers. Collaboration encouraged via teams here. Support videos provided. Staff training scheduled for January.</p>
February 2021	<p>Staff Training in ICT Planned Staff training on VSware and OneNote had to be cancelled due to school closure. Other supports put in place instead of this include use of threads in the Teams ICT channel where resources have been shared. For VSware training 2 videos were added to the 'Digital learning for Teachers' channel in stream with analytics showing good viewership from the staff. The ACCS teacher training session for teachers was promoted by management. 2 members of the digital learning team attended an ETB training session for general aspects involved in the Microsoft 365 platform.</p>
February 2021	<p>Remote Learning Survey A parent, student and staff survey was carried out by management during the 2021 school closure. The results are summarised here.</p>
April 2021	<p>Looking Ahead to 2021-2022 Progress has been made as outlined above. Next suggested focus from the Digital Learning Team should be in relation to further development and banking of resources of digital technologies to support assessment for learning and sharing of best practice. Further use of in -person demonstrations at staff meetings, peer observation as well as promoting both formal and informal provision for CPD will also be beneficial.</p>

Digital Learning Action Plan

Standard 4

DOMAIN: DEVELOPING LEADERSHIP CAPACITY				
STANDARD(S): Promote and facilitate the development of student voice and student leadership				
STATEMENT(S): The principal and other leaders in the school value students' views, and support students' involvement in how digital technologies are being used to support their learning.				
TARGETS: Students will take an active role in determining how digital technologies are used to improve learner outcomes and learning experiences.				
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"> ● Create a student focus group tasked with identifying digital technology methodologies that are enjoyed by students that also enhance the learning experience. ● Engage Student Council to gather the opinions of the student body on aspects of digital technologies that are effective in enhancing learner outcomes and experiences. 	<ul style="list-style-type: none"> ● 2020-2022 	<ul style="list-style-type: none"> ● Principal ● ICT Coordinator ● Digital Learning Team ● Student Council ● Student focus group with particular interest in digital technologies 	<ul style="list-style-type: none"> ● A set of digital technology practices and methodologies that students find useful and enjoyable will be developed. ● These practices are shared with staff and implement in the classroom experience. 	<ul style="list-style-type: none"> ● Time ● Channel of communications ● Provision of CPD
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
<ul style="list-style-type: none"> ● Record kept of any training/help sessions attended. 				

REVIEW DATE	PROGRESS MADE
October 2020	<p>Digital Learning Student Survey outcomes</p> <p>The full student body were invited to contribute to the digital learning survey. Using feedback a number of support and student initiatives have been identified. A student Digital learning Helpdesk has been created, communicated and is in active use. The Digital Learning Team will engage with the new student council to further foster the student voice in the area of digital learning.</p>
October 2020	<p>Formation of the student council</p> <p>Microsoft Teams was used to promote the formation of the student council. Nominations were sought. Students in the election contest communicated their vision via teams. Elections were held and students were selected from each year group. A student council 'teams' group was setup. Management in conjunction with the student council coordinator monitor and provide support to this working group.</p>
February 2021	<p>Student Surveys</p> <p>The SSE committee surveyed various students focus groups. These surveys highlighted elements of digital learning approaches that students liked. These included Studyclix, Mentimeter, Quizizz and OneNote.</p> <p>The information from the SSE focus groups was collated and the following were the most common items students found useful.</p> <ol style="list-style-type: none"> 1. Classroom practices: Quizlet, Mentimeter, whiteboard, quizziz 2. Teams: daily updates relating to class and homework, use of assignments, posting pdfs of class notes and powerpoints, use of class notebook for submitting files and storing work. <p>(Exemplars of these are being created by the SSE team and will be made available to all staff).</p>
February 2021	<p>AUP Review</p> <p>The acceptable usage review process involved student input via the student council through teams meetings. The updated policy was subsequently ratified by the Board of Management. The active policy is published on the school website here.</p>
April 2021	<p>Looking Ahead to 2021-2022</p> <p>Progress has been made as outlined above. Next suggested focus from the Digital Learning Team should be in relation to further development of student led resource building. A student version of the Digital Learning Team may prove beneficial.</p>