St. Peter's National School, St. Peter's Road, Phibsborough, Dublin 7

Telephone: 018680501 Email: office@stpetersns.net

St Peter's Phibsborough NS Digital Learning Plan

Mission Statement:

We propose to train our teaching staff and our students in innovative and meaningful uses of digital technologies in education to collaborate, research and create. At St. Peter's N.S. , we are united in our willingness to learn new skills and develop digital skills within the school community. We wish to develop further the already positive attitude to digital technology that exists in our school. We endeavour to utilise digital technology as a tool to develop students' personal development and social skills through the use of cooperative learning strategies and presentation of research work.It is also our intention that staff will further develop their knowledge of, and use of Digital Technology their lesson planning and daily teaching & learning. The Cocoon project will develop Digital Skills in the classroom by promoting the use of iPads for all students.. In this project, school leaders will promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment by providing teachers with opportunities to collaborate in person and through the use of digital technology – across and beyond our own school. By creating a one-to-one computing environment in our school, we will encourage students to collaborate with each other and with their teachers, thereby enriching student learning experiences and helping them to become self-motivated and autonomous learners. In this way, every classroom becomes an IT suite wherein students can collaborate, create and share. Teachers will have more scope to create more innovative assessment methods and learning opportunities across and beyond the curriculum with a focus on collaboration.

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INTRODUCTION

Technology in Society

Computers are everywhere in today's society - from smartphones, to digital TVs, to barcode scanners and even good old fashioned desktops and laptops! They are no longer something 'cool' that we use in our spare time or as a hobby; we don't live 90% of our life without technology and then suddenly go somewhere to 'do' computers. They are everywhere, we use them all the time and society would grind to a screeching halt pretty quickly if we suddenly didn't have them. They are an essential part of the fabric of contemporary society and key to Ireland's economy as we look toward the future. It is of course then also essential that they become a part of the fabric of our learning and teaching practices.

ICT in Education

ICT is a very broad term though and it can be off-putting or intimidating to a lot of educators to 'use ICT' or to 'do ICT'. Luckily, at Cocoon we have developed innovative teaching and learning strategies for maximising the potential of ICT in the classroom. Our strategies are innovative because students enjoy learning with them; they are innovative because they seamlessly integrate technology across the curriculum (just like it's integrated in society!); and they are innovative because they empower teachers with the confidence and skills necessary to use ICT to drive Ireland forward into the future of education.

The Cocoon Curriculum

We have divided ICT into four convenient strands to make planning easier and more effective. Using the strands can be helpful for rolling out ICT in a themed approach across your school; identifying clear areas for integration across the curriculum. Our strands are as follows:

1. Coding
2. IT
3. Digital Literacy

4. Online Safety

Coding

Also known as computer science or programming, coding is the study of what it is that makes computers work. Students will learn what code is, what it's used for and how to write their own code. This can be done in a variety of ways, including on tablets, on desktop computers/ laptops, online, with robotics and more. Students will start their coding journey using graphics and building block based programming to introduce them to some of the key concepts of programming. They will progress to writing code in text form using languages like Basic and Python.

There are many programming languages and luckily they all follow similar structures. Very importantly for educators, students are learning a lot more than just how to program computers when they are learning to code. They are learning computational thinking and problem solving skills, evaluation and analysis skills, and of course there is a LOT of integration with maths.

I.T. (Information Technology)

IT is the study of the use of technology, how to use it safely and effectively. It also involves creating data systems (collecting, gathering, analysing, presenting). Effective use of the internet includes understanding what the internet and the World Wide Web actually are. Students will develop their knowledge of computer networks and develop their online skills/ awareness. Online skills include effective search techniques, being discerning with digital content and search results, being safe online, cyber bullying and more. Other day to day uses of computers also come under the umbrella of IT - including word processing and typing skills, cloud computing, sharing and storage/ retrieval and more.

Digital Literacy

Using technology to create content is an incredibly powerful and flexible way to use computers for learning. Students can create interactive presentations, explore different digital storytelling media (film/ documentary, animation [stop motion and digital], eBooks), create and edit digital imagery and digital audio, and of course begin to combine the different technologies to make true multimedia projects.

OUR ROADMAP TO REACHING THE VISION *(see detailed vision on Page 10)*

Please edit the content below according to whether you are using iPads only; computers only; or combine the two to fit your goals.

YEAR 1
FOCUS: 1. Introduce the digital learning plan 2. Develop skills and confidence of teachers
INITIAL DIFFICULTY LEVELS

As part of Cocoon's Smart Development plan, the different year groups will start on age-appropriate, 'beginner' difficulty levels. Teachers can use the 'Other Difficulty Levels' option on all courses to differentiate content if desired.

Classes will have the opportunity to progress through increasingly higher difficulty levels every year, ensuring the school plan and resources continue to grow with the staff and students' skills and confidence.

Infants	**EY**
1st Class	**L1**
2nd Class	**L1**
3rd Class	**L2**
4th Class	**L2**
5th Class	**L3**
6th Class	**L3**

TERM 1 FOCUS - DIGITAL LITERACY

1. Introduce the new digital learning plan
2. Introduce an easy-to-use Digital Literacy tool to demonstrate the ease with which technology can be integrated with other subjects
3. Introduce the Progress Hub and personalised teacher planning (on Cocoon)

KEY RESOURCES INFO:

Book Creator *(iPad and computer/ Chromebook schools)*
All year groups will focus on Book Creator.

DETAILS FOR THE TERM:

(iPad and Computer/ Chromebook Schools) - All staff will start with Book Creator in Term 1. Book Creator is a flexible learning tool available on iPad or online that caters for the skills and confidence of a wide range of teachers. Its flexibility means it can be used in any subject throughout the school year. It works seamlessly with many other software options, meaning that we can continue to grow the different ways it is used. It will form the foundation of digital literacy in our school.
Introduce cloud basics to enable students to upload their work to a shared space. We will provide basic training for the teachers during the first half term (enabling students to upload the work they created before midterm break).

TERM 2 FOCUS - CODING

1. Introduce coding as a concept
2. Look at critical thinking benefits
3. Consider cross-curricular possibilities (e.g. maths)

KEY RESOURCES INFO:

A variety of software and hardware will be used.

DETAILS FOR THE TERM:

(iPad Schools) - We will use a breadth of apps including 'Daisy the Dinosaur' for infants-1st class; 'Scratch Jr' for 2nd-3rd class and 'Hopscotch' for 4th to 6th class.

(Computer/ Chromebook Schools) - 'Hour of Code' and Unplugged activities for infant classes (we will use these intermittently across older year groups too); 'Kodu' or 'Scratch' for 1st - 3rd class; 'Scratch' for 4th - 6th class.

(Robotics) The school will consider various robotics options including Bee-bots, Sphero, micro:bit and Lego WeDo.

TERM 3 FOCUS - I.T.

1. Look at other opportunities for embedding technology across all subjects
2. Introduce staff and students to the cloud *(with a focus on introducing ePortfolios for students next year)*

KEY RESOURCES INFO:

- Keynote will feature across all year groups *(iPad schools)*
- G Suite and Storyjumper will feature across all year groups
(computer and Chromebook schools)

DETAILS FOR THE TERM:

(iPad schools) Students will create presentations integrated with a class topic using 'Keynote'. Keynote can be used in any subject, and makes an excellent progression from Book Creator (taught in Term 1) because it follows a similar layout, but with a very different learning outcome.

Cocoon Certificate Aimed For *Delete the relevant four graphics*	Certificate Achieved *Delete the relevant four graphics*
	

YEAR 2

FOCUS:

1. Introduce new difficulty levels
2. Build on last year's skills with clear progression
3. Students to begin use of ePortfolios

CHANGING DIFFICULTY LEVELS

Year groups will have the opportunity to progress to higher difficulty levels this year, their second year working with Cocoon - see the additional column added to the diagram *(there is only one column in the diagram above in Year 1)*. Level 4, previously unavailable, is now available for 6th class.

If a class has worked with a piece of software previously and is working with it again this year then they should move on to the level in the right hand column; *e.g. 4th class will do level 3 for Book Creator because the students did Level 2 last year (when in 3rd class).* As staff and students grow in skills and confidence, this decision can be made at the discretion of individual teachers; *i.e. students may begin a new course at Level 4 of a specific course without doing Level 3 if the teacher thinks it's appropriate.*

Infants	EY	EY
1st Class	L1	L1
2nd Class	L1	L2
3rd Class	L2	L2
4th Class	L2	L3
5th Class	L3	L3
6th Class	L3	L4

TERM 1 FOCUS - DIGITAL LITERACY

1. *Introduce new difficulty levels for classes (including the brand new Level 4 for 6th Class - see below)*
2. *Introduce new Digital Literacy software*
3. *Build on Book Creator work from Year 1*

KEY RESOURCES INFO:

- **iMovie;** all classes will learn new software ***(iPad schools)***
- **Edublogs;** all classes will learn new software ***(Computer/ Chromebook schools)***
- **Book Creator;** more confident staff will do a second half term of Digital Literacy to build on the Book Creator skills *(see difficulty levels on previous page)*

DETAILS FOR THE FIRST HALF TERM:

Introduce ePortfolios and the use of the cloud for teacher planning and admin. Increase opportunities for embedding technology (advancing skills in previously learned software; learning new software; learning to combine software.

(iPad Schools) - All staff will start with iMovie in Term 1. iMovie is a flexible learning tool available on iPad that caters for the skills and confidence of a wide range of teachers. Its flexibility means it can be used in any subject throughout the school year. It works seamlessly with many other software options, meaning that we can continue to grow the different ways it is used.

(Computer/ Chromebook Schools) All staff will start with Edublogs in term 1. Edublogs is a flexible online tool that enables students to write short posts/ stories about a range of topics; e.g. weekly self-assessment (*describing what they learned in specific topic*); 'retell' or 'critical' literacy skills (*e.g. retell a part of a story or review a part of a story every week*); *students could upload original videos to the blog to explain a specific learning method (e.g. multiplication) to support parents to help them with homework*. The blogs can be accessed by parents or a twin school and used to demonstrate student learning.

DETAILS FOR THE SECOND HALF TERM:

(All Schools) - More confident teachers will do a second half term of Digital Literacy this school year - they will reinforce the learning in Book Creator in the previous school year. Students will progress to the next difficulty level in Book Creator. iPad schools can place the movies made in the first term in the eBooks if it suits the integration topic of the teacher; individual teachers will plan accordingly.

(iPad Schools) Additional integration apps for teachers to consider:

- ➔ Puppet Pals; *create a short explanation video (e.g. the water cycle) and include it in iMovie or Book Creator*
- ➔ Do Ink Green Screen; green screen lets the students make a video (or photo) that places them in front of any background; enabling them to 'travel back in time' or 'be on Mars'; *include green screen videos in movies; eBooks; or as stand alone videos*

TERM 2 FOCUS - CODING

1. *Introduce new difficulty levels for classes (including the brand new Level 4 for 6th Class - see below)*
2. *All students to code on a higher difficulty level or with new software/ hardware*
3. *Changing software/ hardware will enable students to transfer coding skills from one platform to another*

KEY RESOURCES INFO:

Where possible, students will use different software/ hardware to Year 1.

DETAILS FOR TERM:

(iPad Schools) - 'Daisy the Dinosaur' for infants -1st class; 'Scratch Jr' for 1st -2nd Class; 'Hopscotch' for 3rd to 6th class. All students will progress onto a new level of respective app. Hopscotch is an incredibly flexible app that allows for ease of use while simultaneously allowing high-end programming. Therefore, if some students (5th and 6th Class) have used it previously and you don't have robotics or computers/ Chromebooks then it is recommended to progress to a higher difficulty level in Hopscotch.

(Computer/ Chromebook Schools) - 'Hour of Code' and Unplugged activities for infant classes (we will use these intermittently across older year groups too); 'Kodu' or 'Scratch' for 1st - 3rd class; 'Scratch' for 4th - 6th class. Scratch and Kodu are flexible programmes that allow for ease of use while simultaneously allowing high-end programming. If you have Kodu installed you should consider the option

of students alternating between Scratch and Kodu; i.e. if they did Scratch in Year 1 then they will do Kodu this year. It is also possible to stick with the same programme, particularly if facilitates the skills and confidence of individual teachers.

(Robotics) The school will consider various robotics options including Bee-bots, Sphero, micro:bit and Lego WeDo.

TERM 3 FOCUS - I.T.

1. *Introduce new difficulty levels for classes (including the brand new Level 4 for 6th Class - see below)*
2. *Introduce basic use of the cloud for 1st - 6th class students*
3. *Increase opportunities for embedding technology across all subjects*

KEY RESOURCES INFO:

Office 365 *(iPad and computer/ Chromebook schools)*
1st to 6th class will focus on various apps with Microsoft's suite of apps. .

DETAILS FOR TERM:

(iPad/ Computer/ Chromebook Schools) -
1st to 2nd class - students will focus on logging in; simple document creation; saving and retrieving documents; basic collaboration

3rd to 4th class - building on the same skills as above; students will focus on creating digital surveys/ forms; gathering data; analysing and presenting data

5th to 6th class - students will build on the basic skills from Level 1 to focus on higher end collaboration; including communicating through instant messaging; sharing information via hyperlink; building a project as a team with pairs all sitting separately, communicating through online tools only.

1st to 2nd class - students will focus on logging in; simple document creation; saving and retrieving documents; basic collaboration

Year 3:
Teachers will progress to proficiency in a greater breadth of apps and programmes. This means that school planning for any/all subjects can start to include high level computing references and integration **Term 1** - *Reintroduce Digital Literacy lessons with a focus on developing teacher skills* *(iPad Schools)* - All staff will start with 'Do Ink' animation in Term 1. Do Ink is an animation learning tool available on iPad that caters for the skills and confidence of a wide range of teachers. Its flexibility means it can be used in any subject throughout the school year. It works seamlessly with many other software options, meaning that we can continue to grow the different ways it is used. *(Computer/ Chromebook Schools) All staff will start with Edublogs in term 1.* Edublogs is a flexible educational blogging tool available online that caters for the skills and confidence of a wide range of teachers. **Term 2 -** *Reintroduce Coding lessons with a focus on developing high level integration using age appropriate software/hardware*

(iPad Schools) - 'Daisy the Dinosaur' for infants-1st class, 'Scratch Jr' for 2nd-4th class and 'Hopscotch' for 5th and 6th class. All students will progress onto a new level of respective app. Lego WeDo and Sphero will be alternative options at this stage.

(Computer/ Chromebook Schools) - 'Bee-bots' (robotics) or 'Kodu' for infants-1st class, 'Kodu' or 'Scratch' for 2nd-4th class and 'Scratch' for 5th and 6th class. We will use the 'Unplugged' coding activities on Cocoon and the 'Hour of Code' website.

Term 3 - Reintroduce IT lessons with a focus on increasing opportunities for embedding technology across all subjects.

(iPadComputer/ Chromebook schools) In year 3 this will be using G Suite for collaboration giving the students the opportunity to use their ICT skills to work together digitally on a class topic related project

Year 4 - 5: Growing with the Five Year Vision

In these years you will continue to build upon the skills learned to date while introducing new priorities at a realistic pace. Make sure you keep a focus on where your five year vision is trying to get you to and that you are keeping the pace of introducing new skills that are progressive, but realistic at the same time. Don't forget you will be reviewing progress regularly as you go, making adjustments to the plans accordingly.

OUR VISION FOR THE SCHOOL IN (2023)

See the Digital Learning Framework guide below for help personalising your five year vision.

Digital Literacy

eBooks, animations and video making will be the focus of digital literacy activities in the school. The school will use eBooks as a standard learning tool, the students will be able to place animations and videos into the eBooks or keep them as separate projects. Teachers will combine apps as appropriate, depending on the curriculum area they are choosing to integrate with.

Green screen filmmaking will feature across the curriculum in (school), including; original narrative writing; science (weather reports); SESE/ history *(e.g. a documentary about World War 2, students place themselves in London during Wartime)*; etc.

Building on this, a variety of year groups will engage with the individual class teachers' choice of additional digital literacy options including:

- ➔ Interactive story development
- ➔ Podcasts/Vodcasts
- ➔ Blogging

Students will store and access their own / each other's podcasts and vodcasts on the cloud. They will use blogging on an individual class basis as an assessment tool and way of keeping an open communication loop between home and school. Some teachers will use interactive story tools (e.g. Twine) to explore writing skills (e.g. character/ setting description; narrative structure).

Coding

Device based coding apps and robotics will be the focus of programming activities in the school. Unplugged (non-device based) programming will be used both independently and as an introduction to device based programming. A focus on the students engaging in computational thinking will underpin all programming activities.

With regards to robotics, 'Bee-bots' will be used at the junior end of the school. Bee-bots will provide some additional learning opportunities in the senior end; e.g. mapping, maths etc.

'Sphero', 'micro:bit' and 'Lego WeDo' will be used in the senior end of the school and will provide the potential for additional coding

activities in the younger groups..

I.T.

Students having a core understanding of basic computer skills including; turning a computer on/off; creating folders; saving and retrieving files will be important in the school. Typing skills *(e.g. BBC Dance Mat Typing)* will be taught to older classes to support their progress in the senior end of primary school and to prepare them for secondary school.

Cloud storage is to be used by students for the creation, storage and sharing of work. Students will use the collaborative functionality within the software to share and collaborate on documents/ projects. Staff will use Office 365 for file storage and sharing . Staff and students will use Microsoft Classroom for distributing and submitting work; as well as enabling the students to support each other; and to enable the whole-class to engage with an online forum in a productive manner.

Online Safety lessons for students are a big priority in the school. All classes from 1st to 6th will engage in one lesson per half term to ensure a solid developmental journey throughout the school.

Operations

Email via Outlook and SMS through Aladdin will be the direct communication tools used with parents. The school will also display student work on the school website as a more general means of communication between the school and parents

Student blogs and podcasts will feature on a class by class basis as another way of sharing information with home/ parents.

Staff use OneDrive for effective file storage, collaboration and file access. Continuing to keep files and resources stored securely and allowing staff to access them when necessary (from any device) is a high priority. Students will also use OneDrive for sharing and storing work.

Staff will use Microsoft Groups and/ or the DataBiz/ Aladdin forum to post comments/ ask questions/ share thoughts and resources in a seamless way; uninhibited by tight timetables and teacher availability/ lack thereof.

Microsoft Classroom will be used by teachers and students for distributing and submitting assignments.

Assessment and Evidence of Learning

ePortfolios (storing work)

Teachers will have progressed through the levels of Cocoon's Certified Training modules for G Suite for Education and use of ePortfolios *(for students)*.

Students will begin working on their ePortfolios from the start of Junior Infants. ePortfolios will be used to store a selection of work, as chosen by individual students, under the guidance of their teacher. Work uploaded to the ePortfolios will include art; essays and writing (photos); presentations/ poetry; a selection of media based projects including eBooks, movies, animations, coding projects etc. The portfolios can be used to easily share work with inspectors, parents and other relevant bodies, as well as being available as a 'take-home' for students upon graduation from school *(illustrating their learning journey from Junior Infants to Sixth Class)*. Day to day support for students uploading and managing their ePortfolios will be provided by the teachers; t*he amount of support will depend on the year group.*

Use of ePortfolios will open a variety of assessment opportunities up to teachers; including using the comment tool within G Suite and providing easy access for teachers to student work.

Self-Assessment

Students will use Digital Literacy skills for gathering evidence of other learning areas that don't lend themselves as obviously to evidencing; e.g. taking screenshots of coding - students will put the screenshot images into eBooks and include a commentary to explain the learning objective being achieved in the image.

Digital Learning Assessment

All teachers will use Cocoon's Assessment Tool to record student progress within digital learning. These assessment records can be easily accessed centrally by the Digital Learning Leadership Team at any time; they can be easily shared with BOM; inspectors; parent-teacher meetings.

General Assessment Recommendations

Aladdin to become the primary means of storing assessment records.

Online Safety / AUP *(staff/ parents/ students)*
AUP and ICT policy to be reviewed on a yearly basis (see separate documents). Online safety lesson for students (via Cocoon) to be completed at the start of each half term.

DIGITAL LEARNING FRAMEWORK (DLF)

Click here *for Cocoon's 'Easy-Map' for the DLF. Please edit/ remove the recommended content below as you see fit.*

TEACHING AND LEARNING				
DOMAIN: Learner Outcomes				
STANDARD(S): Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.				
STATEMENT(S): Pupils have a positive attitude towards the use of digital technologies, are aware of the possible risks and limitations, and have the confidence and skills to realise the benefits. Pupils understand the potential risks and threats in digital environments.				
TARGETS: Pupils have a positive attitude towards the use of digital technologies and are aware of the potential risks and limitations of using digital technologies				
ACTIONS *What needs to be done?*	**TIMEFRAME** *When is it to be done by?*	**PERSONS / GROUPS RESPONSIBLE**	**CRITERIA FOR SUCCESS** *What are the desired outcomes?*	**RESOURCES** *What resources are needed?*

		Who is to do it?		
Teachers in 3rd to 6th class to teach lesson 4, 5 and 6 from the Online Safety programme on the Cocoon dashboard: ➔ Lesson 4 = *Reacting to Online Content* ➔ Lesson 5 = *Responsible Online Communication* ➔ Lesson 6 = *Technology in my World*	June 2020	ICT leadership team and class teachers 3rd to 6th	That pupils are aware of the dangers involved in using digital technologies	Cocoon online safety lessons, iPads
Evaluation Procedures: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?				

TEACHING AND LEARNING
DOMAIN: Learner Experiences
STANDARD(S): Pupils engage purposefully in meaningful learning activities.
STATEMENT(S): Pupils use digital technologies for sourcing, exchanging information to develop understanding and support basic knowledge creation.
TARGETS: Pupils have the ability to distinguish between reliable and unreliable information in online environments

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?*
Students to engage with online Safety lesson 2 and 3 from the Cocoon dashboard: ➔ Lesson 2 = Sourcing and Using Content ➔ Lesson 3 = Distinguishing Fact, Fiction and Opinion	June 2020	ICT leadership team and class teachers 3rd to 6th	That pupils are aware of the dangers involved in using digital technologies	Cocoon online safety lessons, iPads

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

TEACHING AND LEARNING				
DOMAIN: (From Digital Learning Framework) Teachers individual practice				
STANDARD(S): (From Digital Learning Framework) The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs				
STATEMENT(S): (From Digital Learning Framework) Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities. Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum				
TARGETS: (What do we want to achieve?) That digital technologies are used to improve literacy skills				
ACTIONS *What needs to be done?*	**TIMEFRAME** *When is it to be done by?*	**PERSONS / GROUPS RESPONSIBLE**	**CRITERIA FOR SUCCESS** *What are the desired outcomes?*	**RESOURCES** *What resources are needed?*

		Who is to do it?		
Teachers will use at least one of the three assigned courses on their Cocoon dashboard again with a specific maths or literacy focus. For example, students make an eBook with specific focus on the use of the audio recording feature in Book Creator for working on the language curriculum/ oral language development.	December 2019	ICT leadership team and class teachers 3rd to 6th	Digital technologies are used to improve literacy skills e.g. imovie, book creator	Digital Literacy schemes from Cocoon

TEACHING AND LEARNING
DOMAIN: (From Digital Learning Framework) Learner Outcomes
STANDARD(S): (From Digital Learning Framework) Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum
STATEMENT(S): Pupils can use a range of digital technologies to demonstrate the knowledge, skills and understanding

required by the Primary School Curriculum.

Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum.

TARGETS: (What do we want to achieve?) Teachers and Pupils will use digital technologies for curriculum based 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?*
Schools to engage with one digital learning focus per term as per your Cocoon Roadmap. For example: ➔ *In Term 1, classes will create eBooks that are integrated with class topics e.g. "Ancient Greece"* ➔ *In Term 2, classes will plan an original narrative and create using*	June 2020	ICT Leadership team and all class teachers	That Teachers and Pupils will use digital technologies to create ebooks that are linked with a curriculum topic e.g. 'Vikings'	Cocoon lesson plans, iPads

Scratch Jr or Hopscotch				

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

LEADERSHIP AND MANAGEMENT
DOMAIN: (From Digital Learning Framework) Managing the organisation
STANDARD(S): (From Digital Learning Framework) Establish an orderly, secure and healthy learning environment, and maintain it through effective communication
STATEMENT(S): (From Digital Learning Framework) 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.
TARGETS: (What do we want to achieve?) That the school has an ICT policy and an AUP that are fully implemented and reviewed regularly

ACTIONS *What needs to be done?*	**TIMEFRAME** *When is it to be done by?*	**PERSONS / GROUPS RESPONSIBLE**	**CRITERIA FOR SUCCESS** *What are the desired outcomes?*	**RESOURCES** *What resources are needed?*

		Who is to do it?		
The school leadership team will oversee the creation of the school's AUP with the help of the Webwise resource, LGFL templates and other examples of best practice - see ICT Policy Template in your Cocoon school folder. The leadership team conduct informal and formal reviews of the policy throughout the year.	May 2019	ICT Leadership team	That the school has an ICT policy and an AUP that are fully implemented and reviewed regularly	Webwise AUP Template

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

APPENDICES

i) Digital Learning Framework

Evidence Gathered

Elaborate on your evidence gathering process below. Review the PDST sample school process for guidance, then delete and replace the content accordingly. Where applicable, you should also include where the evidence is stored; e.g. if you conducted a teacher questionnaire, it should be stored in an 'Evidence' folder that the Digital Learning Leadership Team have access to.

Example from PDST sample school (please delete and replace):

- **Teacher Questionnaires**: The DT team identified one standard as their focus and posed questions to identify where they are in relation to the statements of effective and highly effective practice in this standard. They posed these questions in an online form which teachers could complete in their own time, using a link provided to them.
- **Checklists**: An inventory of digital technologies available to staff in the school was completed.
- **Feedback** at Staff Meetings: Specific time on the agenda was allotted at staff meetings to digital technology. This provided staff with a platform to share their experiences using digital technology.
- **Survey**: Pupils were surveyed on their thoughts about using digital technologies in teaching, learning and assessment. Again, this was carried out using a simple online questionnaire.

ii) List of Apps

Make notes beside any relevant apps. Add to/ remove from list as you see fit.

Clips	
Garage Band	
Keynote	
Numbers	

Pages	
iMovie	
Book Creator	
Animation (Do Ink)	
Green Screen (Do Ink)	
iMotion	
Daisy the Dinosaur	
A.L.E.X.	
Hopscotch	
Scratch Jr/ Hopscotch	
Lightbot	
Puppet Pals	
Comic Life	
MorfoBooth	
ChatterKid	