

PORTMARNOCK COMMUNITY SCHOOL 2019/20

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:

Portmarnock Community School is a co-educational school that caters for student secondary education. The school, built by the Department of Education and Science, was opened in 1979. It provides a fully comprehensive education which is designed to ensure equality of educational opportunity for all its students.

Portmarnock Community School is committed to an educational policy that fosters the development of the whole person. It provides a structure that facilitates religious, social, physical and intellectual growth in an integrated manner.

1.2 School Vision:

To instill a spirit of intellectual enquiry and academic endeavour, to foster the desire for participation and challenge, and to build individual and compassionate men and women of character.

Portmarnock Community School Vision for Digital Learning 2019 -

Our Learners will use Digital Technologies to:

- Actively engage in learning in and out of school over their lifetimes
- Accept ownership of their learning by becoming a self-directed learner and decision maker
- Experience joy, satisfaction, passion, openness to new ways of learning and success in their education

Our Teachers will use Digital Technologies to:

- Become facilitators of learner-centred guidance and feedback to engage in exploratory and team-building activities
- Support an enquiry process to enable learners to solve complex, real-world problems through project-based learning activities
- Accept ownership of their own professional learning by participating in learning communities focused on practical applications of digital technologies and sharing that knowledge with colleagues

Our School will use Digital Technologies to:

- Develop policies and practices for the safe and ethical use of digital technologies by the whole school community
- Support inclusion within school and strengthen relationships with the local and global community
- Support Portmarnock Community School's vision for learning, teaching and assessment

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

- Portmarnock CS is a 70+-teacher school with an enrolment of 900+ pupils.
- Presently the main building currently consists of 48 classrooms, one staff room, a Secretary's office, a Principal's office, an Assembly Hall, 4 computer rooms, 2 learning Support Rooms.
- There are projectors in each of the teaching classrooms and all teaching staff have a laptop. All classrooms have wired internet access. All computer room PCs are networked and connected to one a servers. A full asset tracking list for all digital hardware is kept by the ICT Coordinator. All issue s with hardware are also dealt with by the Coordinator
- All students and staff have a Gmail account and access to the Google Apps suite of cloud services since 2010. ECDL is a core module in TY.
- The use of Google Classroom is becoming widespread amongst teachers and students across the school population.
- Middle management with offices may have a desktop computer/printer installed in their offices.
- The library is equipped with 6 desktops for student use.
- There is a wifi network in the staffroom with 3 printers available for teacher use.
- A number of SEN students have laptops to support their learning.
- The school broadband is comprised of a combination of wired and wireless service. The school is receiving 100Mb broadband
- We have a school website and use "text a parent" software to contact parents.
- We currently use VS Ware to record student data, attendance and assessment results. Payments are received electronically via Way2Pay and payments are made electronically via P2P system.
- We have a NEW school website and Facebook and Twitter pages that are regularly updated and use "text a parent" software to contact parents.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *September 2018 to May 2019*. We evaluated our progress using the following sources of evidence:

Digital Learning Cluster Group Formed

- Focus group of teachers established to work on developing our digital learning plan. The group includes Eithne Deeney (Principal), David Clarke (Deputy Principal), Helen Dargan (Deputy Principal), Gerry Breen (IT Coordinator), Mark Croghan, Samantha Murphy, Adrian O'Connor, Janet Clynes, Joe Cogavin, Grainne Geoghegan and Padraig O hAonghusa. Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Action Plan.

Teacher Digital Learning Survey

- Online digital survey was carried out among the staff. The main areas of focus were:
 - learner outcomes
 - students enjoyment of learning
 - student attitudes to digital learning and knowledge of risks and benefits

Student Digital Learning Survey

- Attitudinal online survey was carried out to elicit the views of students on their use of digital technologies in the classroom, their access to internet at home and to reflect on their digital learning experiences. The results of those surveys are accessible [here](#) and [here](#).
- **2.1 The dimensions and domains from the Digital Learning Framework being selected**

DIMENSION - TEACHING & LEARNING	DIMENSION - LEADERSHIP & MANAGEMENT
Domain 1 - Learner Outcomes - 2018/2019	

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

Standard - Teaching & Learning	Statement(s)	PCS CURRENT STANDARD	DLF TEAM MEMBER
<u>Domain 1: Learner Outcomes</u> <u>Standard 1</u> Students enjoy their learning, are motivated to learn and expect to achieve as learners <u>Standard 2:</u> Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Students use digital technologies to collect evidence and record progress. Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations. Students understand the potential risks	Students are using a combination of PCs, laptops, Ipads, Chromebooks and their own digital in the majority of subjects to foster active engagement in attaining learning outcomes. Evidence is detailed here. Students are using DT to collect evidence and record progress. Examples include use of DT to complete JC CBAs and use of Google Classroom to reflect on learning and progress. Students in PCS use ICT in a variety of contexts and subjects from junior to senior cycle. Various subjects teach the risks and responsibilities associated with digital technology. Guest speakers are invited to the school to present on these topics. Students engage in training on digital risks and threats as part	All

	and threats in digital environments.	of the ECDL qualification undertaken in TY.	
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2.3. These are a summary of our strengths with regards digital learning

- Subject departments identified teaching strategies/ online resources to use in class.
- A survey of the teachers in Portmarnock CS was performed in September 2018 and again in May 2019 and the results can be accessed [here](#)
- Our staff have attended the digital CPD training both inhouse and externally.
- The individual needs of our SEN students are being met in terms of the assistive technology required.
- The SEN Department avail of suitable professional development and ongoing support in relation to the use of ICT and liaise with the IT Co-ordinator on the type of assistive technology device a student requires and the type of software needed.

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

- Currently staff are willing to share their expertise in the use of digital technologies in the classroom with colleagues. We will aim to increase this once we implement our Digital Learning Framework.
- We will focus on getting additional funding for infrastructure through the Digital Learning Framework.
- We aim to integrate ICT into every subject more in the coming years and allow time in subject planning for digital learning.
- We aim to provide more access to IT for students use across all curricular subjects.

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 2019

TEACHING & LEARNING DOMAIN 1 LEARNER OUTCOMES

DOMAIN: <u>Domain 1: Learner Outcomes</u>				
STANDARD(S): <u>Standard 1</u>: Students enjoy their learning, are motivated to learn and expect to achieve as learners. Students use digital technologies to collect evidence and record progress. <u>Standard 2</u>: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.				
STATEMENT(S): S1 - Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Students use digital technologies to collect evidence and record progress. S2 - Students have a positive attitude towards the use of digital technologies and are aware of the possible risks and limitations. Students understand the potential risks and threats in digital environments.				
TARGETS: S1 Targets - Students use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes. Students use digital technology to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products. S2 Targets - Students have a positive attitude towards the use of digital technologies, being aware of the possible risks and limitations, and have the confidence and skills to realise the benefits. Students can confidently protect their digital identity and manage their digital footprint.				
ACTIONS (What needs to be done?)	TIMEFRAM E (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCE S (What resources are needed?)
- Teachers create classes on Google Classroom - Teachers do basic training in Classroom and	September 2019 onwards	- all teachers - all teachers	- all class teachers and students are using Classroom - teachers and students become familiar with the	laptops, chromebooks , PCs, phones

colleagues share knowledge and skills • New set of 40 chromebooks to be purchased for use in classrooms • Teachers explore CPD in using Digital Technology by accessing courses through PDST • Teachers attempt to use one educational app in the classroom • Students are given specific tasks to complete using digital technology • Collect data on ◦ student awareness of risks and threats in the digital environment • consider introduction of <u>Google Digital Citizenship</u> course as part of RSE/CSPE (2 hours) • Instigate biweekly DT workshops		• ICT Coordinator • all teachers • all teachers • all teachers • DL team • Senior management • DL team (JC will do first term rota)	capabilities of the platform • Chromebook devices more widely used in classrooms by students • teachers become more confident and competent using DT in classroom • teachers students are more familiar with the possibilities of using apps • active, critical & creative engagement • to improve student awareness of same • students aware of benefits & risks of DT	
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			to increase teacher DT competency	
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
- teacher surveys - staff meetings - student surveys				