Scoil an Spioraid Naoimh 2022-2023

Tara Road, Bettystown, Co. Meath   A92 XK64

School Roll Number: 20017F

Phone: 041-9828091

Website:www.ssnlaytown.ie

Email: secretary@ssnlaytown.ie

principal@ssnlaytown.ie

Scoil an Spioraid Naoimh's Digital Learning Framework

This policy is in line with the PDST Digital Learning Framework for Primary Schools. A key objective of the Digital Strategy for Schools 2015-2020 Enhancing Teaching, Learning and Assessment is the adaptation of the UNESCO ICT Competency Framework for the Irish context, drawing also from other relevant European and international Digital Competency Frameworks.

1. Introduction:

This document records the outcomes of our current digital learning plan and includes the actions that will be taken to meet the targets outlined. The plan was originally initiated by Helen Doak and developed in consultation with the Digital Team and the staff of Scoil an Spioraid Naoimh Primary School over several planning sessions and CPD inservice with the PDST and Scoilnet/teachercpd.net during the school years 2019 - 2021. We also sought the advice and support of PDST Technology facilitators. Further to this, Google Education informed our school response to the Global Covid Pandemic and consequent school lockdowns.

1.1. School Details:

Scoil an Spioraid Naoimh is an urban mixed senior primary school catering for children from Third Class to Sixth Class with two ASD classes. S.S.N. has an enrolment of 434 pupils. It has an administrative principal, seventeen mainstream class teachers, five special education teachers (SETs) and two teachers in the ASD classes. It has an active Parents Association and Board of Management.

Scoil an Spioraid Naoimh promotes the use of G-Suite for Education. All pupils from third to sixth classes and our ASD classes are given their own individual G Suite login and password to access the school network with school-assigned digital devices (primarily Chromebooks with a complement of iPads and laptops). This supports collaboration and communication with their teachers and peers. S.S.N. promotes a structured technology curriculum that teaches pupils in all classes about Digital Citizenship and what it means to be a critical thinker with 21st century problem solving skills.

ICT Infrastructure: Currently we have 4 class sets of chromebooks, 1 class set of Ipads (4-5 years old) , Teacher set of Chromebooks, 3 chromebooks per SET room and iPads in the ASD classes, visualisers in each classroom (purchased 2021). Each classroom has an Interactive Whiteboard. The Parents' Association regularly supports the purchasing of ICT in the school.

We have a good relationship with Navan Education Centre and regularly borrow resources for coding such as Beebots and Lego Wedo 2.0. The school has access to the Internet through the Schools' Broadband Scheme. Wi-Fi access, which is unreliable at times, is available throughout the school. STEM is promoted throughout the school as technology, the importance of adhering to Digital Technology rules, respect for all technology equipment, respect for other pupils' work, cyber bullying, and awareness of digital footprint and how to be safe in cyberspace is an important aspect of school life in S.S.N.

1.2. School Vision:

Information and Communication Technology (ICT) has a major impact on the world in which young people live. The B.O.M of SSN acknowledges its responsibility to develop and implement teaching and learning strategies to address the needs of all pupils. The B.O.M also has a responsibility to ensure that there is a safe Information and Communications Technologies (ICT) learning environment for staff and pupils. Preparing pupils to make effective decisions as Digital Citizens is an important part of their preparation for participation and contribution in society today and into the future.

In recognising that Internet safety entails giving people the skills, knowledge and confidence to maximise online opportunities, the BOM delegates to in school management the responsibility to provide pupils, their teachers and staff with the knowledge and tools to ensure that they make safe and secure decisions which are embedded within day to day practice when using ICT for learning at school and at home. It is our mission at S.S.N. to develop lifelong learners who participate as competent, active and happy global Digital Citizens for the world in which we live.

Teachers are encouraged to critically reflect on and experiment with digital technologies, to evaluate their effectiveness and to engage in research around digital learning. Opportunities are provided for continuing professional development and the sharing of innovative practice and assessment tools (eg. Kahoot quizzes, Google forms, Spellings for me, tables assessment, rubrics). Digital technologies are used to gather, manage, interpret and share relevant data on pupil learning.

Pupils are provided with opportunities to learn through active engagement in appropriate and challenging teacher led tasks. The experience of innovative, creative and collaborative work develops their critical thinking, problem solving and presentation skills and also facilitates the creation and sharing of meaningful digital content. Digital interactions among members of the school community must always be respectful and support the well-being of all pupils. An awareness and understanding of the possible risks and limitations to online participation is developed and supported in the school community. Increased digital confidence amongst staff and pupils promotes engaged thinkers and competent and autonomous self – directed learners.

1.3. Policy statement:

S.S.N. supports a Digital Citizenship model which promotes safe and responsible use of technology. By fostering a culture of successful digital citizenship in our pupils, staff and our wider community S.S.N is encouraging a self-regulating community in which participants take responsibility for themselves and others in their use of ICT. This allows S.S.N to harness the potential that technology brings to the teaching and learning process, while minimising and effectively responding to the challenges that can arise while using ICT in a day to day context.

S.S.N will practise and promote the following attributes relating to digital citizenship:
- Pupils – Our pupils are active partners when we develop, plan and review digital citizenship and wellbeing, and drive the relationship for the positive use of digital technology.
- Partnerships – We partner with external agencies, community and utilise relevant resources and websites to support our pupils' well-being.
- Collaboration - The Board of Management supports its staff and pupils to develop as successful Digital Citizens.
- Develop and maintain procedures around the safe and responsible use of the Internet and related ICTs (as per Acceptable Use Policy).

- Management: Our Board actively ensures digital technology is used in ways that reflect our vision and values, taking account of statutory requirements.
- Leadership – we maintain appropriate infrastructure and systems to promote the positive use of digital technology with effective guidance and procedures.
- Curriculum – We develop digital citizenship skills by modelling, promoting and valuing the demonstration of these through inclusive and collaborative approaches.

Definitions:

Scoil an Spioraid Naoimh defines a <u>Digital Citizen</u> as an individual who:
- is a confident and capable user of ICT
- keeps themselves safe in online interactions
- views digital citizenship as an opportunity for real world learning
- makes connections by entering and exploring new learning environments
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- Contributes and actively promotes the values of digital citizenship.

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

Scoil an Spioraid Naoimh first purchased 3 interactive whiteboards in 2010. Ipads were first purchased in 2015 following an Erasmus funded teacher inservice training project by S.S.N teachers on 'Learning with Ipads' in Graz, Austria. Erasmus funds were used to purchase these initial 10 ipads. ICT infrastructure has now evolved into the acquisition of more technological tools and devices as listed above. There has also been a significant focus on CPD for staff to support and integrate technology across the curriculum on a daily basis. We bought our first class set of chromebooks in 2019 when we became a Gsuite school. Some of the uses of technology to date include activities, assignments, specific programmes and project work to enhance pupil learning across the curriculum. During the lockdowns (Covid 19 pandemic) S.S.N teachers and SNAs endeavoured with great success to teach lessons across all curricular areas. The use of zoom and class dojo (Lockdown 1) and subsequently the use of Zoom, Google classroom, Google Meet (Lockdown 2) enhanced quality and focused interactions between pupils and educators.

2. The focus of this Digital learning Plan:

(From Webwise 2021 online: For young people to become effective digital citizens there are several competencies they need to develop. The Council of Europe Digital Citizenship Education Expert Group has identified 10 themes/domains to define the competencies that Digital Citizens should acquire. Each of the themes is made up of a combination of values, skills, attitudes, and knowledge critical understanding. These themes fall into three main categories: 1) Being online 2) Well-being online and 3) Rights online) we undertook numerous surveys of staff, pupils and parents during 2019 to 2021. We evaluated our progress during ISM meetings and team meetings and as a result the following selected domains were chosen as a focus in S.S.N. The global societal pandemic lockdown has been the driver and motivator to enhanced learning and acquisition of skills in educational technology.

2. 1. Selected Dimensions and Domains from the Digital Learning Framework (Autumn 2021):

The focused theme/category in S.S.N for the period 2021-2022 is Wellbeing Online, incorporating the domains Health and Wellbeing, Ethics and Empathy, ePresence and Communication.

The focused themes for the years 2022-2023 is *Being Online* and 2023-2024 *Rights Online*.

Scoil an Spioraid Naoimh acknowledges the importance of wellbeing for both adults and children in our care. Our SPHE policy was updated recently with a very special focus placed on Wellbeing. Due to the recent Pandemic and the current levels of anxiety amongst pupils in our care, pupils have had to become very proficient in technology in a very short space of time and their wellbeing has been impacted upon. Therefore this domain has been carefully selected in response to this issue. We communicate the importance of appropriate behaviour both online and offline. Helping children develop skills when interacting and behaving with others online is an essential life skill and lesson. This gives them the ability to recognise and understand the feelings and perspectives of others.

As stated on webswise.ie health and wellbeing Digital citizens inhabit both virtual and real spaces. For this reason, the basic skills of digital competence are not sufficient. Individuals also require a set of attitudes, skills, values and knowledge that render them more aware of issues of health and wellbeing. Health and wellbeing in a digitally rich world, implies being aware of the issues and the opportunities that can affect wellness including but not limited to online addiction, ergonomics and posture, and excessive-use of digital and mobile devices.

Ethics and Empathy domain concerns online ethical behaviour and interaction with others based on skills such as the ability to recognise and understand the feelings and perspectives of others. Empathy constitutes an essential requirement for positive online interaction and for realising the possibilities that the digital world affords.

ePresence and Communications domain refers to the development of the personal and interpersonal qualities that support digital citizens in building and maintaining an online presence and identity as well as online interactions that are positive, coherent and consistent. It covers competences such as online communication and interaction with others in virtual social spaces and also the management of one's data and traces.

2. 2. Selected Standards and Statements from the Digital Learning Framework (2021-2024):

https://www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Framework-and-Planning-Resources-Primary/All-Dimensions-and-Domains.pdf

Dimension: Teaching and Learning: Domain 1: Learner Outcomes, Domain 2: Learner Experiences Domain 3: Teachers' Individual Practice, Domain 4: Teachers' Collaborative Practice

Dimension: Leadership and Management: Domain 1: Leading Learning and Teaching, Domain 2: Managing the Organisation, Domain 3: Leading School Development, Domain 4: Developing Leadership Capacity

2.3. Summary of our Strengths regarding Digital Learning (Autumn 2022):
G suite for Education including the shared drive for teaching , learning and management has enhanced planning, collaboration and communication.

Google Classroom has facilitated home-school links and communication and has simultaneously provided a platform for teaching and learning.

Online tools such as Google forms, Class Dojo, Monkey Survey and emails have facilitated easier access and greater involvement with regard to school matters from the parent community.

Access to Technological devices for staff and pupil alike

Our School Story on Class Dojo and our school website is used for communication within the school community and with the wider world: www.ssnlaytown.ie

Installation of whiteboards since 2010 has motivated teaching and learning in line with technological advances.

Digital Learning Team – Coordinator Helen Doak, Roisin Kirk, Rob Hayes, Mark Whelehan, Ali Foster,Christina Vaughey and Principal.

Teachers who have digital expertise are willing to share this with their colleagues.

All Teachers have engaged in CPD in Digital Learning and the B.O.M. encourages and supports this

Teachers/Staff completing Assistive Technology Training.

Suite of Chrome Books purchased and operating at each class level

Set of iPads in each class group to facilitate project work and digital portfolios - managed through JAMF.

Pupils with SEN have access to Digital Technology and some children receive appropriate Assistive Technology.

Use of various online programmes including: Manga High, TTRS, Spellings for Me, Read Theory, Google Classroom and Minecraft for Education to achieve curricular targets in Literacy and Numeracy.

Digital Homework for all classes every Thursday.

Sections added to our Cuntas Míosúla re: Digital Learning/Technology used in the classroom.

We in Scoil an Spioraid Naoimh agree with a statement from the recent INTO Consultative Conference on Education 2021 that a 'preparedness to adopt new methodologies is crucial in the coming years as ICT evolves and continues to impact on schools, teachers and pupils'.

2.4 Steps we will take to further improve our Digital Learning Practice:

- Annual Internet Safety Week

- And Internet Safety Day where pupils, parents and teachers participate in relevant activities.
- Continued surveys and professional discussions regarding our Digital Citizenship targets, curriculum and associated learning.
- Continued Teacher participation in CPD and shared expertise on Digital Learning Platforms.
- All pupils will have opportunities to develop their digital skills
- We will continue to develop, review and adapt our Digital Curriculum to enhance the objectives of Digital Citizenship/Digital Skills for Education.
- We will cooperate with ASIT to continue Maintenance and Enhancement of the ICT Infrastructure of the School.
- Update our use of our online Databiz (Attendance Monitoring, online school payments)
- Continue to promote digital homework throughout the school.

Well-being Online (2022-2023)

DIGITAL CITIZENSHIP DOMAIN/S: Wellbeing Online; Ethics and Empathy; ePresence and Communication

Standard	Statement
2021-2022 **Teaching and Learning – Learner Experiences** **Pupils grow as learners through respectful interactions and experiences that are challenging and supportive**	**Effective Practice: 1.** Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being. **2.** Pupils use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation. **Highly Effective Practice: 1.** Digital interactions, among pupils and between pupils and teachers, are respectful, challenging and support the well-being of all pupils. **2.** Pupils use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.

Being Online (2022-2023) *proposed and subject to review before starting.*

2022-2023 **Teaching and Learning – Learner Experiences** **Pupils engage purposefully in meaningful learning activities** **Teaching and Learning: Teacher's Individual Practice/ Collaborative Practice** **The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning**	**Effective Practice: 1.** Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. **Highly Effective Practice:** 1. Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning. 2. Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning. **Effective Practice:** 1. Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. 4. Teachers use a range of digital technologies to support assessment of learning and assessment for learning

	Highly Effective Practice: Teachers use appropriate digital technologies to help pupils design projects and activities that engage them In collaborative problem solving, research, and/or artistic creation.
2023 -2024: **Teaching and Learning: Learner Outcomes** 3. **Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships**	**Effective Practice:** **Pupils understand the potential risks and threats in digital environments.** **Highly Effective Practice:** **Pupils 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**

3: S.S.N's Digital Learning plan:

On the next page we have recorded:
●The targets for improvement.
●The actions we will implement to achieve these targets.
●Who is responsible for implementing, monitoring and reviewing our plan.
●How we will measure progress and check outcomes (criteria for success).

As we implement our improvement plan we will record:

●The progress made, adjustments made and when.
● Achievement of targets (original and modified) and when.

DIGITAL LEARNING ACTION PLAN:

DLF DOMAIN: (from www.dlplanning.ie) Teaching and Learning – Learner Experiences
STANDARD(S): (from www.dlplanning.ie) Pupils grow as learners through respectful interactions and experiences that are challenging and supportive.
STATEMENT(S): (from www.dlplanning.ie) Effective: 1. Digital interactions, among pupils and between pupils and teachers, are respectful and positive, and conducive to well-being. 2. Pupils use digital technologies

confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation. <u>Highly Effective</u>: 1. Digital interactions, among pupils and between pupils and teachers, are respectful, challenging and support the well-being of all pupils. 2. Pupils use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation

DIGITAL CITIZENSHIP DOMAIN/S: Wellbeing Online: Health and Wellbeing; Ethics and Empathy; Epresence and Communication

TARGETS: (What do I want to achieve?) I would like all our pupils to experience positive learning online, independently and collaborati in a respectful and civil manner whilst gaining competences and confidence in line with the school curriculum.

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 needed?)
Lessons as per Curriculum (below) Internet Safety Week every February - will use lessons from My Selfie and the Wider World:_These lessons will help pupils to become more responsible and safe in the online space We will also use Webwise lessons and videos to discuss and learn about digital footprint, consumerism, ethical behaviour, rights and responsibilities. Pupils will be encouraged to formulate an online code of etiquette (netiquette) that can be displayed on the classroom walls and shared at a whole school assembly. We will use HtmlHeroes, programme, zeeko.ie and All Aboard for Digitown A.A.D)	Year 1 – We believe that this is such an important area that we will keep coming back to these topics throughout the year and they will inform our Safer Internet Day and Week in February. Year 2 : Being Online (plan/curriculum to be reviewed below) Year 3: Rights Online (plan/curriculum to be reviewed below)	Each class teacher will be responsible for completing various lessons and will report back on progress at year end. Parents will be asked to support this programme. There are fantastic take home worksheets, links and videos on the parent hub section of Web wise that will be shared as well as an information evening at the beginning of the year.	Pupils, teachers and parents will be asked to reflect on the lesson content and on pupils' online behaviour and wellbeing before and after these lessons have taken place. Pupils will demonstrate that they understand how and why respect, dignified behaviour and empathy is paramount online just as in the real world. Pupils will be able to answer questions on how to differentiate between appropriate and inappropriate content, factual and untrue information. Pupils will be able to discuss why copyright rules are important and why those rules must be adhered to. Pupils will continue to manage their time positively online with a healthy balance between physical and online activity. Pupils will be able to answer questions on digital	School suite of chrome books Council of Europe resource – All Aboard for Digitown – Myself and the Wider World – Web wise resource HTML Heroes Zeeko.ie Web wise – parent hub, teacher section and Safer Internet Day section Art materials

| | | | footprint and be mindful in controlling their own digital footprint.

Pupils will understand that it is unethical to share information and photographs without permissions and the correct motivation.

Pupils will show their motivation to behave in accordance with our agreed class online code as they work productively, creatively and positively in line with curricular targets. | |

Completed surveys to date - Staff Digital Usage 2019 and 2021 which indicated increased confidence and competence.
Some teachers reported difficulties with internet Wi-Fi and requested more CPD. Google Classroom/Education training given Winter 2020.
6th Class Pupil Survey 2019 (developed by 6th Class pupils) indicated that phones were the main device used to access the Internet. Another survey in 2021 indicated an increase in tablet and laptop devices in the home during the Pandemic Lockdown. Devices were originally used for communicating with peers, gaming and Social Media. This has now expanded to Include school work and online learning.
Parents Survey November 2020 - Access to Digital Devices provided vital information re the distribution of digital devices (Mostly iPads) to those in need when Lockdown occurred.
Google Forms/surveys at the end of each year, teacher discussion at staff meetings, Cuntas Míosúla, and feedback from Pupils and to ISM, evidence of pupil work completed using Digital technology indicates increased pupil and teacher use of technology.
Down the line (post Pandemic) a Pupil Digital Team can be set up to represent Pupil Voice.

S.S.N. Digital Learning Curriculum (Appendix 1)

G Suite skills will be developed yearly whilst the 3 categories (Wellbeing Online, Being Online and Rights Online) of Digital Citizenship will be spread over the 3 year period 2022-2025.

	3rd	4th	5th	6th
GSUITE SKILLS	Introduction to Google Classroom. Turn the device on/off. Login with passwords. Sign out from the device. Set up Spellings for Me. Follow teacher links. Open lessons on G.C. Type on Google Doc. Submit a short assignment.	Revision of basic Google Classroom skills. Typing programme - Typing Club. More typing in Google Docs. Creating and basic editing of Google Docs. Inserting images. Creating and using Jam boards. Homework on Google Classroom.	Revision of Google Classroom skills. Typing programme - Typing Club. Copy and Paste skills. Introduction of research skills and project work using Google slides. Use recommended safe internet search and adhere to copyright rules. Introduce collaborative skills on Google docs and slides. Possible coding. Basic editing skills using Google red/blue lines. Homework on Google Classroom.	Revision of Google Classroom skills. Further practise typing programme, typing own docs, slides, editing skills. Google forms. Copy and paste skills including images, text, video, sound.. Split screen Ethical use of online. Information, citation of sources, explanation re plagiarism, more extensive project work especially re S.E.S.E. Homework on Google Classroom.
WELLBEING ONLINE 2022-2023:				
	Sept: Welcome to the Internet (Html Heroes, Web wise)	Welcome to the Internet (Html Heroes Web wise)	Welcome to the Internet (Html Heroes)	Welcome to the Internet (Html Heroes)
Health & Wellbeing	Putting feelings into words and emojis pg 39 (All Aboard Digitown A.A.D)	Activity 12 pg 41 Improving our Online Habits (All Aboard Digitown)	Activity 11 pg 40 Keeping track of time online (All Aboard Digitown)	The Magic Pills PG 37 (All Aboard Digitown) + Activity 10 pg 38
e Presence and Communication	Zeeko.ie - Guide to Behaviour Online	Exercise 15 pg 45 Comparing Oral and Written Communication (All Aboard Digitown)	Pg 44 Activity 14 Mapping our Digital Footprint (All Aboard Digitown)	Ex 16 pg 46 Netiquette Being Polite and Respectful Online (All aboard Digitown)
Ethics and Empathy	A lesson from the past pg 30 & 31 (All Aboard Digitown)	Activity 8 pg 32&33 - Feelings in words and emojis (A. A.D)	Ex 13 A Cyberbullying Maze pg 35 (A.A.D)	Ex 12 - Puzzle Rocketing back to the land of civility pg 34 (A.A.D)

				Activity 9: Play the Empathy Game pg. 36 (A.A.D)

BEING ONLINE 2022-2023:

Access and Inclusion	Ex 3 Activities and School Online (A.A.D pg. 13)	Ex 4: Online Friends and Troublemakers (A.A.D pg. 14)	Act 3: Make your own jigsaw/ Differences are fun (pg. 16-16 A.A.D.)	Revision of 3rd-6th lessons to date.
Learning and Creativity	Activity 4 : Creating apps pg. 17 Ex 5: Crossword on the Internet (pg. 19 A.A.D)	Ex 6 Finding Hidden Numbers (pg. 20 A.A.D)	Search engines to discover more about people and places (pg. 21 A.A.D.)	Genius Hour/Passion Pursuits Project https://www.weareteachers.com/what-is-genius-hour/
Media and Information Literacy	Ex 8. Tools we find in a Media Lab (A.A.D pg. 23)	Ex 9. Try the Media Quiz pg. 23 A.A.D	Real or Fake (pg. 25 A.A.D) Online and offline, Spot the Difference (pg. 27 A.A.D)	Search engines First is not always best (pg. 26 A.A.D)

RIGHTS ONLINE 2023-2024:

Active Participation	Html Heroes Lesson 2: Searching the internet	Html Heroes Lesson 6: Respectful Communication Online	Visit www.allaboutexplorers.com - Understanding fake information online	A.A.D Act 17 Working Together on a Community Project pg. 54
Rights and Responsibilities	Html Heroes Web wise: Lesson 4: Pupils ability to access the internet without taking unnecessary risks	Html Heroes Lesson 7: Anonymous Online Lesson 8: Chat wise assessment	A.A.D Activity 18 & 19 pg. 56 Children's rights and what we can do about them? People who fought for their rights pg.	A.A.D. Ex 20 My Rights and Responsibilities on the Internet pg. 57 Act 20 Declaration of Digital Citizens Rights
Privacy and Security	Html Heroes Lesson 3: What can I trust online?	Html Heroes Lesson 5 My Information Online	A.A.D. Activity 23 Rob to the Rescue pg. 62 Ex 23: Knowing when you are connected pg. 63	A.A.D Act 24 Understanding Facial Recognition pg. 63 Ex 24 Privacy Quiz pg. 64
Consumer Awareness			A.A.D Ex 22 Learning about Artificial Intelligence pg. 68	A.A.D. Learning about our Carbon Footprint pg. 69 Ex 28 Try the Carbon Footprint test pg. 69

Internet Safety Week This week will be used annually to promote competitions - poems, raps, slogans, posters etc. Lessons and videos are available on Webwise.ie and from 'My Selfie and the Wider World' **EACH FEBRUARY**	My Selfie and the Wider World Lesson 1: My Online World Lesson 2: What is Cyberbullying?	My Selfies and the Wider World Lesson 2: What is Cyberbullying? Lesson 3: How bullying Feels for those involved and how best to respond.	My Selfie and the Wider World Lesson 3: How bullying feels for those involved and how best to respond Lesson 4: You've been framed: Responsible digital photo sharing	My Selfie & Wider World Lesson 4: You've been framed: Responsible digital photo sharing Lesson 5:#UP2USAgree an Online Code Local Garda visit to coincide with this week - talk on Internet Safety.
Cyber Bullying Lessons as part of Anti-Bullying	**Break through the cloud of Bullying Jan – Exercise 1.2.5 Cyber Bullying Cinema Commercial**	**Break through the cloud of Bullying Feb – exercise 1.3.6 Cyberbullied – Emma's Story**	**Break through the cloud of Bullying May -Exercise 1.5.6 Talent Show Cyberbullying Prevention Commercial**	**Break through the cloud of Bullying Dec- Exercise 1.6.5 Cyber- bullying Tips Jan – Exercise 1.6.4 Child net International Cyber-bullying Feb – Exercise 1.5.5Cyber-bullying Ppt**

ASD Classes

Selection of skills from 3rd-6th based on ability, relevance and experience to date.

Welcome to the Internet (Html Heroes)

Complete lessons from 3rd class upwards according to the needs , ability & appropriateness

Resources: HtmlHeroes 1st/2nd & 3rd/4th
All Aboard Digitown (9-12 year olds)

Anti Bullying lessons

Internet Safety week lessons

Partnerships:

According to a recent publication by DES on Online Safety for Children 15/11/'21, 82% of parents or carers say that they would most prefer to receive online safety information from the child's school. The Staff of Scoil an Spioraid Naoimh recognises the importance of this education for families.

- Internet Safety & Wellbeing Online is discussed at Induction Meetings with parents in September.
- Parents/Guardians will be responsible for helping their child/children log into Google Classroom at home and to complete relevant homework or assignments.
- Information regarding training/webinars/talks re Online Safety or Digital learning will be shared with the Parent Community.
- Updates regarding various lessons completed will be shared with parents.
- Outside agencies e.g. Local Gardaí will complete talks with 6th class pupils.
- PDST Technology in Education team will be contacted when support is needed.

4. Relevant Documents/Information supporting this Policy:

In completing this policy we were cognisant of the 6 stage approach as per PDST pg 10.

https://www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Planning-Guidelines.pdf

Other documents or resources that guided and supported our plan were:

- **https://www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Framework-and-Planning-Resources-Primary/Digital-Learning-Framework-for-Primary-Schools.pdf**
- **DLPlanning.ie**
- **Webwise.ie https://www.webwise.ie/teachers/10-themes-of-digital-citizenship/**
- **Zeeko.ie**
- **Teachercpd.ie**
- **Scoilnet.ie**
- **INTO Facing the Future: Digital Learning and Wellbeing Consultative Conference on Education 2021(12-13November 2021) guidelines for a Digital Learning Plan?**
- **All Aboard for Digitown (Webwise)**
- **Html Heroes (Webwise)**
- **My Selfie and the Wider World (Webwise)**
- **The council of Europe Digital Citizenship Education Handbook (Council of Europe)**

5. Policies which have informed the development of our Digital Learning Plan:

Acceptable Use Policy

Anti-Bullying, S.P.H.E. and R.S.E. policies

The core values and message being communicated through these lessons also underpin the values outlined and highlighted in our Anti-Bullying, S.P.H.E. and R.S.E. and Wellbeing lessons.

6. Review and Ratification

The Scoil an Spioraid Naoimh Digital Team will review this Digital Learning Framework in the 2023-2024 school year (with the addition of maximum 2 standards and associated statements, where relevant each year).

The Board of Management ratified this Digital Learning Framework Policy on   19/10/'22.

Noel Quinn Chairperson of B.O.M.