



## Francis Street CBS

### Our Digital Learning Plan

*(Designed to be printed in Landscape format)*

#### 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:

- Francis Street CBS is a vertical co-ed primary school with 8 mainstream classes and 2 special classes located in the south inner city of Dublin. Our staff consists of 15 teachers, 8 SNAs and 3 ancillary staff.

##### 1.2 School Vision:

- Equip staff and children with 21st century skills.
- Ensure necessary resources are in place to integrate digital technology into our teaching and learning.
- Pupils + staff utilise digital technology to enhance teaching and learning in a safe and appropriate manner.

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

- Each class + hall and library equipped with a state of the art touchscreen board.
- Aladdin management system in place for communication with families, attendance, school reports etc. make contingency for families unable to access aladdin/social media.

- Social media + school website in operation.
- G-Suite used by all staff and plans uploaded to a shared drive, pupil logins from 1st-6th.
- 22 Chromebooks
- Tablets
- Visualisers
- 42 Laptops
- Photocopy + Printer

## 2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school using the Digital Learning Framework (see Appendix A).

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

- Teaching and Learning: Domain 1 Learner Outcomes
- Teaching and Learning: Domain 2 Learner Experiences
- Teaching and Learning: Domain 3 Teacher's Individual Practise
- Leadership and Management: Domain 1 Leading Learning and Teaching
- Leadership and Management: Domain 3 Leading School Development

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

Standard	Statement(s)
<p><b>Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.</b></p>	<p>Pupils have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realize the benefits</p>
<p><b>Pupils experience opportunities to develop the skills and attitudes necessary for long term learning.</b></p>	<p>Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning</p>

<b>The teacher selects and uses planning, preparation and assessment practices that progress pupil learning</b>	<p>Teachers use a range of digital technologies to support assessment of learning and assessment for learning</p> <p>Teachers use appropriate digital technology to support differentiated learning, enabling learners to take ownership of their individual learning needs.</p>
<b>Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil</b>	<p>The school takes measures to use appropriate digital and assistive technologies to protect and ensure learner’s physical, social and psychological wellbeing</p>
<b>Build relationships with parents, other schools and the wider community</b>	<p>The school has a dynamic digital presence which is updated regularly and used by the school and the school community to leverage online collaboration, sharing, communication and learning</p>

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

- See Appendix A

### 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: (From Digital Learning Framework)**

Teaching and Learning: Domain 1 Learner Outcomes, Domain 2 Learner Experiences

Leadership and Management; Domain 1 Leading Learning and Teaching

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

Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

Pupils experience opportunities to develop the skills and attitudes necessary for long term learning.

Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil

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

Pupils have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realize the benefits.

Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning.

The school takes measures to use appropriate digital and assistive technologies to protect and ensure learner's physical, social and psychological wellbeing.

TARGETS: (What do we want to achieve?)

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"> <li>● Seek support from Oide to enhance pupil's digital safety</li> <li>● Online safety included in risk assessment of child safeguard statement</li> <li>● Explore an effective program to implement to reinforce appropriate online behaviour</li> <li>● Create a framework outlining Digital skills expected at each class level</li> </ul>	<ul style="list-style-type: none"> <li>● June 2024</li> <li>● September 2023</li> <li>● March 2023</li> <li>● June 2024 to implement in Sep 2024</li> </ul>	<ul style="list-style-type: none"> <li>● P + AP C</li> <li>● All Staff</li> <li>● ISM</li> <li>● ISM &amp; Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● CPD/support to staff from Oide</li> <li>● Reduced reports of harm to children online</li> <li>● Reduce reports of negative behaviour online</li> <li>● Framework completed and rolled out in academic year 24/25</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>● Program (i.e webwise)</li> <li>●</li> </ul>
<b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				

**DOMAIN: (From Digital Learning Framework)** Teaching and Learning: Domain 3 Teacher’s Individual Practise

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

The teacher selects and uses planning, preparation and assessment practices that progress pupil learning.

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

Teachers use a range of digital technologies to support assessment of learning and assessment for learning.

Teachers use appropriate digital technology to support differentiated learning, enabling learners to take ownership of their individual learning needs.

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

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"><li>● Roll out Spellings for me</li><li>● Roll out Nessy for identified pupils</li><li>● Set up Jolly Classroom Account and ensure teachers have access</li></ul>	<ul style="list-style-type: none"><li>● June 2024</li><li>● December 2023</li><li>● December 2023</li></ul>	<ul style="list-style-type: none"><li>● All Teachers</li><li>● AP B + relevant SET + class teachers</li><li>● AP B + relevant SET &amp; Class teachers</li><li>● All Staff</li></ul>	<ul style="list-style-type: none"><li>● Program in place and reviewed June 2024</li><li>● Pupils accessing the program</li><li>● Pupils + teachers accessing the program</li></ul>	<ul style="list-style-type: none"><li>● Laptops</li><li>● Headsets</li><li>● Licenses</li><li>● Headset/laptops/tablet</li><li>● License</li></ul>

<ul style="list-style-type: none"> <li>Any new children or with emerging needs identified for Cubbie access</li> <li>Introduction of Daily 10</li> <li>CM + Monthly plans uploaded to Google Drive</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Roll out September (1st-6th) and review June 24</li> <li>Monthly + Termly Basis</li> </ul>	<ul style="list-style-type: none"> <li>AP C + Class teachers (1st-6th)</li> <li>All Teachers</li> <li>All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Pupil profiles added to Cubbie system</li> <li>Pupils accessing each day, improvement in mental Maths scores</li> <li>Docs uploaded</li> </ul>	<ul style="list-style-type: none"> <li>Cubbie</li> <li>Notebook</li> <li>G Suite</li> </ul>
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**EVALUATION PROCEDURES:**  
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

**DOMAIN: (From Digital Learning Framework)**

Leadership and Management: Domain 3 Leading School Development

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

Build relationships with parents, other schools and the wider community.

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

The school has a dynamic digital presence which is updated regularly and used by the school and the school community to leverage online collaboration, sharing, communication and learning.

TARGETS: (What do we want to achieve?)

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"><li>● Establish Aladdin as main form of contact with families</li><li>● Website updated to reflect current school profile</li><li>● Maintain a positive social media presence</li></ul>	<ul style="list-style-type: none"><li>● Ongoing</li><li>● June 2024 + Ongoing</li><li>● Ongoing</li></ul>	<ul style="list-style-type: none"><li>● ISM</li><li>● P + AP B &amp; AP C</li><li>● DP</li></ul>	<ul style="list-style-type: none"><li>● Percentage of families accessing app</li><li>● Photos + Pillars updated. Blog updated twice monthly. Amount of views on site</li><li>● Clear communication of activities (Maths Week etc.)in the school via the media platforms</li></ul>	<ul style="list-style-type: none"><li>● Aladdin mgmt system</li><li>● wix.com</li><li>● Facebook + Instagram</li></ul>



**EVALUATION PROCEDURES:**

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

**This plan was ratified at a Board Meeting on 24/10/2024**



**Gerard Cagney  
Chairperson**

## Appendices

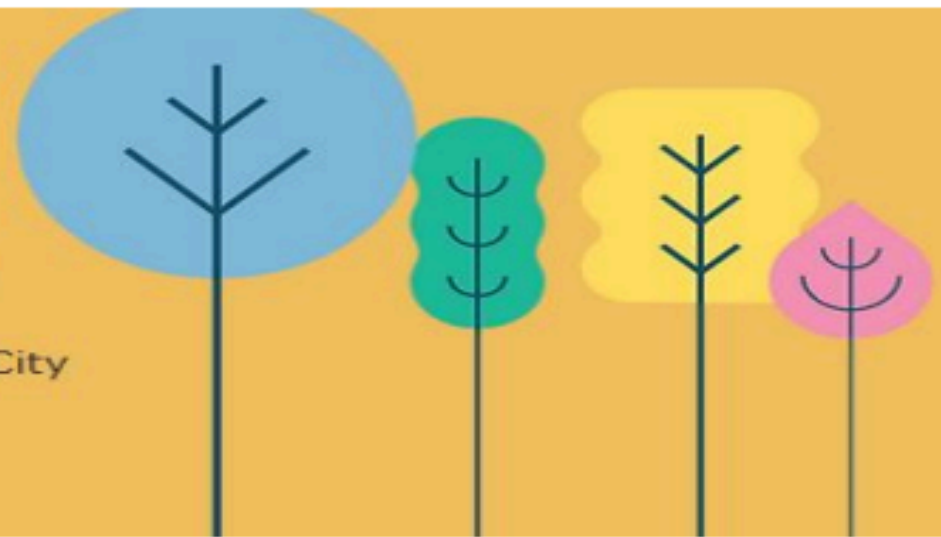
### Appendix A - Digital Literacy Whole School Review

[https://docs.google.com/presentation/d/1K86v-TL-bt6HdsHRQ88X4I9uUuSdy\\_UhoDFv7nea-y8/edit?usp=sharing](https://docs.google.com/presentation/d/1K86v-TL-bt6HdsHRQ88X4I9uUuSdy_UhoDFv7nea-y8/edit?usp=sharing)



# Francis Street School

A Hive of Learning in the Heart of the City



## Digital Literacy - Whole School Review (2023)












### Digital Learning Framework for Primary Schools









**Primary – teaching and learning**


**DOMAIN 1: LEARNER OUTCOMES**

			<b>Notes</b>	
<b>STANDARDS</b>	<b>STATEMENTS OF EFFECTIVE PRACTICE</b>	<b>STATEMENTS OF HIGHLY EFFECTIVE PRACTICE</b>		
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	<p>Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. </p> <p>Pupils use digital technologies to collect evidence and record progress.</p>	<p>Pupils use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes.</p> <p>Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.</p>	<ul style="list-style-type: none"> <li>• Jolly Classroom</li> <li>• Google classroom</li> <li>• Chromebooks</li> <li>• Daily 10</li> <li>• W2R activities</li> <li>• Abair Liam</li> <li>• Google Slides</li> <li>• Spellings 4 Me</li> </ul>	
<p>Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</p> 	<p>Pupils have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations. </p> <p>Pupils understand the potential risks and threats in digital environments. </p>	<p>Pupils have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits.</p> <p>Pupils can confidently protect their digital identity and manage their digital footprint.</p>	<ul style="list-style-type: none"> <li>• Anti Bullying Policy</li> <li>• Internet safety awareness</li> <li>• Child Safeguard Statement</li> <li>• Peace Circle</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• Cyberbullying</li> <li>• Taking care of themselves online</li> <li>• Disconnect</li> </ul>
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	<p>Pupils can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the Primary School Curriculum. </p> <p>Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. </p>	<p>Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. </p> <p>Pupils use digital technologies in highly effective ways to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum.</p>	<ul style="list-style-type: none"> <li>• Google Slides</li> <li>• RDS Science Blast</li> <li>• Google Classroom</li> <li>• Projects</li> </ul>	
Pupils achieve the stated learning objectives for the term and year	<p>Pupils are provided with personal feedback and differentiated support based on evidence gathered using a range of methods including digital technologies. </p> <p>Pupils and/or parents use digital technologies to access information on learners' performance, in a safe and ethical way. </p>	<p>Pupils use evidence gathered by a range of methods including digital technologies to record progress and identify areas for improvement, and have opportunities to address these with their teacher.</p> <p>Pupils and/or parents use digital technologies to access, evaluate and interpret the results of formative, summative, self- and peer-assessments.</p>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• W2R activities</li> <li>• Aladdin:             <ul style="list-style-type: none"> <li>○ Sch. Reports</li> <li>○ Homework</li> <li>○ Uniforms</li> <li>○ Spellings 4 Me</li> </ul> </li> </ul>	

## DOMAIN 2: LEARNER EXPERIENCES







DOMAIN 2: LEARNER EXPERIENCES			Notes	
STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE		
Pupils engage purposefully in meaningful learning activities	Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. 	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.	<ul style="list-style-type: none"> <li>Projects</li> <li>Debating - UCD Law</li> <li>RDS Science Blast</li> </ul>	
Pupils grow as learners through respectful interactions and experiences that are challenging and supportive	<p>Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being. </p> <p>Pupils use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation. </p>	<p>Digital interactions, among pupils and between pupils and teachers, are respectful, challenging and support the well-being of all pupils.</p> <p>Pupils use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.</p>	<ul style="list-style-type: none"> <li>Child safeguard.               <ul style="list-style-type: none"> <li>IT has Specific purpose</li> </ul> </li> <li>PowerPoint present.</li> <li>Science Blast</li> </ul>	
Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Pupils use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners. 	Pupils use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning.	<ul style="list-style-type: none"> <li>W2R activities</li> <li>Spellings 4 Me</li> </ul>	
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning 	Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning. 	Pupils apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.	<ul style="list-style-type: none"> <li>Spellings for Me</li> </ul>	<ul style="list-style-type: none"> <li>Clearly outline what's expected in each class</li> </ul>

### DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their pupils.	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment. 
	Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.	Teachers model high-level teaching, knowledge and skills, using digital technologies to support pupil creativity, innovation and knowledge creation. 
	When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.	Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly. 
The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning 	Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.	Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs. 
	Teachers use appropriate digital technologies to design complex, real-world problems and structure them in a way that incorporates key subject matter concepts. 	Teachers use appropriate digital technologies to help pupils design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.
	Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording pupil progress. 	Teachers use digital technologies to make assessment more relevant and transparent for pupils and parents, allowing them to make informed choices on future learning priorities.
Teachers use a range of digital technologies to support assessment of learning and assessment for learning. 	Teachers use a range of digital technologies to support assessment of learning and assessment for learning.	Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.
	Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities. 	Teachers reflect on, and adapt their pedagogical strategies when using digital technologies to personalise and facilitate pupils' ownership of their learning.
The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs	Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.	Teachers embed digital technologies to develop, monitor and evaluate pupils' literacy and numeracy development on an ongoing basis. 
	Teachers facilitate pupils' active use of a range of digital technologies to address individual learning needs.	Teachers reflect on and enhance pupils' active use of a range of digital technologies based on their individual learning needs. 

Notes	
<ul style="list-style-type: none"> <li>• WordWall</li> <li>• Kahoot</li> <li>• Google Suite</li> <li>• Spellings 4 Me</li> <li>• Daily 10</li> <li>• Jolly Phonics CPD</li> </ul>	
<ul style="list-style-type: none"> <li>• Nessy</li> <li>• Spellings 4 Me (levels)</li> <li>• Science Blast</li> <li>• Zoom Debate</li> <li>• Google Drive:               <ul style="list-style-type: none"> <li>◦ CM</li> <li>◦ Plans</li> </ul> </li> <li>• Aladdin - PT Meeting</li> <li>• Daily 10</li> <li>• Google Suite</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment policy being developed</li> <li>• Google Drive + Aladdin central source for plans &amp; policies</li> </ul>
<ul style="list-style-type: none"> <li>• Daily 10</li> <li>• W2R activities</li> <li>• Stand. Tests</li> <li>• Nessy</li> <li>• Vocab</li> </ul>	
<ul style="list-style-type: none"> <li>• Jolly Classroom</li> <li>• Abair Liom</li> <li>• Nessy</li> <li>• Maths games</li> <li>• Interactive lessons via clevertouch</li> <li>• Spellings 4 me</li> <li>• Write 2 Read</li> </ul>	

## DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE	<u>Notes</u>	
<p>Teachers value and engage in professional development and professional collaboration</p>	<p>Teachers engage in professional development and work with colleagues to help them select and align 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>	<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 collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Nesy</li> <li>• Cubbie</li> <li>• Jolly Phonics</li> <li>• Spellings 4 Me</li> <li>• Daily 10</li> <li>• Inclusive Classroom</li> <li>• PLC webinars</li> </ul>	
<p>Teachers work together to devise learning opportunities for pupils across and beyond the curriculum</p>	<p>Teachers participate in professional online communities to help them design learning opportunities for pupils across and beyond the curriculum.</p> <p>Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for pupils.</p>	<p>Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for pupils across and beyond the curriculum. </p> <p>Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful interdisciplinary learning experiences for pupils. </p>	<ul style="list-style-type: none"> <li>• Jolly Phonics</li> <li>• Cubbie</li> <li>• MR PLC</li> <li>• Jolly Phonics CPD</li> <li>• Teacher visits</li> <li>• SEN + HSCL cluster</li> <li>• SOLAS project</li> <li>• Dragon's Den</li> </ul>	
<p>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</p>	<p>Teachers develop and implement the ethical use of digital technologies to gather, share, and interpret relevant data on pupil learning with colleagues.</p> <p>Teachers use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices.</p>	<p>Teachers collectively develop and implement the ethical use of digital technologies to gather, share and interpret relevant data on pupil learning to improve data management and inform whole school formative and summative assessment practices. </p> <p>Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole school level. </p>	<ul style="list-style-type: none"> <li>• SSP - Aladdin</li> <li>• Stand. Tests</li> <li>• Core Targets</li> <li>• SET + ISM meets</li> </ul>	
<p>Teachers contribute to building whole- staff capacity by sharing their expertise</p>	<p>Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.</p>	<p>Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils. </p>	<ul style="list-style-type: none"> <li>• Daily 10 - Shane</li> <li>• Spellings 4 Me - Maureen</li> <li>• Assessment; Aileen</li> </ul>	

**Primary – leadership and management**

**DOMAIN 1: LEADING LEARNING AND TEACHING**

Notes

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	<p>The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice.</p> <p>The school's self-evaluation process includes a vision and mission statement that clearly articulates the potential of digital technologies to enhance learning, teaching and assessment.</p> <p>The principal and other leaders in the school have a shared understanding of why and how the school seeks to integrate digital technologies, and lead the development of effective policies and practices to support technology integration.</p> <p>They promote and encourage the use of digital technology to foster innovation and creativity.</p> <p>They recognise the value of individual and collective contributions and achievements.</p>	<p>The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate the sharing of practice.</p> <p>The principal, with those leading the process, uses SSE very effectively to embed digital technologies in a way that is engaging and challenging and enables all pupils to become active and motivated learners.</p> <p>The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity, and embed digital technologies in all aspects of learning, teaching, and assessment.</p> <p>They facilitate teachers on a whole-school basis to critically reflect and experiment with a range of digital technologies, continuously evaluate the effectiveness of their use, and revise their teaching strategies accordingly.</p>
Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil	<p>The principal and other leaders in the school have effective systems for monitoring pupils' progress and development. They recognise that digital technologies can support systematic monitoring to help pupils reach their full potential.</p> <p>The school takes measures to use appropriate digital and assistive technologies to protect and ensure learners' physical, psychological and social well-being.</p> <p>The school understands how access to digital technologies can create divides and how pupils' social and economic conditions can impact the way technology is used.</p>	<p>The principal and other leaders in the school have highly effective technology-based systems for monitoring pupils' progress and development. They ensure that these systems are used to help pupils reach their full potential.</p> <p>The school empowers teachers and learners to manage risks and use appropriate digital and assistive technologies to support their own social, psychological and physical wellbeing.</p> <p>The school understands the risk of exacerbating inequalities experienced by disadvantaged pupils and takes steps to ensure that special measures are in place to provide for the needs of these pupils.</p>
Manage the planning and implementation of the curriculum	<p>The principal and other leaders in the school plan for and implement a broad and balanced curriculum using digital technologies that offer new opportunities for learning.</p> <p>They are committed to ensuring that the school curriculum is implemented in a way that provides valuable learning experiences designed to exploit the potential of digital technologies.</p>	<p>The principal and other leaders in the school plan for and implement a broad and balanced curriculum that embeds digital technologies to support communication, collaboration, knowledge co-creation and civic participation.</p> <p>They purposefully ensure that the use of digital technology is embedded across the school curriculum, whereby all pupils engage with valuable learning experiences.</p>

<ul style="list-style-type: none"> <li>Aladdin</li> <li>Google Suite</li> <li>Spellings 4 Me</li> <li>Core Targets</li> <li>Daily 10</li> <li>CPD</li> <li>New Clevertouch screens</li> <li>Visualisers</li> </ul>	
<ul style="list-style-type: none"> <li>Aladdin - Stand. Test</li> <li>Peace Circles</li> <li>Internet Safety - Cyberbullying</li> <li>Child Safety Stat.</li> <li>Provision of laptops during school closures</li> </ul>	<ul style="list-style-type: none"> <li>Educational piece around protecting learners psychological and social well being</li> </ul>
<ul style="list-style-type: none"> <li>IT integrated into T &amp; L; Spellings 4 me, SESE, Jolly Classroom etc.</li> <li>IT has a specific purpose</li> </ul>	



Foster teacher professional development that enriches teachers' and pupils' learning

The principal and other leaders in the school support teachers' continuing professional development to develop teacher competence in the use of digital technologies, to support high-quality teaching and 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.

## Notes

- Sharing of practice
- CPD: Inclusive Classroom
- Jolly Classroom : summer course

**DOMAIN 2: MANAGING THE ORGANISATION**









STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE	Notes
Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.	The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community. 	<ul style="list-style-type: none"> <li>• Data Protection Policy</li> <li>• Google Suite</li> <li>• Acceptable use Policy</li> <li>• Child Safeguarding Statement</li> </ul>
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	<p>The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.</p> <p>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard.</p> <p>Physical learning spaces have been designed or adapted to harness and optimise the use of a range of digital technologies for learning. </p>	<p>The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment. </p> <p>The board of management ensures the provision and maintenance of digital teaching aids and equipment to a very high standard. </p> <p>Physical learning spaces have been designed or adapted and furnished to harness and optimise the use of digital technologies, to provide access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.</p>	<ul style="list-style-type: none"> <li>• Interactive WB</li> <li>• Visualiser</li> <li>• Nessy</li> <li>• Aladdin Mgt Syst.</li> <li>• Sound Syst. = intercom</li> <li>• QWERTY</li> <li>• Hall &amp; Library Screens</li> </ul>
Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	<p>In their implementation of policies that pertain to the use of digital technologies, the principal and other leaders in the school recognise challenging situations when they arise, and look for solutions to resolve matters satisfactorily. </p> <p>The principal and other leaders in the school foster a positive attitude towards the use of digital technologies and encourage respectful interactions at all levels within the school community.</p>	<p>In their implementation of policies that pertain to the use of digital technologies, the principal and other leaders in the school are alert to potentially challenging situations. They work pre-emptively and effectively to manage them, and adopt a solution-focused approach.</p> <p>The principal and other leaders in the school model and develop a strong culture of digital citizenship which fosters mutual trust and shared accountability with respectful interactions at all levels within the school community. </p>	<ul style="list-style-type: none"> <li>• New tablets for AS</li> <li>• New licenses for NESSY</li> <li>• Junior staff CPD</li> <li>• Jolly Classroom</li> <li>• New Spelling Program</li> <li>• Dignity at Work Statement</li> </ul>
Develop and implement a system to promote professional responsibility and accountability	The principal and other leaders in the school ensure that the effective use of digital technologies for learning, teaching and assessment is included in teachers' review of their own practice. 	The principal and other leaders in the school promotes a culture of individual and collaborative review of the use of digital technologies for learning, teaching and assessment, as part of an effective professional accountability process.	<ul style="list-style-type: none"> <li>• Google Drive - Plans + Cuntas Miosuil</li> <li>• Templates for W2R, core targets assessment shared.</li> </ul>

### DOMAIN 3: LEADING SCHOOL DEVELOPMENT

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Communicate the guiding vision for the school and lead its realisation	The board of management and principal are proactive in articulating a vision for the use of digital technologies as outlined in the Digital Strategy for Schools. This vision is actively communicated to the wider school community. 	The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies.
Lead the school's engagement in a continuous process of self- evaluation	The use of digital technology is considered and embedded where appropriate throughout the school self-evaluation process. 	The principal and other leaders in the school keep abreast of technological changes, and ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes in line with the school improvement plan.
Build and maintain relationships with parents, with other schools, and with the wider community 	<p>The school has an explicit communication strategy in place, which identifies and uses websites and social networks, to communicate effectively with the whole-school community. </p> <p>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. </p> <p>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.</p>	<p>The school has a dynamic digital presence which is updated regularly and used by the school and school community to leverage online collaboration, sharing, communication and learning.</p> <p>The principal and other leaders in the school use the embedded functionalities of administrative tools to reflect upon, analyse and better understand individual learners' educational needs and progress.</p> <p>The school actively builds and maintains collaborative and innovative partnerships with other schools, external organisations, industry and the wider community, facilitated and sustained as appropriate using digital technologies.</p>
Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school. 	The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment.

Notes	
<ul style="list-style-type: none"> <li>Currently reviewing digital framework</li> </ul>	
<ul style="list-style-type: none"> <li>Spellings 4 Me</li> <li>CPD</li> <li>Daily 10</li> <li>Google Drive - Plans</li> <li>Aladdin</li> <li>Jolly Class/Abair Liom etc</li> </ul>	
<ul style="list-style-type: none"> <li>Instagram</li> <li>Aladdin</li> <li>Facebook</li> <li>Past pupils</li> <li>Twitter</li> <li>Changemaker</li> <li>Coding workshops</li> <li>Zoom:               <ul style="list-style-type: none"> <li>Chess</li> <li>Debating</li> <li>Oceans</li> <li>Coding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Increase focus on the website</li> <li>Link in with other schools in ERST/DCU networks through zoom debate, chess, sharing of background etc.</li> </ul>
<ul style="list-style-type: none"> <li>21st Century learning skills</li> </ul>	

**DOMAIN 4: DEVELOPING LEADERSHIP CAPACITY**

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE	<u>Notes</u>	
<p>Critique their practice as leaders and develop their understanding of effective and sustainable leadership</p>	<p>The principal and other leaders in the school ensure that technology systems are in place to support the digital pedagogical practices within the school. </p> <p>They question their own practice in relation to the use of digital technologies through processes of personal reflection and identify areas of their practice that require improvement. </p>	<p>The principal and other leaders in the school reflect on, critically assess and actively develop the digital pedagogical practices within the school.</p> <p>They develop self-awareness by regularly questioning their own practice in relation to the use of digital technologies through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.</p>	<p>-review digital framework -develop new DL plan -provide space for new ideas i.e. Daily 10, Spellings, Nessy etc</p>	
<p>Empower staff to take on and carry out leadership roles</p>	<p>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.</p> <p>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.</p> <p>They identify and support opportunities for staff to actively engage in the process of building digital capacity, innovative use and engage with research.</p>	<p>The principal and other leaders in the school encourage teamwork in all aspects of school life. They  and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity. </p> <p>They provide and manage an effective mentoring programme both to support teachers in new roles and to develop the leadership capacity of mentors in the use of digital technologies  ning, teaching and assessment.</p> <p>They identify and support opportunities for staff to share innovative practices and engage in research that actively impacts on the use of digital technologies  rning, teaching and assessment.</p>	<p>-AP postholder for IT appointed -Sharing of good practise encouraged -Provide a space for the above to happen -Senior staff work with new staff to support aladdin/drive etc.</p>	
<p>Promote and facilitate the development of pupil voice and pupil leadership</p>	<p>The principal and other leaders in the school value pupils' views, and support pupils' involvement in how digital technologies are being used to support their learning.</p>	<p>The principal and other leaders in the school encourage and expect pupils to act as self-directed learners and pupils are considered co-designers of the learning process, using a range of digital tech  s.</p>	<p>-Nessy, Abair Liom, Spellings for me, Project work</p>	
<p>Build professional networks with other school leaders</p>	<p>The principal and other leaders in the school engage in professional dialogue with their peers and relevant national bodies around the use of digital technologies for learning, teaching and assessment. They seek to apply what they learn to their practice. </p>	<p>The principal and other leaders in the school actively build and extend engagement with professional networks for school leaders and managers locally and internationally. They embed learning from these networks in learning, teaching and assessment practices throughout the school.</p>	<ul style="list-style-type: none"> <li>• ERST</li> <li>• DCU</li> <li>• SET + HSCL cluster</li> <li>• Qwerty</li> </ul>	

## Digital Literacy Review (4/10/23):



### Future priorities:

1. Online Safety Policy
2. Age/class appropriate digital understanding (i.e. checklist of skills per class - 1st upwards)
3. Teacher individual practice - Google Drive for planning/prep etc.
4. Website