

# Villiers School



## 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:

Villiers School is a private endowed Co-educational, Boarding and Day School. Villiers School was founded under the will of Hannah Villiers who died in 1819. Her will left endowments for the provision of Villiers School, Henry Street, built in 1821. The philosophy of the school is such that it recognises supports and endeavours to accommodate the right of every student to learn in an educationally conducive environment, regardless of innate ability, family/social circumstances or religious affiliation. Villiers endeavours to educate students within the Church of Ireland/Presbyterian traditions however we also welcome members of other faiths.

#### 1.2 School Vision:

Villiers aims to ensure that the educational, emotional, spiritual, psychological and moral welfare of each individual student is provided for, while encouraging at all times the co-operation and assistance of parents/guardian of the students. Such aspirations are reflected in the structures and order of the School and are safeguarded by the Board of Governors. This ethos creates a very caring and highly academic environment. Villiers School aims to integrate technology into the school experience and encourage an environment of digital proficiency and innovation. School leadership will provide resources to support integration of technology in teaching and learning so it becomes an effective part of classroom practice. Students will become confident user of new technologies and will understand the benefits of same in the school, home and work environment

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

- All classrooms have an interactive projector and a desktop computer with internet access.
- We have an ICT suite with 26 computers in total.
- The Music room and DCG room each have 18 computers, which when not in use by the music or DCG classes can be booked for use by other class groups.
- Our school library is equipped with 11 desktops.
- There are additional IT Hubs located in each of the sections of the campus; Derravoher, Room 35, the Art Room & AEN department, which are accessed by students throughout the school day and during evenings and weekends.
- Our AEN department consists of five individual rooms, each with a desktop, and a central area with three desktops.
- There are two C.Pens, which can read English, French, German, Italian and Spanish.
- We also use Khan Academy (maths) and Duolingo (Languages).
- We have voice recognition software and a Dictaphone available in the AEN Resource area, for student use.
- We have 4 staff computers in the staffroom and one printer. Many teachers/SNAs have also been provided with laptops and iPads
- There is a desktop in the Prep area which students are encouraged to access during Prep.
- There are currently 12 iPads available on a sign-out basis to augment desktop and laptop capability.
- A number of SEN students use laptops or i-Pads to support their learning.
- There are Printers and Photocopiers located in each section of the campus; ICT Suite (1), Copy room (1), Staffroom (2), Music room (1), Room 35 (1), DCG room (1), Art room (1), AEN department (1), Derravoher (4), Administration (5)
- The maths department, music department and Art department have visualisers to enhance IT provision in their subject area.
- The Library system is operated via the Olivier management platform.
- Socrates software is used to electronically record all student medical information, by the nursing staff.
- Sibelius and Solidworks are available to all music and DCG students regardless of the location of their access log-in across the campus.
- The school is receiving 100Mb broadband throughout the school.
- We have a school website, twitter feed and Alumni Facebook page that updated on a very regular basis.
- We use “text a parent” software to contact parents and use Year Group and Whole School Address Groups to email parents.
- We currently use ePortal and Managebac to record student data, attendance and assessment results.
- We use Schoology as a communication platform across all year groups.
- All computers are networked
- All laptops Management and Administration Laptops are encrypted
- Cloud based storage is available for all staff members and students.
- All students, teachers and staff use OneDrive to share and store electronic materials.
- All students, teachers and staff have a “@villiers-school.com” email address, which is the only accepted method of teacher/staff-student email contact.
- All staff and students comply with ICT Acceptable Use Policies.
- An electronic payment system is available for use by parents/guardians.

## 2. The focus of this Digital Learning Plan

We are undertaking a digital learning evaluation in our school from September 2018 to February 2019. We will evaluate our progress using the following sources of evidence:

- **Digital Learning Cluster Group Formed**

A focus group of teachers was established to work on developing our digital learning plan. The group includes Jill Storey (Principal), Mary Quinn (Vice Principal) Janet Woods (IT Support Coordinator), John White (English Teacher), Nikki Sterritt (Maths Teacher), James Brown (Technology/DCG Teacher), Tim Fennell (STEM), John McCrohan (Modern Foreign Languages) and Zara Phillips (AEN Dept). Regular meetings are scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Action Plan.

- **Teacher Digital Learning Survey**

An online digital survey was carried out among the staff. The main areas of focus were:

- Reflection on learning, teaching and assessment practices
- The use of digital technologies in the classroom
- Professional collaborative review
- Proficiency in use of ICT

- **Student Digital Learning Survey**

An online survey is due to be conducted to elicit the views of students on their use of digital technologies in the classroom, their access to internet at home and to reflect on their digital learning experiences.

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

#### Dimension Teaching and Learning Dimension Leadership and Management

Domain 1: Learner Outcomes

Domain 2: Learner Experience

Domain 3: Teachers' Individual Practice

Domain 4: Teachers' Collective/Collaborative Practice

Domain 1: Leading Learning and Teaching

Domain 2: Managing the Organisation

Domain 3: Leading School Development

Domain 4: Developing Leadership Capacity

Standard (Teaching & Learning)	Statement(s)
<p><b>Domain 1: Learner Outcomes</b> Standard 1: Students enjoy their learning and are motivated to learn and expect to achieve as learners.</p>	<p>Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.</p>
<p><b>Domain 1: Learner Outcomes</b> Standard 2: Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.</p>	<p>Students have a positive attitude towards the use of digital technologies and are aware of the possible risks and limitations.</p> <p>Students understand the potential risks and threats in digital environments.</p>
<p><b>Domain 2: Learner Experience</b> Standard 1: Students engage purposely in meaningful learning activities.</p>	<p>Students use digital technologies for sourcing and sharing information, to develop understanding and to support and augment basic knowledge.</p>
<p><b>Domain 3: Teachers' Individual Practice</b> Standard 1: The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.</p>	<p>Teachers use a range of digital technologies in their teaching and in the designing of learning and assessment activities for their students.</p>
<p><b>Domain 3: Teachers' Individual Practice</b> Standard 2: The teacher selects and uses planning, preparation and assessment practices that progress student learning.</p>	<p>Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning</p>

Standard (Leadership and Management)	Statement(s)
<p><b>Domain 1: Leading Learning and Teaching</b> Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching &amp; assessment.</p>	<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><b>Domain 1: Leading Learning and Teaching</b> Standard 2: Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.</p>	<p>The school understands how access to digital technologies can enhance the learning of students and encourages and supports use where it will enhance the learning.</p>
<p><b>Domain 2: Managing the Organisation</b> Standard 1: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.</p>	<p>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.</p>
<p><b>Domain 2: Managing the Organisation</b> Standard 2: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.</p>	<p>The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance and security of the digital infrastructure so as to enable effective learning, teaching and assessment.</p>
<p><b>Domain 3: Leading School Development</b> Standard 4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education.</p>	<p>The principal and other leaders in the school are informed by national policy and technological developments, and recognise their importance in informing good practice in the school.</p>
<p><b>Domain 4: Developing Leadership Capacity</b> Standard 2: Empower staff to take on and carry out leadership roles.</p>	<p>The principal and other leaders in the school encourage teachers to assume leadership roles and to lead the use of digital technologies for learning, teaching and assessment, and distributes significant leadership responsibilities and opportunities. 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>

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

- Each subject department has identified teaching strategies and online resources which they use or will use in class.
- A survey conducted in November 2018 concluded that:
  - 94% of our staff are confident in using digital technologies in the classroom.
  - 83% of our staff use the Schoology platform to communicate with students.
    - 80% of those use it to post resources.
    - 73% use it to share information.
    - 39% use it to assign homework.
    - 22% use it collect homework.
  - 82% of our staff would be confident in sharing their knowledge/expertise of digital technologies with their colleagues.
  - 55% of our staff use the iPads in their classrooms.
  - 34% of our staff have participated in IT/Digital Technologies outside of the school setting.
  - 64% of our staff would like to receive CPD in increased use of technology in the teaching, learning and collaborating.
- Over the past 12 months our staff have received in-house training in the following areas:
  - Schoology
  - Ipad functionality
  - The use of OneDrive
  - The use of Padlet,
  - The functionality of EPortal
- Some staff have received external digital training via Subject Associations, IB & JCP Cluster Days.
- The individual needs of our SEN students are being met in terms of the assistive technology required, with a number of teachers attending training.
- The SEN coordinator is a member of the Limerick SENCO forum where best practices re technology are discussed.
- The SEN Dept. avail of suitable professional development and on-going support in relation to the use of ICT and liaise with the IT Co-ordinator on the type of assistive technology device a student requires and the type of software needed.
- Any software that is recommended for use in schools is investigated and when seen to enhance the student learning experience, is purchased and installed.
- We employ an external IT Service Provider to maintain, update and develop the IT infrastructure in the school.
- As part of our Wellbeing programme all first years are scheduled for a weekly ICT class.
- We have student and staff ICT AUPs, which are reviewed and updated as technologies and legislation develop. We communicate the contents, and highlight amendments, as they arise, and present/communicate, on a yearly basis, to students, parents and staff
- TY students have an opportunity to participate in an IT module delivered by an outside agent, WhizzKids, who develop IT proficiency.
- An Afterschool Digital Media Club is offered on a weekly basis to all students.
- The ICT suite becomes a supervised afterschool study and research centre from 4.00 – 6.00 each evening.

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

- Currently 82% of staff feel confident in sharing their expertise with other colleagues, particularly within subject departments.
- We have plans in place with our external IT maintenance provider to provide in-house training on more expansive drive of One-drive facilities.
- We are exploring the possibility of implementing a digital platform for recording and monitoring Boarding and Day Boarding records.
- We want further integration of IT/Digital Literacy in all subject departments.
- We would like to invest in additional class sets of iPads to augment the current set.
- In light of the requisites of the new Junior Cycle and IB we would like to investigate the possibility of developing/equipping an additional ICT suite.
- We endeavour to include/offer short courses in IT/Coding/ Digital Literacy, as a component of the new JC curriculum.

## 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 (Teaching & Learning)

### DOMAIN 1 & 2 Learner Outcomes & Learner Experience

**STANDARD(S):** Students enjoy their learning are motivated to learn and expect to achieve as learners.  
Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.  
Students engage purposefully in meaningful learning activities.

**STATEMENT(S):** Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.  
Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.  
Students understand the potential risks and threats in digital environments.  
Students use digital technologies for sourcing and exchanging of information, and to develop understanding and support and expand basic knowledge.

**TARGETS:** Students to be given specific tasks that require the use of digital technologies.  
 Introduce Short Courses in IT/Coding/Digital Technology for JC students.  
 Digital safety module to be completed with all class groups during the school year.

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>To expand the use of ICT in delivering the curriculum and ensure that all students experience digital learning activities regularly.</li> </ul>	<ul style="list-style-type: none"> <li>August 2019</li> </ul>	<ul style="list-style-type: none"> <li>All staff, via subject department planning.</li> </ul>	<ul style="list-style-type: none"> <li>That appropriate resources be identified from suitable websites, for all classes, for use in the classroom – these are to be saved on the school network on a shared drive.</li> <li>Senior classes in particular subjects to undertake a PowerPoint project or other Digital Learning activity that engages the student in the use of ICT.</li> <li>TY students will conduct research and submit selected projects in digital format during the year.</li> <li>The CBA aspect of Junior Cycle will enable all junior students to develop this skill</li> </ul>	<p>Access to ICT equipment          Access to Wi-Fi throughout school campus</p>
<ul style="list-style-type: none"> <li>All students to complete a Digital safety module.</li> </ul>	<ul style="list-style-type: none"> <li>May 2020</li> </ul>	<ul style="list-style-type: none"> <li>To be timetabled by management and teachers to deliver the module</li> </ul>	<ul style="list-style-type: none"> <li>All students will have been taught a module on internet safety and risks.</li> </ul>	<p>Digital Module Training for staff who will teach this module</p>
<ul style="list-style-type: none"> <li>Introduce IT/Coding/Digital Learning Short Course for JC</li> </ul>	<ul style="list-style-type: none"> <li>August 2020</li> </ul>	<ul style="list-style-type: none"> <li>To be timetables and sourced by senior management</li> </ul>	<ul style="list-style-type: none"> <li>JC student have the opportunity to engage in short courses that will make them proficient in Coding, Scratch, etc.</li> </ul>	<p>Personnel qualified to deliver such courses.</p>

**EVALUATION PROCEDURES:**

In light of the new JCP, teachers are including much more student-led IT/Digital Technology assignments and opportunities to their students. The addition of IT hubs throughout the school and the supervised access to the ICT suite in the afterschool period are increasing students' access and proficiency with Digital Technologies.



## **Digital Learning Action Plan (Teaching & Learning)**

**DOMAIN: 3 & 4: Teachers' Individual Practice & Teachers Collective/Collaborative Practice**

**STANDARD(S):** The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.  
The teacher selects and uses planning, preparation and assessment practices that progress student learning.  
Teachers value and engage in professional development and professional collaboration.

**STATEMENT(S):** Teachers use a range of digital technologies to design learning and assessment activities for their students.  
Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.  
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 students.

**TARGETS:** To ensure all staff are both competent and confident to use new digital technologies in the classroom as part of their teaching,

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>Identify relevant ICT courses for CPD</li> <li>Proficient teachers to engage in peer training to increase IT proficiency and confidence among colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Continual</li> <li>Continual</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> <li>Volunteer Staff who are confident in their ability, and who are willing to share their expertise.</li> </ul>	<ul style="list-style-type: none"> <li>An increase in the number of teachers who express confidence in their ICT use in their teaching.</li> <li>Teachers will increase the use of ICT in their classroom and identify activities and learning instances in which ICT can be integrated.</li> </ul>	<ul style="list-style-type: none"> <li>Computers, Projectors, internet access, etc.</li> <li>ICT course providers</li> <li>Computers, Projectors, internet access, etc.</li> </ul>

**EVALUATION PROCEDURES:**

We have identified a number of teachers who are willing to share their expertise with their colleagues and we have identified areas where teachers would like external CPD support.

**Digital Learning Action Plan (Leadership and Management)**

**DOMAIN 1 & 4: Leading Learning & Teaching & Development Leadership Capacity**

**STANDARD(S):** Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment. Foster a commitment to inclusion, equality of opportunity and the holistic development of each student. Empower staff to take on and carry out leadership roles.

**STATEMENT(S):** 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.

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.

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.

**TARGETS:** To encourage use of ICT in planning for classes, notify staff of courses that are available and provide access to IT for students within the school. To develop a practice of sharing expertise and experience of use of IT for teaching & learning amongst colleagues.

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>● Provide CPD opportunities so that all staff become competent.</li> <li>● Provide regular digital learning updates for teachers, providing software and hardware as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Continual</li> <li>● Continual</li> </ul>	<ul style="list-style-type: none"> <li>● Principal &amp; Deputy Principal, ICT Coordinator and External Providers of Expertise</li> <li>● ICT Coordinator and External Providers of Expertise</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers capable of using a learning platform such as Schoology to communicate with students</li> <li>● All teachers aware of new resources and hardware in the school and that teachers share information on new websites, platforms they find to be of particular use in delivering the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Training and ICT equipment</li> <li>● Training and ICT equipment</li> </ul>

**EVALUATION PROCEDURES:**

The IT Coordinator regularly shares details of subject specific and education specific apps with all staff and requisitions subject/student specific software and hardware when identified.

**Digital Learning Action Plan (Leadership & Management)**

**DOMAIN 2 & 3: Managing the Organisation & Leading School Development**

**STANDARD(S):** Establish an orderly, secure and healthy learning environment, and maintain it through effective communication.  
 Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.  
 Manage, lead and mediate change to respond to the evolving needs of the school, and to changes in education.

**STATEMENT(S):** 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 ensure that processes are in place for the procurement, maintenance and security of the digital infrastructure for effective learning, teaching and assessment.  
 The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard. The principal and other leaders in the school are informed by national policy and technological developments and value their relevance to the school.

**TARGETS:** To ensure all ICT facilities are maintained to a high standard and are fit for purpose, and where necessary, and practicable, modernised.  
 To comply with policy and developments as set by the department.

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>Develop a digital learning culture within the school</li> <li>Gain staff input into the digital learning strategy</li> <li>Invest in additional IT resources (ICT suite)</li> </ul>	<ul style="list-style-type: none"> <li>Continual</li> <li>Continual</li> <li>Estimate 2022</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management</li> <li>Senior Management &amp; Staff</li> <li>BOM, Bursar, Principal</li> </ul>	<ul style="list-style-type: none"> <li>Maintain an up to date website, twitter feed, etc.</li> <li>Teachers to provide feedback at staff meetings on the incorporation of digital learning in curriculum delivery.</li> <li>An additional learning classroom with class set of computers.</li> </ul>	<ul style="list-style-type: none"> <li>Computers, projectors and internet</li> <li>Computers, projectors and internet</li> <li>Funding from DES Digital Grant, Borrowings</li> </ul>

**EVALUATION PROCEDURES:**

We currently have a robust and active Digital Technologies team and this will help to promote and maintain a digital learning culture. We have invested, significantly, in the past two years, upgrading all our desktops and realise that this is an area that constantly needs improvements to cope with developments. We have catered for depreciation and 'life-expectancy' issues in our financial planning so that we are adequately financially resourced to deal with these issues.