

# St Catherine's School

## Digital Learning Plan 2020/2021

### 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. We aim that our School's Digital Learning Plan will support our SSE process in relation to assessment practices both summative and formative and embedding digital technologies into teaching, learning and assessment effectively. This digital learning plan will be in use for the period of March 2020 to June 2021.

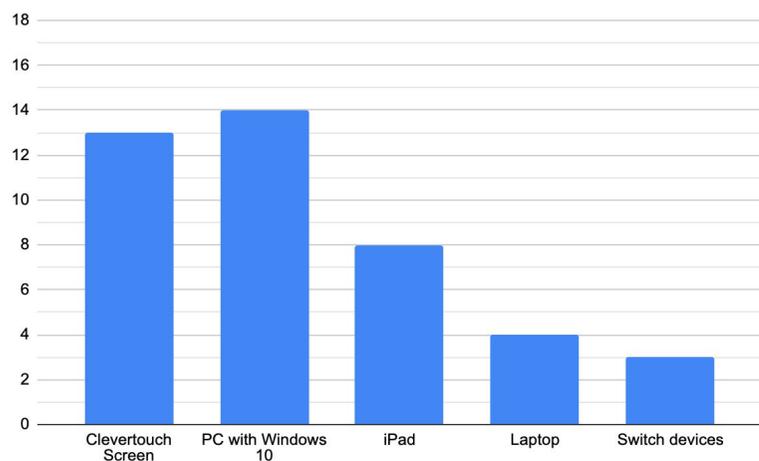
### 1.1 School Details:

St Catherine's Special School provides education for students aged 4-18 with moderate, severe or profound learning disabilities and/or a diagnosis on the autism spectrum. A number of our students also present with emotional and behavioural disabilities, physical disabilities, complex health and medical needs. The school is located in two buildings, Kilmullen Land and the EDC with 11 classes based in Kilmullen Lane and 5 classes based in the EDC. The current enrollment is 94. Alongside the Principal and administrative Deputy Principal, there are 16 teachers, a home economics teacher, a PE teacher, a swimming teacher and 47 Special Needs Assistant (SNAs).

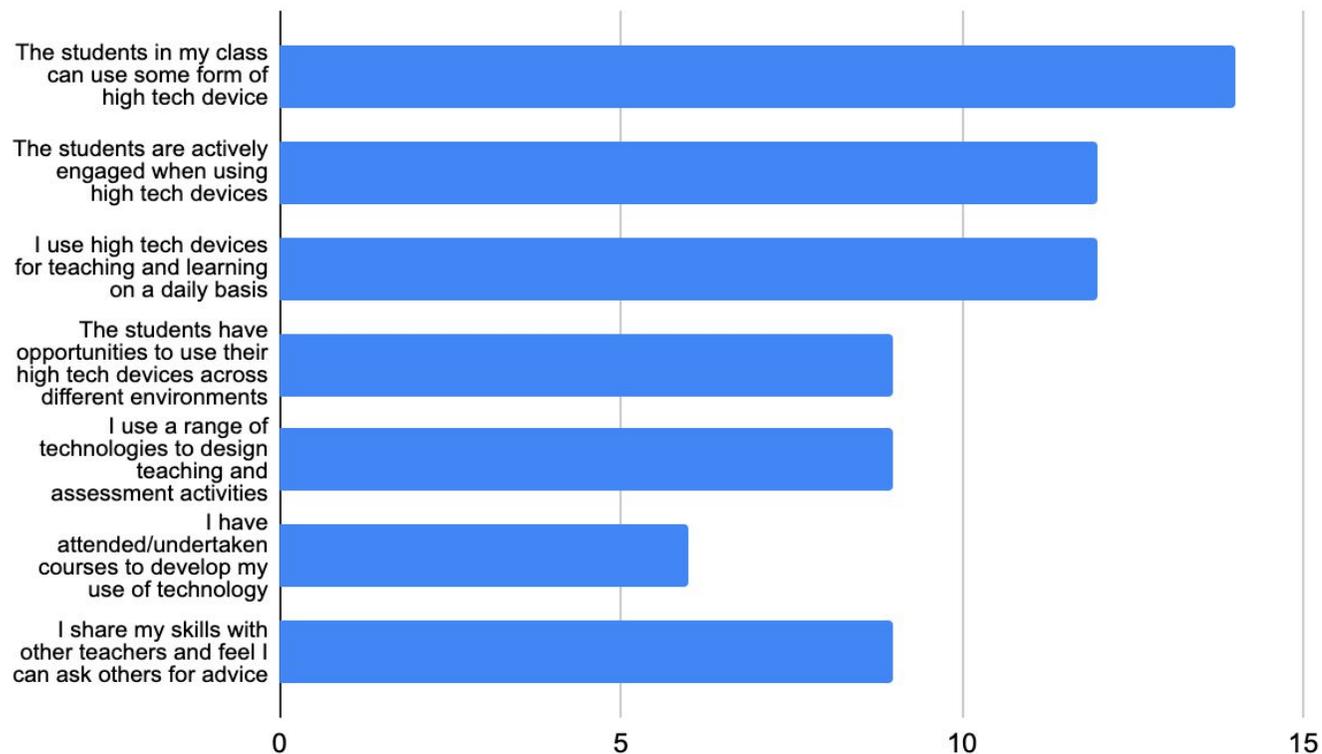
### 1.2 School Vision:

Our school strives to deliver a service of excellence that is student centred, responding to each individual student's needs, ensuring that each achieves his or her full potential and is supportive of both students and their families. We recognise the ability of digital technologies to support and enhance our existing vision for teaching, learning and assessment practices within our school.

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



Alongside school owned digital technologies, classrooms also have a wide range of assistive technology equipment such as Eye gaze, iDevices with AAC apps, Tobii Dynavox, Accent 800 and Grid 3 that has been funded by the HSE and used by the students and staff in school.



Results from a recent survey indicated that teachers feel the use of digital technologies is very accessible and important to the students of St Catherine's School. For the previous two years the school has been using Gsuite for Education in order to streamline administrative tasks, share information and resources, create motivating learning stimuli and produce effective assessment tools.

## 2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *January 2020* to *February 2020*. We evaluated our progress using the following sources of evidence:

- teacher questionnaire
- inventory of classroom digital equipment
- observation of how students interact with digital technologies

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

- Primary Teaching and Learning - Domain 2: Learner Experiences
- Primary Teaching and Learning - Domain 3: Teacher's Individual Practice
- Primary Teaching and Learning - Domain 4: Teacher's Collective/Collaborative Practice

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

Standard	Statement(s)
Pupils engage purposefully in meaningful learning activities	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs. 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 collectively develop and implement consistent and dependable formative and summative assessment practices	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.

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

Teacher questionnaire results identify strengths in:

- using gsuite for education for emails, administrative tasks and sharing information
- wide knowledge base and experience amongst staff in using AAC

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

- Developing our use of tools within gsuite for education such as google slides for presentations
- Promoting and supporting more collaborative planning and sharing between teachers e.g. themes for SPHE, effective resource sharing
- Creating student assessment portfolios for Primary, Junior Cycle L1LP and Senior Cycle
- Planning for the purchase of future digital learning equipment and infrastructure
- Ensuring the involvement and support of the Board of Management and other stakeholders in implementing the plan
- Facilitating regular reviews of the Digital Learning Plan and initiative digital learning teams to disseminate digital learning throughout the school community

## 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 2: Learner Experiences				
Standard: Pupils engage purposefully in meaningful learning activities				
Statement: Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.				
Targets: Incorporating use of AAC into teaching and learning				
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>identifying and implementing ways AAC can be incorporated into class routines</li> <li>identifying and implementing ways AAC can be incorporated into group teaching and learning</li> <li>identifying and implementing ways AAC can be incorporated into 1:1 teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>June 2020 to identify information on best practices in using AAC</li> <li>September 2020 to start to implement new ways in using AAC in class to enhance student's engagement and learning experiences</li> <li>Ongoing for the school year from March 2020 to June 2021</li> </ul>	<ul style="list-style-type: none"> <li>Digital learning coordinator to establish Digital Learning Teams (DLT) in both primary and secondary areas of the school where class teachers can identify and share experiences in using AAC</li> <li>Digital learning coordinator to collate information on best practices and share with staff</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers have been able to use AAC to enhance teaching and learning experiences during group, 1:1 and routine activities</li> <li>Feedback to digital learning teams to discuss areas of strength and areas of growth with regards to pupils purposeful use for learning activities in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>AAC devices</li> <li>Class iPads to record short videos on good practice to share with others</li> </ul>
<b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
Teachers have identified the different AAC technologies and resources in their classes				

**Domain 3: Teacher's Individual Practice**  
**Domain 4: Teacher's Collective/Collaborative Practice**

**Standard:** The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning  
**Standard:** Teachers collectively develop and implement consistent and dependable formative and summative assessment practices

**Statements:** Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs. Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.  
**Statement:** 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.

**Target:** To develop skills such as using google slides, the effective use of interactive touch screens in class, designing differentiated learning resources, recording student progress, creating student portfolios  
**Target:** Creating progress or assessment portfolios for each student

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>Teacher training on using gsuite to create differentiated teaching and learning resources</li> <li>Creating assessment profiles for Primary, L1LP and Senior Cycle</li> <li>Inputting evidence of learning into assessment portfolios</li> </ul>	<ul style="list-style-type: none"> <li>Teacher training to be incorporated into Croke Park hours during the school year 2020/2021</li> <li>Assessment portfolios to be created in March 2020</li> <li>Assessment of learning evidence to be put in</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal in collaboration with Digital Learning Coordinator to identify areas of training required</li> <li>Principal to encourage all teachers to use their summer course for upskilling on digital learning</li> <li>Principal to create a uniformed template for the Primary, L1LP and Senior Cycle portfolios</li> <li>Class teachers to create portfolios for each student and put a range of</li> </ul>	<ul style="list-style-type: none"> <li>Teachers feel more confident in creating differentiated teaching and learning resources</li> <li>Each student has an assessment of learning portfolio</li> <li>Assessment for learning portfolios contain evidence</li> <li>Feedback on assessment for learning folders to individual teachers by the Principal</li> </ul>	<ul style="list-style-type: none"> <li>G Suite for Education</li> <li>Online assessment folders</li> <li>Shared class Ipads</li> <li>Croke Park hours</li> <li>PDST online training</li> </ul>

	portfolios starting from March 2020 <ul style="list-style-type: none"> <li>• Ongoing for the school year from March 2020 to June 2021</li> </ul>	effective, diverse evidence of learning into student portfolios <ul style="list-style-type: none"> <li>• Principal to review twice a year digital technology and assessment practices</li> </ul>		
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**EVALUATION PROCEDURES:**  
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

Templates for assessment portfolios have been created and shared with teachers  
 Teachers have created assessment portfolios for each student in their class  
 Review date of assessment folders to be carried out by the Principal in May 2020