Our Digital Learning plan

See overleaf for
- 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) **Teachers' Individual Practice**

STANDARD(S): (From Digital Learning Framework) **The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills**

STATEMENT(S): (From Digital Learning Framework)
1. **Teachers use a range of digital technologies to design learning and assessment activities for their pupils.**
2. **Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.**
3. **When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.**

TARGETS: (What do we want to achieve?) **Teachers will share 'best practice' when using technology and also digital technologies and websites that they have found useful on Aladdin, and at Staff Meetings and Planning Meetings.**

ACTION	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
- Peer Support: Those who feel confident can support their colleagues by posting 'good practice' and 'useful websites & technologies' for student assessment and learning on staff@patricianfethard.ie. - Source useful websites and technologies for assessment (less common than others in ways).	- Ongoing to the end of this school year 2020 - School Year 2020 – May 2021	- Principal to oversee - DP to ensure Digital Learning and 'housekeeping' on staff meeting agendas - Staff on Digital Learning Team to source Websites and technologies on assessment. (also Peer 'supporters') - Digital Learning Team can organise support from technology experts on Parents' Association	- That by Halloween Midterm (six months time) the percentages of teachers who feel 'competent and confident' teaching digital technologies will have grown from a third to two fifths and that the number who say they feel lacking skills (currently a third) will have dropped to one fifth) - That by this time next year (May 2021) the	- Laptops - School website and padlets - Peer support - Support from the Digital Learning Team - Support from both sub committees of the Parents' Association's ICT & Digital Committee - PDST - Sources on useful websites e.g. Facebook group: 'Special Education

- Time made at each staff meetings and planning meeting to share information as above. - Tutoring e.g in Google GSuite for Education can be made available by parents who have IT skills on PA's subcommittee - Staff will be encouraged to engage in CPD in digital technologies (as before when BOM offered to fund) - Staff given an opportunity to share information learned on CPD - Staff will be encourage to engage in good 'housekeeping' practices on classroom desktop/laptop e.g. clearing downloads (ties in with GPDR). Peer support for this	Ongoing and particularly end of June 2020	subcommittee - Those staff who feel 'competent and confident' in Digital Learning acting a peer support - All staff to share information and technologies they have found helpful - BOM supporting initiative – to include offering to provide funding for CPD in Digital Technology	percentage of those feeling competent will have grown to a half and those lacking confidence will have dropped to one eighth. - That the item on Digital Technologies will be embedded as an automatic part of staff meetings and planning meetings. - In order to encourage 'evaluation' teachers can be asked to name their favourite website or technology at a staff meeting (perhaps at the end of the year) - That the majority of teachers would feel more confident to post staff email group/Google drive re websites and technologies that they find useful in class.	Teachers Ireland Supporting Each Other' and educationalists and teachers who blog posting on Twitter and Facebook.
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) See over the page.				

We will have some indication of how technology at Patrician Presentation S.S. is progressing, as Digital Learning will be on the agenda at each staff meeting. Peers who are supporting other staff members will also have an understanding of progress being made. Adjustments can be made at the last staff meeting of the school year in June and implemented at the first one in August. Adjustments can also be made at a mini review at Halloween and when this policy is due for review in May. In addition, the Self Evaluation Tool on Digital Schools of Distinction website can still be accessed and previous assessments can be viewed and compared specifically in regard to the domain of Teachers' Individual Practice which would come under the heading in the Self Evaluation Tool as Professional Development.

Update 30th September 2020

With the school closure on account of COVID teachers found themselves engaging in Remote Learning. Staff engaged in CPD in order to facilitate this. In particular they upskilled in the use of the platforms they were using: Zoom, Padlets and Google Classroom.

Funding has been received for further IT purchasing so we will tender for an additional set of tablets/chromebooks and a trolley. At present there are 6 spare laptops available and cleared due to staff returning older devices for refurbishment. These can be loaned out to students who need them (in addition to those SEN students who already have a device)

Planning for the possibility that pods or bubbles may be learning from home in the future on account of COVID, teachers continue to upskill, particularly in the use of the platforms: learning to do more with them and keeping up with the improvements on these platforms.

Staff meetings have included discussion about using technology to teach remotely.

Staff supported each other to increase competence and confidence in embedding digital technologies in teaching, learning and assessment.

Staff shared technologies and websites that they have found useful on the staff email group and at staff meetings via zoom.

Useful websites and resources were added to the padlets which are linked on the school website.