

Faughart Community National School

- Faughart, Dundalk, Co Louth, A91 D897
- www.faughartcns.ie
- 042 83 71931
- faughartcns@lmetb.ie



Association for
Louth and Meath Education
and Training (Búro)

LMETB's Registration Charity Number (RCN) is CHY 20927

Faughart CNS Digital Learning Plan 2024

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:

- Faughart Community National School has with three mainstream classrooms under the patronage of Louth Meath Education Training Board (LMETB).

1.2 School Vision:

- The promotion of a caring and positive school environment, where every pupil, their welfare, wellbeing and health is a priority in Faughart CNS. The uniqueness of each child is celebrated and individual needs identified and support personalised.
- Faughart CNS fosters a positive school culture, where pupils have positive and respectful interactions with their teachers and peers. Pupils are active and valued members of the school community.
- Pupils are nurtured to have respect for themselves and others, and be responsible for their behaviour and their learning.
- Pupils are encouraged to have high expectations for their learning and work diligently and creatively to learn knowledge and skills to prepare them for a future of life-long learning.

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

- Faughart Community National School has with four mainstream classrooms and is under the patronage of LMETB. The effective integration of ICT into the teaching, learning and assessment has been a priority in the school, ensuring that resources are in place for implementing ICT across the curriculum for all teachers and pupils. All mainstream classrooms are equipped with ultrashort throw projectors and Smartboard IWBs. There are 6-7 pupil PC's at the back of each of the mainstream classrooms and a teacher and pupil's PC in the SET room.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *September 2022 to March 2023*. We evaluated our progress using the following sources of evidence:

- Teacher Professional Dialogue
- Pupil Observations



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

Primary – Leadership and Management

Domain 3: Leading School Development

Domain 1: Leading Learning and Teaching

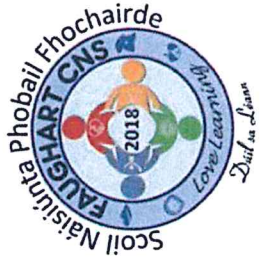
Primary – Teaching and Learning

Domain 1: Learning Outcomes

Domain 3: Teachers' Individual Practice

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

Standard	Statement(s)
<p>Leadership and Management- Domain 3: Leading School Development Build and maintain relationships with parents, with other schools, and with the wider community</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>Leadership and Management - Domain 1: Leading Learning and Teaching Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil</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>Teaching and Learning -Domain 1: Learning Outcomes Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</p>	<p>Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p>
<p>Teaching Learning - Domain 3: Teachers' Individual Practice The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning</p>	<p>Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.</p>



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

- Effective communication with parents using Aladdin App
- Effective teaching using teacher created videos, teams online lessons and daily learning plans on the website during 2020 Lockdown
- Effective assessment during online lessons and reviewing pictures of pupils' completed work or online quizzes
- Providing school ipads to pupils requiring access to devices
- Use of online learning applications
- Enthusiastic computer literate teachers and pupils
- Support of LMETB ICT Department
- LMETB Office 365 accounts with Minecraft for Education included as standard

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

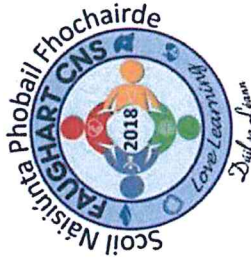
- **Use of Technology:**
 - Embed the use of Office 365 tools for pupils in the classroom as home as appropriate.
 - Explore the use of Minecraft for Education and other innovative technology tools in teaching and learning across the curriculum.
 - Explore the use of Office 365 tools for assessment in all classrooms*
 - Explore the use of technology for supporting differentiated instruction*
- **School Website and Twitter Account:**
 - Continue to embed digital communication among teachers, pupils, parents and the wider school community using the school website and school twitter account.
- **Aladdin School System for Pupils Records:**
 - Embed the use of the Aladdin management system with its templates to track pupil data, progress, incidents and Student Support files for effective monitoring and collaboration when appropriate



3. Our Digital Learning plan

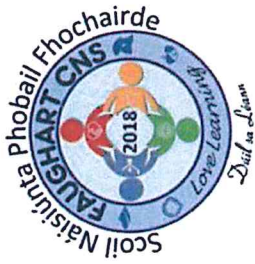
On the next page we have recorded:

- 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) Leadership and Management Domain 3: Leading School Development				
STANDARD(S): (From Digital Learning Framework) Build and maintain relationships with parents, with other schools, and with 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 school community to leverage online collaboration, sharing, communication and learning				
TARGETS: (What do we want to achieve?)				
<ul style="list-style-type: none"> ● The school will implement regular use of the school website and twitter account to communicate effectively with parents. ● Teachers will publish digital tools on the school website to enable pupils to share learning between school and home. ● Pupils will utilise office 365 accounts to create a OneDrive e-portfolio for sharing and collaborating on digital projects with their teacher and their peers. ● Pupils will utilise Teams to participate in Teams live learning opportunities if remote teaching is implemented 				
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"> ● Regular posts on the school website and twitter informing parents and the school community on the teaching and learning in all classes 	From January 2021 – ongoing	<ul style="list-style-type: none"> ● All teachers in Faughart CNS 	<ul style="list-style-type: none"> ● Two posts per teacher per month on twitter or website 	<ul style="list-style-type: none"> ● Accounts for the school website ● School Twitter account access



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"> Links to online learning tools on the class page on the school website 	From January 2021 – ongoing	<ul style="list-style-type: none"> All teachers in Faughart CNS 	<ul style="list-style-type: none"> Pupils using the online learning tools at home and school to reinforce learning 	<ul style="list-style-type: none"> School website and relevant online tools (e.g. quizlet spelling activities)
<ul style="list-style-type: none"> School Office 365 accounts created for all pupils Training of use of Office 365 tools for pupils 	From January 2021 – ongoing	<ul style="list-style-type: none"> Principal to ensure accounts are created Teachers to ensure pupils are trained 	<ul style="list-style-type: none"> All pupils using Office 365 OneDrive as their E-Portfolio of their digital projects 	<ul style="list-style-type: none"> Office 365 online accounts

EVALUATION PROCEDURES:

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

Evaluation in March 2022

These actions were reviewed in March and following observations were made:

- Teachers are making great efforts to keep the school community informed on the teaching and learning going on in all classrooms.
- Useful links for online learning tools for pupils and information are parents are available on all class pages on the website.
- All pupils have Office 365 accounts

The above actions are being achieved in the school, however it is necessary to continue to have the above as targets to ensure that these good practices are embedded within each classroom.

Evaluation in March 2023

Teachers are continuing to embed the great practices of sharing and creating a dynamic digital presence.

These targets need to continue to be monitored in order to embed this good practice in all rooms.

The use of pupils' Office 365 accounts and Microsoft tools should be explored further in line with the creation of a school assessment policy.



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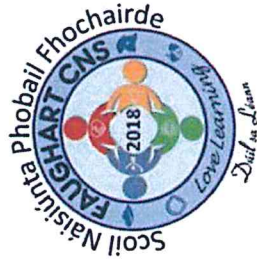
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Evaluation in January 2024

Twitter wasn't reaching much of our community so we have extended our online reach to include Facebook and Instagram. All posts added to twitter now go on the new social accounts.
Renewed effort from all teachers to commit to posting two posts a month minimum, particularly science investigations as this is used for the science award.



Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework) Leadership and Management Domain 1: Leading Learning and Teaching

STANDARD(S): (From Digital Learning Framework) Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil

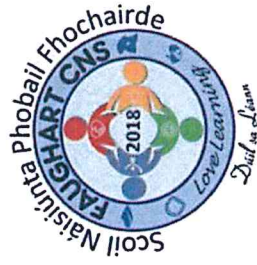
STATEMENT(S): (From Digital Learning Framework)

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.

TARGETS: (What do we want to achieve?)

- The school will utilise the Aladdin management system for monitoring pupils' process and development.
- All teachers will track the results of pupils' weekly and termly assessments on the Aladdin system which will ensure effective sharing of pupil data throughout the school.
- The Special Education Teacher (SET) and the class teacher will collaborate together to create student support files if necessary on the Aladdin system. Any data relating to the pupils' behaviour, progress and development will be tracked collaboratively on the Aladdin system.

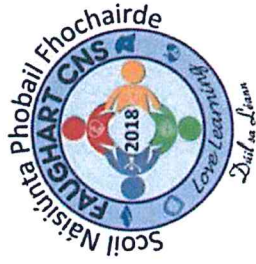
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<ul style="list-style-type: none"> ● Template documents for Student Support file to be maintained on the Aladdin system. ● This template to be used for all pupils receiving learning support by the SET. 	<ul style="list-style-type: none"> ● From January 2021 - ongoing 	<ul style="list-style-type: none"> ● All teachers 	All pupils receiving SET support have Student Support file on Aladdin, digitally signed using permission feature of Aladdin app.	<ul style="list-style-type: none"> ● Aladdin system



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"> ● All teachers and SET teacher to continue track weekly and termly assessment data using the Aladdin Test functionality 	<ul style="list-style-type: none"> ● From January 2021 - ongoing 	<ul style="list-style-type: none"> ● All teachers in Faughart CNS 	<ul style="list-style-type: none"> ● All pupil assessment data tracked on Aladdin. 	<ul style="list-style-type: none"> ● Aladdin system
<ul style="list-style-type: none"> ● Standardised test results to be entered on the Aladdin system: <ul style="list-style-type: none"> ○ Mist for SI ○ English and Maths ○ Standardised tests for 1st – 6th ○ NRIT/NVRT for 2nd – 6th ○ Junior Infant Phonics Checklist ○ Junior Infant Development Checklist 	<ul style="list-style-type: none"> ● From January 2021 - ongoing 	<ul style="list-style-type: none"> ● All teachers in Faughart CNS 	<ul style="list-style-type: none"> ● All pupil standardised assessment data tracked on Aladdin. 	<ul style="list-style-type: none"> ● Aladdin system
<ul style="list-style-type: none"> ● All accidents, incidents and bullying reports to be tracked on appropriate templates on Aladdin for all pupils. 	<ul style="list-style-type: none"> ● From January 2021 - ongoing 	<ul style="list-style-type: none"> ● All teachers in Faughart CNS 	<ul style="list-style-type: none"> ● All incidents tracked on Aladdin. 	<ul style="list-style-type: none"> ● Aladdin system

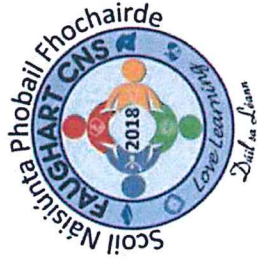


<ul style="list-style-type: none"> All teacher planning documents to be created and saved on Sharepoint. Monthly Cuntais Mhíosula to be uploaded in Documents in Aladdin 	<ul style="list-style-type: none"> From March 2021 	<ul style="list-style-type: none"> All teacher in Faughart CNS 	<ul style="list-style-type: none"> Cuntais Mhíosula stored in Aladdin 	<ul style="list-style-type: none"> Aladdin system
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
<p>Evaluation in March 2022</p> <ul style="list-style-type: none"> Teachers are making great efforts to ensure that all information is tracked on Aladdin. All standardised testing, class testing, incidents, reports are stored on Aladdin. Due to lack of SET hours initially this year and the fact that there was no permanent SET in place until end of January, a lot of the planning for SET and pupil targets are in paper format in folders. The aim is that this would be moved online to Aladdin in Term 3 now that a more structured SET timetable and teachers are in place. The Monthly Cuntais Mhíosula are being shared by teachers on Sharepoint and a physical copy is being stored in the file in the office. 				
<p>Evaluation in March 2023</p> <ul style="list-style-type: none"> Classroom teachers are all documenting assessments on Aladdin. Infant phonics and maths checklists to be agreed and added on Aladdin assessments. SET timetable is much more structured this year and SSP are now on Aladdin for children. Time for SET to review files and contact parents needed in June every year. PT meeting in January for oral review These actions need to continue to be embedded next year. 				
<p>Review Jan 2024</p> <p>Continue to embed good practice. SET reports should be attached to log of actions going forward to keep important documents together.</p>				



Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework) Teaching and Learning, Domain 1: Learning Outcomes				
STANDARD(S): (From Digital Learning Framework) Pupils enjoy their learning, are motivated to learn and expect to achieve as learners				
STATEMENT(S): (From Digital Learning Framework) Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.				
TARGETS: (What do we want to achieve?)				
<ul style="list-style-type: none"> ● Pupils will demonstrate very high levels of interest and participation in creative STEM projects using Minecraft for Education/programming/podcasting/video . ● Teachers will enhance STEM teaching, learning and assessment by using Minecraft for Education/programming/podcasting/video in the classroom and integrate this learning across multiple curriculum areas. ● The school will engage with parents in communicating the value of STEM education and the STEM activities completed in the classrooms. 				
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"> ● Pupils to explore the use of Minecraft for Education/programming/podcasting/video in class ● Pupils in Room 3 to support pupils in Room 1 as necessary ● Teachers to communicate this innovative teaching and learning with parents using Twitter. 	<ul style="list-style-type: none"> ● From January 2022 – ongoing 	<ul style="list-style-type: none"> ● All teachers in Faughart CNS 	<ul style="list-style-type: none"> ● Pupils in all classes 	<ul style="list-style-type: none"> ● Pupil office 365 accounts with Minecraft for Education as standard



EVALUATION PROCEDURES:

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

Evaluation in March 2023

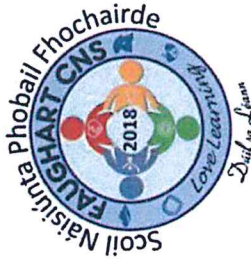
Pupils enjoyed the use of Minecraft in 2021-2022. It was determined that the use of Minecraft as a teaching tool would be best utilised on a two-year cycle with other ICT tools, such as Micro-bits or scratch programming/code.org utilised on the end year.

Targets updated to reflect other innovative technology tools (programming/podcasting/video) to be used to engage pupils in attaining learning outcomes

3rd up focus on coding with Minecraft/microbit/microsoft make code/scratch/code.org

Evaluation in Jan 2024

Continue to embed good practice. Put Peer mentoring plan between Room 3 and 4 in place to support Junior 1 infants.



Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework) Teaching and Learning, Domain 3: Teachers' Individual Practice

STANDARD(S): (From Digital Learning Framework)

The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

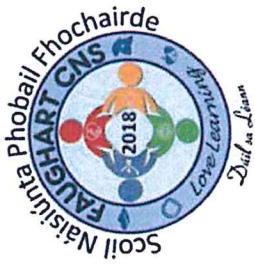
STATEMENT(S): (From Digital Learning Framework)

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

TARGETS: (What do we want to achieve?)

- Teachers of pupils in 3rd to 6th class will utilise the Spellings For Me Online Spelling Programme for differentiated spellings for each pupil
- Teachers will explore of use of Microsoft Reading Progress and Reading Coach to assess and progress pupils reading fluency.

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"> ● Pupils in Room 3 and Room 4 to be given Spellings For Me accounts with usual passwords ● Pupils to quiz on the system weekly to create individual Weekly spelling lists ● Pupils to test on the system weekly to assess learning 	<ul style="list-style-type: none"> ● From September 2022 – ongoing 	<ul style="list-style-type: none"> ● Teachers of 3rd, 4th, 5th and 6th class pupils 	<ul style="list-style-type: none"> ● Pupils in 3rd – 6th will have differentiated spellings 	<ul style="list-style-type: none"> ● Spellings for me ● Workbooks and online accounts



<ul style="list-style-type: none"> Teachers to communicate this assessment using Aladdin classroom tests weekly 				
<ul style="list-style-type: none"> Room 3 and Room 4 to pilot the assessment of reading fluency using Reading Progress on Teams, with an aim to assess each child once a term. SET to explore and pilot assess blending to read words in Senior infants, fluency in Room 2. 	<ul style="list-style-type: none"> Start exploring in Term 3 2023 	<ul style="list-style-type: none"> Class teachers and SET teacher 	<ul style="list-style-type: none"> Documented fluency progression in children's reading levels 	<ul style="list-style-type: none"> Teams Appropriate text

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

Evaluation in March 2024



Spellings for Me effective in Room 3 and 4. Also effective in differentiating spelling with SET collaboration.
 Reading Progress not beneficial as teachers assessing reading fluency several times a week in class.
 Read Theory great for Room 4 and 3 – going well.
 Freckle for Room 2
 Phonic plays to be implemented
 Khan Academy in Room 1 and SET
 Explore use of Whole School account for WordWall for engaging and interactive teacher created games to consolidate learning
 To conclude the target with reading progress is not longer a priority. Other tools listed above to be prioritised to facilitate differentiating learning in all classes.



lmetb

Bord Oideachais agus Oiliúna Lú agus na Mí
Louth and Meath Education and Training Board

Policy for Resolution/Ratification by LMETB Board

School	Faughart Community National School
Policy Title	Digital Learning Plan
Date of School Board of Management Meeting	16/01/2024
Please confirm if a quorum was present at the meeting (4)	Yes
Please confirm if the completed Policy Consultation Record was presented at the meeting	Yes
Policy Proposed By	John Doherty
Policy Seconded By	Ruth Elliott
Signed	 Chairperson of Board of Management
Date	16/01/2024
Signed	 Principal
Date	16/01/2024