

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:

- The Red Door School is a special school setting, serving the needs of pupils with diagnosis of autism and complex needs. The ethos of The Red Door School is to provide child-centred education through individualised programmes for each pupil. Underpinning all aspects of school life is the pupil's right to learn in a happy, positive and respectful environment, to be happy and to be an active participant in their own education.

1.2 School Vision:

- The vision of our school community for digital learning is to realise the potential of digital technologies, to create 21st Century learning experiences that enrich the pupils' learning and develop their transferable skills. The effective use of digital technologies will become embedded in teaching, learning and assessment practices in our school. There will be an emphasis on safety and becoming responsible digital citizens. Underpinning all aspects of school life is the pupil's right to learn in a happy, positive and respectful environment, to be happy and to be an active participant in their own education, using technology to do so.
- Teachers and pupils will have access to digital technologies to enhance their learning experiences. All staff will have opportunities to develop confidence, competence and feel supported in their use of technology to complement teaching, learning and assessment. They will be encouraged to become reflective practitioners who identify their own strengths and areas of development, and then pursue relevant CPD opportunities. Staff will be encouraged to enhance collaboration within the school community which is reflective of real world practices.

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

- Internet access available across the school - WIFI and Ethernet
- In each Classroom:
 - IWB
 - Laptop
 - 1 to 2 iPad Tablets

- 1 Echo Dot
- 1 Desktop PC
- 1 Wii games console

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the school year 2019/2020, however due to the COVID19 Pandemic and our school moving into temporary accommodation with the loss of our ICT equipment implementation has been on hold. We evaluated our progress using the following sources of evidence:

- Surveys with teachers and staff in a combination of paper and online surveys
- Feedback questionnaire with staff based on initial thoughts and impressions on DLF process

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

- Teaching and Learning – Teachers' Collaborative Practice

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

Standard	Statement(s)
Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.

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

- There is evidence of some teachers making effective use of digital technology, with a range of abilities present
- The school is equipped with a variety of digital technologies, and a stable WIFI and ethernet network available across the school
- Students make regular use of digital technology

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

- All teachers make effective use of digital technology in their teaching on a daily basis
- Build up and upskill on eportfolios.
 - Microsoft Teams
 - Office 365
 - Zoom
 - Class Dojo
 - iMovie
- Make a decision and trial an eportfolio.
 - Microsoft Teams (communication)
 - Office 365 (sharing planning and work packs)
 - Zoom (whole school and class communications, as well as MDT meetings)
 - Class Dojo (sharing evidence of work and work samples – PLC: Writing. Can be used to show evidence of **Engagement**: Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others)
 - iMovie (Green Screen – PLC: Reading. Can be used for **Motivation and Choice**: Green Screen can be used to facilitate the choosing, reading and communicating of text in a range of genres and languages for pleasure, interest and specific purposes)
- All teachers use a collaborative digital learning platform where digital evidence for teaching and learning (images, projects, plans, ideas) are shared – Class Dojo, Teams, Office.

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) Teachers Collaborative Practice				
STANDARD(S): (From Digital Learning Framework)				
Teachers contribute to building whole staff capacity by sharing their expertise				
STATEMENT(S): (From Digital Learning Framework)				
Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment..				
Targets: (What do we want to achieve?) All teachers make effective use of digital technology in their teaching on a daily basis				
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?)
Teaching staff meet to discuss and decide how best to use the Class Dojo app as an eportfolio. Training sessions for teachers and staff on a regular basis to enable them to use DT for teaching and learning.		All teachers Digital learning team	All teachers will be competent and comfortable in using the See Saw app to take pictures and share samples of children working and their work samples. Training provided and staff familiar with new technologies Timetable to be devised, and session ongoing	<ul style="list-style-type: none"> • Laptops • Tablets • IWB • New software

Teachers regularly upload samples to the digital learning platform (Class Dojo) – two photos of children working per week. Using as a class noticeboard and make use of the individual profiles for sharing information regarding each individual child.		All teachers	4 pieces of evidence of use per class uploaded to digital learning platform (Class Dojo) and details of use included in Cuntas Míosúil	
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
<p>Principal to informally check in on progress with staff members at staff meetings and individually - providing support where necessary Included as part of the Cuntas Míosúil Members of the DLT have short meeting once per month?</p> <p><i>03/20: Boardmaker training given to all staff</i> <i>03/20: Teacher meeting – agreed to upload more pictures to Class Dojo</i> <i>04/20 & 05/20: Various CPD courses regarding use of Zoom, Teams, Online Teaching, Class Dojo and Green Screen (samples of each ongoing).</i></p>				