Barefield National School

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:
Barefield N.S. is a national school located north of the town of Ennis. There are currently 386 enrolled. There are 24 teachers, 5 of whom work in the special education setting. One additional S.E.T. is shared with Clarecastle N.S. The pupils within the school are derived mainly from the parish of Doora/Barefield and catchment surrounding areas. Currently each teacher has 1 laptop in the mainstream classroom along with an interactive white board and visualiser and access to 30 first generation ipads. S.E.T.s have a laptop, one desktop and access to the ipads. I-pads are shared between classrooms but due to weak school internet speed & wi-fi they are of limited use in a classroom setting. Our current S.S.E. focus is in the development of Digital Learning in the school.
Principal : Mr. John Burns
Address : Barefield National School
              Barefield
              Co. Clare

1.2 School Vision :   "MOL AN ÓIGE AGUS TIOCFAIDH SÍ"

In Barefield N.S., we believe that digital technology should be used for teaching, learning and assessment across the curriculum. We aim to use digital technologies to provide our pupils with opportunities to engage in learning experiences for the 21st century. We strive to provide pupils with meaningful opportunities to develop their digital competencies so that they have the knowledge and the skills needed to succeed in our modern society. We believe that it is important to allow our pupils to engage with technologies in meaningful, exciting and creative ways which will allow them to grow as learners. We aspire to instil in our pupils a sense of critical awareness when working in an online environment and to raise awareness of the importance of online safety as highlighted in our Acceptable Usage Policy. We will integrate Digital Technology into our daily practise in a meaningful way to capture student voice and in assessment of and assessment for learning.

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

In Barefield N.S. to date, technology has been used in line with the available infrastructure. Unfortunately, our broadband connectivity is weak due to poor infrastructure coming into the school premises and has been identified as an external issue. We aim to focus more on student engagement with digital technology for learning.

● Pupils currently use technology to source information but have limited use to create their own digital content or for assessment.

● Since September 2019, we have been engaging as a staff with surveys from SurveyMonkey and monthly updates as outlined in the Digital Learning Framework. Following a review at staff meeting on October 2019, we have decided to return to continue to engage with the promotion if digital technologies in the classroom.

● The current internet infrastructure from the road into the school is poor. We are currently with a provider which is not responsible for the physical laying down of fibre broadband and this has created uncertainty and lack of responsibility for the issue. The internet connectivity is poor with infrequent breaks.

● Please follow the link to our school website which display the children involved in a wide spectrum of learning and working in groups

https://www.barefieldns.com/

2. The focus of this Digital Learning Plan

As the development of Digital Learning skills is our focus in SSE, we chose to focus on student use of digital technology to foster active engagement and collect evidence and record progress in development of oral language skills.
 We undertook a digital learning evaluation in our school during the period January 2019- April 2019. We gathered evidence using;
 ● Teacher and pupil questionnaires
 ● Online parental survey
 ● Checklists
 ● Feedback at Staff Meetings.

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

●Teaching and Learning: Learner Experience

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

Standard	Statement(s)
Pupils engage purposefully in meaningful learning experiences	Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation

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

- The majority of pupils in the school appear to be comfortable with and proficient in the use of digital technologies
- .● Barefield N.S. and its Digital Learning Committee supports the acquisition of technologies through DL grants.
- All staff members have engaged with some form of digital learning and assessment in the school.
- All members of staff are motivated to gain CPD relating to embedding digital technologies across the curriculum.

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

● At a Staff Meeting in October 2019, we decided to use Digital Technologies to help improve the teaching and learning in the classroom. This will be of great assistance in engaging pupils with digital technologies the in Barefield N.S.

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: Teaching and Learning – Learner Experiences

STANDARD(S):

Pupils engage purposefully in meaningful learning experiences

Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learn

Pupils have engaged meaningfully with Digital Technology in learning experiences since January 2020.

STATEMENT(S):

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

Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learner

TARGETS: (What do we want to achieve?)				
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?)
●Teachers will encouraged to engage in CPD on using digital technologies with a CPD provider. ●Courses promoted through Clare Education Centre, internet based and onsite. As of this review in October 2019, this has not been done as a whole staff. Individual teachers have undergone their own CPD in this area. • Encouraging staff in the use of School Website for Home/School Liaison and wider community links.	Summer 2020 December 2020	●Digital Learning Committee to arrange CPD for staff in the area of Digital Learning with PDST ●Digital Learning Committee to strongly promote summer CPDs on Digital Learning Summer courses that are based in the school over the summer months. ● Individual Staff Members to engage in CPD as part of Summer Courses 2	PDST Facilitator provides training onsite for staff members. Staff members to feedback to colleagues at Staff Meetings Certificates of participation to be provided to the Principal Mr. John Burns	● Consistent reliable fast broadband connection. ●Desktop computers(in computer room) ● iPads ● Laptops ● Digital Projectors ● Online tools ● School web site ● School Twitter account ● School Camera ● B-Bots ● Learn It Lego

Creation of positive Home/School Links through the continued use of Aladdin to send email and text communications to parents instead of hard copies of letters.	January – December 2020	Digital Learning Committee with guidance of Principal, office staff and cooperation of all staff members.	100% uptake of the emailing of newsletters will be deemed a success • Positive Home/School Links through communication on Aladdin	
Exploration of online platforms such as SeeSaw, Microsoft Teams, Microsoft applications such as SWAY and Powerpoint, Classdojo to be explored by the DLC.	March 2020 – December 2020	Digital Learning Committee (Adrian Frawley, Gillian Moore, Mary O'Connor, Sean Burns, Patricia Kilcawley) with direction from Principal (Mr John Burns) and teaching colleagues that wish to participate voluntarily in the initiative.	Feedback to Digital Learning Committee which will report to the ISM (School's Middle Management). As Adrian Frawley and Gillian Moore are members of the committee, one will undertake to provide regular updates to the ISM in relation to online platforms which hold monthly meetings. Minutes of these meetings will be reflective of feedback from Digital Learning Committee.	
Pupils will engage in self-assessment through additional promotion of Accelerated Reader and Mathletics	September 2019 – June 2020	Adrian Frawley has responsibility for Accelerated Reader in the school. He will promote STAR reading tests three times annually from First class to Sixth class. He will also promote pupil participation through whole school assembly.	Regular promotion of Accelerated Reader through Staff Meetings, assemblies and informal discussions in the staff room. Adrian Frawley to promote classroom teachers review of STAR reports through manual distribution to each class teacher after each of the 3 STAR reading tests held during the school academic year.	

			Classroom teachers to take responsibility of printing reports, promoting the use of Accerlerated Reader through classroom reward systems and their own reporting. Classroom teachers to communicate with their SET to help identify pupils in need to additional support from Accelerated Reader engagement and reporting.	
			Reporting of all relevant Accelerated Reader reports to Principal Mr John Burn at end of school year.	
		Mathletics – teachers are to promote the activities and tasks of Mathletics. Staff are to be encouraged to maximise the benefits of Mathletics and to coordinate their plans to match tasks set through Mathletics as part of homework or to be completed in the Computer Room during classes weekly computer hour.	Teachers to monitor and evaluate pupil engagement regularly. Classroom teachers to print off pupil certificates to help promote pupil engagement in Mathletics. Classroom teachers to engage and promote Mathletics regularly through homework tasks and regular weekly 1-hour classes in the computer room	

• Follow up Parental Surveys in March 2021
• Pupil Surveys
• Staff Feedback at Staff Meetings and at CPD Days
 • Active engagement with website (www.barefieldns.ie) and twitter account by pupils, staff, parents and the wider community
 • Improvement in Accelerated Reader engagement and maximisation of average or above score resultsr per classroom
 • 100 % uptake of emailing of newsletters will be deemed a success initially
• 100 % engagement of Rang I to Rang IV of Accelerated Reader in completion of 3 rounds of STAR Reading Tests during the academic year
• CPD certificates provided to the Principal Mr. John Burns
• Classroom teachers communication with SET teachers in relation to Acclerated Reader reporting

Implementation and Review

This Policy will be reviewed as required by the Board of Management, relevant Post Holder and Staff of the school.

Ratification

This Policy was ratified by the Board of Management of Barefield National School at its
meeting on 11th February 2021.

Signed: _Elaine Casey_   **Date:**   11-02-2021
 (Chairperson, Board of Management)