

Loreto College Foxrock
Our Annual Digital Learning Plan
2023 to 2026

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to improve teaching, learning and assessment practices using digital tools. This plan was informed by the Department of Education's 'Digital Strategy for Schools to 2027' and the [Digital Learning Framework](#).

1.1 School Details:

Loreto College Foxrock (LCF) is an all-girls post-primary school founded in 1941 in response to a growing need for secondary education for girls. Currently we have 560 students and c.60 teaching staff. Over the years the college has responded to the increasing demands for a range of digital technologies necessary for teaching and learning.

1.2 School Digital Learning Vision:

LCF aims to provide a caring, enabling, learning community wherein staff and students work together supported by parents, the Loreto community and the wider community. We strive to promote the wellbeing of all, and to enable the development of critical reflection, independence of mind, personal responsibility and confidence in our students.

LCF school management is committed to the continued provision of resources and support for the effective integration of digital technologies within the teaching and learning environment. Ongoing evaluation is planned to ensure that this integration constitutes an effective contribution to the educational process, and that the potential of digital technologies to transform the learning experiences of students is being realised.

On leaving school, we aim that our students be well equipped with an understanding of 21st century digital technologies within and beyond school, and that they be productive, creative, innovative and confident users of such technology.

1.3 Brief account of our strengths with regard to digital technologies for teaching, learning and assessment in our school:

- All staff have individual mobile devices.
- All students from 1st to 6th Year now have the option to purchase a device (Approximately 95% of students opt to purchase a device).
- All staff and students have Office 365 accounts which includes email and cloud storage.
- Since the Covid 19 pandemic all staff now know how to use Zoom Video call for meetings. However, since the passing of the pandemic we have returned to in person meetings, however we are now in a position to go on Zoom in the event that such an emergency event was to take place again.
- All teaching staff use Microsoft Teams to create class subject pages where resources can be accessed by all students in the class as well as ISAs and homework can be recorded. Microsoft Teams is also used the majority of staff in assigning assignments and then being used to return student's corrected work with feedback using the same platform.
- WiFi throughout the school.
- Digital noticeboards on main corridors carrying school news and student accomplishments.
- 30% of staff have participated in the Microsoft Digital Leaders Programme to date.
- All subject departments have completed 5 Wriggle Connect training videos and have worked collaboratively in Teach Meet sessions with teachers from other departments to discuss what they took from these training videos and to share knowledge they felt was beneficial about relevant apps and programs that can contribute to improving student learning.
- All departments have one department Team's Page where subject folders can be accessed.
- Each departments' Team's Page shares a similar layout such as 00 – Admin, 01 – Subject Planning, 02 – Assessments, 03 – Junior Cycle, 04 – Senior Cycle, 05 – Transition Year etc.

1.4 Brief account of the school's digital technologies infrastructure:

- All teaching staff have individual mobile devices.
- All classrooms have a data projector.
- One computer room F3, data projectors and printers.
- Library: 12 desktop devices and 12 mobile devices, data projector, 1 copy printer and 1 colour printer.
- Staffroom: one monitor and 2 copy printers.
- AEN department: Resource Classroom with desktop PC, data projector and printer.
- A number of AEN students use devices to support their learning.
- Broadband: Schools' broadband (100MG) available throughout the school.
- WiFi: 2016-19: Roll out to all classrooms and specialist rooms - equipping with Ubiquity wireless access points.
- Office 365: Roll out to all staff and students 2015 -2018
- All Year Groups from 1st Year to 6th Year have digital devices (Lenovo laptops) supported by Wriggle.ie
- We have a school website and use a school phone app. The app includes the facility for individual, group, whole-school texting.

- We use VSware to record attendance, punctuality, student data and assessment results.
- We use Easy Payments Plus for electronic payments

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *November 2021*. We evaluated our progress using the following sources of evidence:

- Microsoft Forms Whole Staff Survey

2.1 Our previous digital learning plan(s) led to the following developments:

- Students now enjoy the use of digital devices for their learning.
- Students are motivated to learn, to research and to use their devices to achieve their learning outcomes.
- Students use their devices to engage purposefully in meaningful learning activities.
- Teachers are more proficient at selecting and using teaching approaches appropriate to the learning objectives required within the curriculum specification and they have become efficient in focusing the lesson to the students' individual learning needs.
- Teachers now value and engage in professional development and professional collaboration more so than before and the sharing of knowledge and expertise garnered within the class or from online CPD sessions with institutions such as the PDST has become common practice within subject departments.

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

Standard: 1.2 Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

Standard: 2.2 Students grow as learners through respectful interactions and experiences that are challenging and supportive.

Standard 3.2 The teacher selects and uses planning, preparation and assessment practices that progress students' learning.

Standard 4.2 Teachers work together to devise learning opportunities for students across and beyond the curriculum.

3. Digital Learning Action Plan

Dimension: Teaching & Learning	Domain: LEARNER OUTCOMES
Standard: 1.2 Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	
Statement(s) of Practice: Highly Effective Aim	
Students 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.	
Students can confidently protect their digital identity and manage their digital footprint.	
TARGET(S): <i>(These are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes).</i>	
<ul style="list-style-type: none"> • Students to be given talks by experts in the field of digital footprints and internet safety. • Students to be given Computer classes as part of the curriculum in order for them to see the benefits and rewards for using digital devices to assist in their learning. • Students to utilise their devices for their CBAs at Junior Cycle and making presentations at Senior Cycle as well. 	

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Ensure incoming first years have computer classes on their timetables.	Students will complete first year with the appropriate knowledge to use their devices to the highest level of efficiency to aid their learning.	Teachers of Computers, Subject Teachers and Tutors.	May 2024	
Arrange for speakers to talk to the students about Internet Safety and their digital footprints.	Students of all year groups will have had a talk from speakers about Internet Safety.	Outside speakers.	May 2024	
Embed the use of devices for CBAS and Presentations/ Assignments.	Students will have used their devices to complete their CBAs and Presentations/ Assignments.	Subject Teachers and their students.	May 2024	

MONITORING & EVALUATION PROCEDURES

How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?

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3. Digital Learning Action Plan

Dimension: Teaching & Learning	Domain: LEARNER EXPERIENCES
Standard: 2.2 Pupils grow as learners through respectful interactions and experiences that are challenging and supportive	
Statement(s) of Practice: Highly Effective Aim	
<p>Digital interactions, among students and between students and teachers, are respectful, challenging and support the wellbeing of all students. Students use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.</p>	
<p>TARGET(S): <i>(These are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes).</i></p> <ul style="list-style-type: none"> • Students communicate appropriately and respectfully with teachers and each other using digital technology. • Students are encouraged to develop critical thinking and problem-solving skills while using digital technology. • Students will become more mindful of the digital content that they create and consider how this content may affect others. 	

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Students need to learn about Internet etiquette.	Students will know how to properly correspond with faculty and peers via digital technology.	Tutors and Year heads will deliver PowerPoint	May 2024	

		presentations at Tutor time and assemblies.		
Students need to create digital content individually and collaboratively.	Students will be able to create digital content independently and collaboratively.	Subject teachers and students working collaboratively.	May 2024	
Students need to develop critical thinking and problem-solving skills using digital technology.	Students will be able to use digital technology to solve problems and will have developed their critical thinking skills through the use of technology.	Subject teachers and students working collaboratively.	May 2024	
MONITORING & EVALUATION PROCEDURES				
How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?				

3. Digital Learning Action Plan

Dimension: Teaching & Learning	Domain: TEACHERS' INDIVIDUAL PRACTICE
Standard: 3.2 The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	

Statement(s) of Practice: Highly Effective Aim

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 help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.

Teachers use digital technologies to make assessment more relevant and transparent for students and parents, allowing them to make informed choices on future learning priorities.

Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.

TARGET(S): *(These are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes).*

- Students take ownership of their individual learning needs.
- Teachers use digital technologies to engage students in collaborative problem solving, research, and or artistic creation.
- Teachers make assessments more relevant and transparent for students and their parents.
- Teachers design a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate them.

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Teachers create, share and use digital technologies for differentiation in the classroom.	That all teachers will use digital technologies within their classes to aid in differentiated lessons.	Subject Teachers	May 2024	
Teachers help students use digital technologies to design projects, complete activities and engage in problem solving exercises collaboratively. Students to use	Students will have completed projects, activities, problem solving exercises, research and or artistic projects using digital	Subject Teachers	May 2024	

digital technologies to complete research and or for artistic creation.	technologies guided by their teachers.			
Teachers use digital technologies to make assessment more relevant.	Assessments will have more meaning and relevance to student's learning outcomes and key skills that they require.	Subject Teachers	May 2024	
Teachers create assessments using digital technologies and evaluate these assessments.	Teachers will have created assessments using digital technologies and will have evaluated these assessments relevance.	Subject Teachers	May 2024	
MONITORING & EVALUATION PROCEDURES				
How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?				

3. Digital Learning Action Plan

Dimension: Teaching & Learning	Domain: TEACHERS' COLLECTIVE/ COLLABORATIVE PRACTICE
Standard: 4.2 Teachers work together to devise learning opportunities for pupils across and beyond the curriculum	
Statement(s) of Practice: Highly Effective Aim	
Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across and beyond the curriculum.	
Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful interdisciplinary learning experiences for students.	
TARGET(S): (These are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes).	

- To develop learning opportunities for students across and beyond the curriculum with the aid of online communities engaged with by teachers.
- To facilitate interdisciplinary learning experiences for students by sourcing outside agencies and personnel.

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Teachers to engage with online workshops that focus on topics across and beyond the curriculum such as workshops run by PDST, Wriggle Connect, and Education Centres.	Teachers will have engaged with online workshops that focused on topics across and beyond the curriculum such as workshops run by PDST, Wriggle Connect, and Education Centres.	Subject Teachers	May 2024	
Teachers will connect with outside agencies and personnel to facilitate meaningful interdisciplinary learning experiences for students.	Teachers will have connected with outside agencies and personnel to facilitate meaningful interdisciplinary learning experiences for students.	Subject Teachers	May 2024	
MONITORING & EVALUATION PROCEDURES				
How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?				