

## **Muchgrange National School**

### **Our Digital Learning Plan – 2025-26**



#### **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.

The development of this plan was set out as a priority area by the school to comply with the Department of Education publications 'Circular 0001/2017' and 'Digital Strategy for Schools to 2027'. The school staff chose to engage in the Digital Learning Planning Guidelines to create a Digital Learning Plan for our school, to support individual teacher planning and to promote digital learning at programme and cross-curricular levels and ultimately to embed digital technologies into all areas

of school activity. 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:**

- Scoil Naomh Mhuire, Boher, Muchgrange N.S. is a rural co- educational school situated in the Cooley Peninsula Co. Louth. The beautiful Cooley Mountains and the Mourne Mountains provide a glorious setting for the children and staff. A perfect haven for learning. It is our aim that your child will enjoy happy learning experiences in our school and will achieve his/her full potential as a person and member of their community.

### **1.2 School Vision:**

- The overall objectives of Muchgrange NS is to provide the best possible intellectual and emotional education for our children, to foster within them a spirit of co-operation, a respect for each other and for their teachers, while enabling each and every pupil to fulfill his potential and cultivate an appreciation for lifelong learning.
- **Digital Vision** - In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in our school is to emphasise the integration of digital learning across the curriculum, to improve the quality of teaching and learning. Therefore Digital Learning 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.

The staff are conscious of the fact that we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality. Pedagogically, digital 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 digital technologies, where appropriate. Our vision for digital learning our school centers on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil's learning experience.

School leadership will plan for and provide resources to cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society.

Our school recognises the partnership between the school and parents as being imperative for providing students with life-long skills. Digital technologies will play a part in maintaining the links with home and regularly educate and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via a regularly updated website, newsletters and texts to parent. Digital Technologies are used for projects, when appropriate. The school website provides parents and the wider world with an up-to-date view of daily activities and relevant useful information relating to our school.

### **Role of School Leadership**

#### **The principal and other leaders:**

- Support all staff to embed digital technologies in their teaching practice.
- Support staff development by facilitating sharing of practice amongst teachers and encouraging participation in relevant CPD programmes.
- Ensure all staff have a copy of the Digital Learning Plan and are provided with the necessary support, towards implementation.

- Monitor how the plan is progressing and consult regularly with staff members, both formally and informally, in relation to the plan.
- Regularly include digital learning on the agenda for staff meetings.
- Facilitate an annual review of the digital learning plan.
- Ensure the involvement and support of the Board of Management, and other stakeholders, in implementing the plan.

### **Role of Teaching Staff**

Each teacher can contribute to the successful implementation of the digital learning plan by:

- Being aware of and by being committed to the DL plan.
- Sharing good practice with colleagues in relation to digital learning (both formally and informally).
- Using the DLF to reflect on their own digital learning practices (using the six-step process).
- Reviewing the exemplars of good digital learning practice on the PDST (now Oide) Technology in Education website.
- Identifying and engaging in professional learning activities that support the enhancement of DL practices in schools.

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

- All class teachers have been provided an interactive whiteboard or smart panel in their classroom and a laptop with internet access.
- All teachers and SET have access to a desktop computer within their classroom to aid with individual teaching and learning.
- Pupils have timetabled access to tablet devices to aid learning, research topics and to complete project work.

- The SET team have access to a set of (5) Chromebook computers.
- We use the Databiz system – recording attendance, assessment results and compiling end of year reports.
- We maintain regular contact with parents/guardians through our website, email, and Text-a- parent.
- Phone services have recently been upgraded to digital lines.
- The school is Wifi enabled throughout.
- Each staff member has a dedicated school email address.
- We are exploring using Cuskins as a dedicated IT service to provide us with IT support and updates when required.
- Staff and students have access to a colour printer/photocopier. Since March, this uses a code system to prevent overuse of colour ink.
- Testing in our senior classes is completed online through the DOTS system.
- Teachers monitor reading progress through the AR renaissance program.
- Teachers sometimes store and share information via Share point.
- Educational programmes for subject areas and apps for reading development – Grow in Love, Mighty Maths, - Most educational resources come with a digital subscription.

### **Power usage**

Be mindful of the energy consumed at your school and look for ways to reduce energy usage. For example, turning off devices when not in use and charging devices at off peak times so they are operating on battery during the day.

## **2. The focus of this Digital Learning Plan**

We undertook a digital learning evaluation in our school to evaluate our progress using the following sources of evidence:

- **Staff strengths in using ICT for teaching and learning:**
  - Confidence in using Microsoft Office suite.

- Pinpointing and sharing information about good, relevant educational websites and apps for use in class.
- General planning and assessment- templates

**Reflecting on what areas of ICT staff would like to improve:**

- Current uses of ICT (repairs and glitches) within the classroom environment.
- Confidence in using educational software. AR/Lego Spike app/databiz/DOTS.
- Confidence in use of school hardware – Interactive Whiteboards
- Accessing and organising information via Sharepoint.
- E-portfolio for children – **Class Dojo** used in a few classrooms.
- Increased collaboration and shared skills.

**• Development of ICT within the school throughout the new school year via the Digital Plan:**

- Independent use of ICT by children for learning
- Integration of appropriate educational apps and websites in class to promote teaching and learning
- Education of general computer life skills for all children
- Typing skills for children with needs
- Reinforcement of internet safety for children
- Upgrade of ICT hardware for teachers
- Sharing of knowledge – teachers training teachers
- Use of **AI** – teachers will refer to policies and procedures to guide as outlined in the AUP as to what is appropriate, inappropriate or unacceptable behaviours of the tools, ensuring fairness and equality.

## 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

### Dimension - Leadership and Management

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

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

Standard – Teaching and learning	Statement(s)
<b>Domain 1: Learner Outcomes</b> <b>Standard 1: Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</b>	Pupils safely use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
<b>Domain 2: Learner Experiences</b> <b>Standard 1: Pupils engage purposefully in meaningful learning activities</b>	Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.  <i>SSE: Digital interactions among pupils and between pupils and teachers, are respectful, challenging and support the well-being of all pupils. Pupils use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.</i>

<p><b>Domain 3: Teachers' Individual Practice</b></p> <p><b>Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills</b></p>	<p>Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.</p>
<p><b>Domain 3: Teachers' Individual Practice</b></p> <p><b>Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning</b></p>	<p>Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. Teachers use a range of digital technologies (AR readers and DOTS) to support assessment of learning and assessment for learning.</p>
<p><b>Domain 4: Teachers' Collective/Collaborative Practice</b></p> <p><b>Standard 1: Teachers value and engage in professional development and professional collaboration</b></p>	<p>Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all pupils.</p> <p>Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice</p>



Standard (Leadership and Management)	Statement(s)
<b>Domain 3: Leading School Development</b> Standard 2: Build and maintain relationships with parents, with other schools, and with the wider community.	To communicate effectively with the whole school community. The principal and other leaders in the school use digital technologies to enhance organisational communication with learners, parents and third parties making administrative procedures more transparent and accessible. They are committed to collaboration and knowledge exchange through partnerships with other schools, external organisations, industry and the wider community, facilitated and sustained as appropriate using digital technologies.
<b>Domain 4: Developing Leadership Capacity –</b> 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, and is willing to distribute significant leadership responsibilities. They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment. They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment.

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

- **Good infrastructure:** teachers and students currently have access to a healthy number of resources for use in ICT and Digital technologies.
- **Teacher openness:** to learning and enthusiasm about the capabilities of digital technology/ and to participate in CPD.
- **Use of ICT currently:** (widely used in the school) Tablet devices are used daily by children from 1<sup>st</sup> class – 6<sup>th</sup> Class.
- **Access** to assistive technology for children with SEN.
- **IPads - Devices – iPad – rolling timetable – teachers book slots with ICT co-ordinaator.** Could be broken into half-days. Devices to be collected and stored in locked filing cabinet daily and put on chargers in morning time and during lunch breaks. **Children will use the same device each time, meaning there would only be two users of each device, who**

would have responsibility to charge and return to secure storage each evening. SEN children with own access to assistive technology would always have access to their device when needed.

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

- **Independent digital learning:** Staff are focused on improving childrens' independent and group contact time with digital technologies. In particular, staff would be interested in growing children's knowledge in basic computer and typing skills along with utilising available hardware for teaching, learning and research on projects. The student voice is also important, and the school will seek to establish a **Digital Committee**.
- **Staff Collaboration:** We aim to increase digital collaboration by working together to create a bank of useful educational websites, teach each other new skills and provide assistance. We would also aim to use the Shared Drive to share, collaborate and communicate on school related items.
- **Digital Infrastructure:** We would aim to maintain and build on our current ICT infrastructure within the school.
- We aim to integrate and utilise appropriate educational applications and programmes in class to promote teaching and learning and to assist in differentiation and the support of **special needs**. We also aim to introduce valuable digital learning elements into the school wide programmes such as station teaching.
- **CPD:** Staff have noted that they are not confident in certain areas of digital technologies. It is recommended that certain aspects of digital technologies be identified for relevant CPD.

**AUDIT** – The school recently received a digital audit from CuskenSync -with upgrades to Wi-Fi and support for

**Focus of the audit was on –**

- Equipment issues
- External factors.
- Configuration errors.
- Software out of date.
- Hardware issues.
- Cybersecurity threats.

A statement of works was issued to the school – with services to be provided by Cusken Sync IT, focusing on enhancing the IT infrastructure in the Boher School National School and ensuring seamless integration with Microsoft services and better networking infrastructure. This is currently being considered by the Digital Learning team and BOM.

## **2.5 What about the SSE plan?**

Our DL planning process aligns closely with the school development planning process. While the SSE and DL plan are two distinct plans, here are some ways in which your DL plan can align with SSE:

We use Digital Learning as a focus area Wellbeing as part of our plan for SSE.

Our school uses the Digital Learning plan and technology available to us to specifically support the priorities of the wellbeing plan for SSE plan, e.g. supporting engagement and attainment in subject areas such as numeracy or literacy development.

The school also encourages engagement in technologies available to implement to Cineáltas plan for school anti-bullying, engaging in anti-bullying surveys supported by our Kiva representatives.

## **3. Our Digital Learning plan-**

On the next page we have recorded:

- The **targets** for improvement we have set
- **Budget** for 2025/2026 from ICT Grant provided by the Dept is €4,000 – This will be enough to cover licences, and subscriptions. It will not be enough to purchase new Hardware for the school.
- 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 and 2: Learning Outcomes and Learner Experiences

#### STANDARD(S): (From Digital Learning Framework)

- Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
- Pupils engage purposefully in meaningful learning activities

**STATEMENT(S): (From Digital Learning Framework)**

- Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.

**TARGETS: (What do we want to achieve?)**

- Digital technologies to be used by pupils specifically for developing typing skills
  - DT used in team teaching during team teaching of Literacy and Numeracy lessons to consolidate learning.
  - Explore effective and efficient ways to better communication with parents – surveys etc...
- Digital safety lessons to be completed with all class groups during the school year.
  - Digital technologies to be used to assist learning in SET.

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"><li>• Target 1: Promotion of AR for Readers, 3<sup>rd</sup>-6<sup>th</sup> Class.</li></ul>	<ul style="list-style-type: none"><li>• Term 1 – 1<sup>st</sup> target</li><li>• Term 2 – 2<sup>nd</sup> target</li></ul>	<ul style="list-style-type: none"><li>• 1 – Class teachers with support from ISM.</li><li>• PA – staff</li></ul>	<ul style="list-style-type: none"><li>• Enhanced teacher knowledge and engagement by children.</li></ul>	<ul style="list-style-type: none"><li>• Use of school hardware already in place.</li></ul>

<ul style="list-style-type: none"> <li>● GDPR – training and set up of school social media.</li> <li>● Target 3: CPD for staff in W/B use and use of educational software.</li> <li>● Online Testing – New staff trained in use of online testing system.</li> </ul>	<ul style="list-style-type: none"> <li>● Term 3 – Testing target.</li> </ul>	<ul style="list-style-type: none"> <li>● Training from Cuskin-sync for class teachers and SET.</li> <li>● Shared skills by teachers for DOTS, Dabbledo etc...</li> </ul>		<ul style="list-style-type: none"> <li>● Subscription to AR and Dabbledo.</li> <li>● AR three year commitment - €1,080 per year.</li> <li>● Dabbledo €500 trial for 2025=26.</li> </ul>
<b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				