

Loreto High School Beaufort

Our Annual Digital Learning Plan 2023-2027

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

1. Introduction

1.1 School Details:

Loreto High School Beaufort, which caters for over 600 students, offers an educational experience rooted in the core values (justice, freedom, sincerity, truth and joy) of Mary Ward (1585-1645), the founder of the Institute of the Blessed Virgin Mary. We in Beaufort endeavor to provide a caring and supportive community which encourages each student to develop her full spiritual, intellectual, moral, creative, physical and social potential in an environment which recognises the primacy of social justice.

In Beaufort we aim to create an educational community where the system of teaching and learning is such that each student feels accepted and encouraged as a unique individual, so that her potential as a person is fully realised. The school environment fosters self-discipline, a sense of responsibility, honesty, respect for others and the environment, and the ability to interact positively with others. An understanding of the Gospel and its implications for action are an integral part of the education offered. There is an awareness and concern for the disadvantaged and underprivileged at local, national and global level. We encourage our school community to look outwards and become agents for social change through involvement in initiatives supporting justice. We encourage students to participate in a wide ranging co-curricular programme and in so doing nurture their holistic development.

1.2 School Digital Learning Vision:

In Loreto High School Beaufort, we aim to place an emphasis on digital teaching, learning and assessment. Every effort is made to ensure that students appreciate and understand the role of digital technology in their learning and lives. Students in LHS Beaufort are encouraged to make full use of digital technology to aid their learning experience. Teaching staff ensure that students are comfortable navigating digital platforms by incorporating these into their lessons and learning activities.

Teaching learning and assessment is supported and enhanced through the integration of digital technologies in the classroom. From this, students will develop skills, such as communication, collaboration, managing information and problem solving using digital technologies. The use of digital technologies will allow students to engage in independent learning. Students are expected to be responsible when using digital technologies safely and ethically in the classroom (**examples**) and outside of school. Digital technologies support students learning collaboratively and actively, in opportunities led by the teachers.

Teaching staff endeavors to promote and offer continuous professional development in digital technologies to staff to build on and improve their digital skills and confidence.

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

- All staff and students have an iPad for use in school (Digital Learning has developed to become a key part of teaching and learning and assessment in many classes and subject areas.)
- MS Office is used as our main method of communication
- We use MS Teams as our main Virtual Learning Environment (VLE).
- During the global pandemic, we were able to successfully pivot to emergency remote learning due to availability of personal devices (i.e. all staff and students have an iPad). Robust remote learning plans were developed during this time.
- Digital response plans for each subject department and protocols were developed on return after the school closures for future reference.
- Overall staff are confident in using digital technology, especially in communication (4/5) and class teaching (3.9/5)

Our areas of strength form the SELFIE Survey:

Area	Statements/Questions
Leadership	New ways of teaching (4.1/5)
Infrastructure & Equipment	Digital devices for teaching (4.2/5) Data protection (4.3/5) Digital devices for learning (4.5/5)
Continuous Professional Development	Participation in CPD (4.2/5) Sharing experiences (4.2/5) Learning through collaboration (4.5/5) In-house training (4.2/5)
Pedagogy: Supports and resources	Online Education resources (4.3/5) Creating Digital resources (4/5)

	Communicating with the school community (4.5/5)
Pedagogy: Implementation in the classroom	Engaging students (3.9/5)

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

- Teaching staff are equipped with a laptop and iPad to enhance and support the teaching and learning within the classroom. Each student uses an iPad which gives them access to their eBooks as well as the necessary educational applications. Each classroom has a laptop and an overhead projector.
- The school has numerous modern facilities including two computer rooms, printers, photocopiers and an iPad trolley. Additionally, Wi-Fi is available throughout the school buildings.
- Miracast is installed in the majority of the classrooms. New projectors, screens, amplifiers and speakers were fitted in the school and sports hall (Summer 2021). The Wi-Fi was upgraded to support these new additions.
- MicroPro is our provider of iPad and technical support.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period (09/22) to (03/23). We evaluated our progress using the following sources of evidence:

- Teaching staff reflected on their learnings, new skills and pedagogies that we would bring forward as we returned to school (2020/21 & 2021/22)
- Anecdotal feedback from students through student voice workshops (1st-6th year)
- Feedback from students through the SELFIE survey
- Feedback from teaching staff through the SELFIE survey
- Feedback from school leaders through the SELFIE survey
- Further feedback from teaching staff through MS Forms survey regarding assessing, giving feedback and student reflection digitally.

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

Pre 2019	Introduction of iPad Trolley Introduction of iPads to staff in the academic year Training for staff in digital learning Introduction of iPads to 1 st year students
2019/2020	Staff training in MS Teams
2020/2021	Digital CPD for teachers Subject department digital response plan Digital protocol
2021/2022	Digital CPD for teachers (Quizlet, OneNote, Blooket, MS Forms etc.) Digital Leaders for 1 st year students TY iPad clinic (took place on Thursdays at lunchtime).
2022/2023	AUP Policy updated SELFIE Survey

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

Pillar 1

- Continue to develop digital competencies and skills for all teachers to enhance and support productivity and classroom practice.
- Enhance the learning experience for students using technology for assessment and feedback.
- Develop a set of key digital competencies and skills for all students to learn and put into practice in their learning.

Pillar 2

- Continue to manage and maintain our digital infrastructure.

Pillar 3

- Establish a digital team with teaching staff and leaders.

3. Digital Learning Action Plan

Pillar 1				
Dimension: Teaching and Learning		Domain: Teachers' collective / collaborative practice		
Standard: Teachers value and engage in professional learning and professional collaboration				
Statement(s) of Practice: Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.				
TARGET(S): Continue to develop digital competencies and skills for all teachers to enhance and support productivity and classroom practice.				
ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Provide opportunities for sharing of practice and collaborative professional learning	All teachers engage with Digital CPD Teachers share their expertise with each other. Teachers learn new ideas to be incorporated into teaching, learning and assessment	All teaching staff (facilitated by the Digital Learning Leader)	September 2023 onwards	Digital CPD (7/9/23) facilitated by SG, DM, CD Digital Dating (23/8/24) facilitated by SG
MONITORING & EVALUATION PROCEDURES				

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

Pillar 1

Dimension: Teaching and Learning

Domain: Teachers' Individual Practice

Standard:

The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.

Statement(s) of Practice:

Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.

TARGET(S):

Enhance the learning experience for students using technology for assessment and feedback.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Increase the use of digital assessment	Teachers use digital technology for assessment. Students regularly engage in learning and	Teaching staff Students	September 2023 onwards	Sept 2023 to Sept 2024 Use termly 20% to 56% Never from 40% to 10%

	assessment methodologies in class.			
Increase the use of digital feedback	Teachers use digital technology for giving feedback. Students regularly receive/give feedback in class.	Teaching staff Students	September 2023 onwards	Sept 2023 to Sept 2024 Use termly 30% to 50% Never from 40% to 20%

MONITORING & EVALUATION PROCEDURES

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

Pillar 1	
Dimension: Teaching and Learning	Domain: Learner Outcomes
Standard: Students engage purposefully in meaningful learning activities	
Statement(s) of Practice: Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.	

TARGET(S): Develop a set of key digital competencies and skills for all students to learn and put into practice in their learning.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
1st Year Student digital induction	1st year students set up their iPad and have basic knowledge of how to use their iPad as part of their education	Senior Leadership Team Digital Learning Leader Admin MicroPro Select	September 2022 onwards	August 2023
Digital Safety talks	Each year group will attend an internet safety session.	Digital Leadership Team Digital Learning Leader Zeeko	Annually	24 th August 2024 9am-1pm
Digital module	1st year students will engage with a digital module in SPHE which will include renaming files, using folders, digital etiquette etc.	Digital Leadership Team Digital Learning Leader Career Guidance SPHE teachers	Annually	27 th & 28 th November 2023 – Zeeko

MONITORING & EVALUATION PROCEDURES

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

Ipad induction for first years went smoothly – no time for eBook apps. (2023) There were issues with wifi at iPad induction (2024) DLL had to liaise with one class

Revisit provider of Digital safety talks for 2024

Digital module was not incorporated in 2023/2024 due to timing

Pillar 2

Dimension: Leadership & Management

Domain: Managing the Organisation

Standard: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

Statement(s) of Practice: The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment

TARGET(S): Continue to manage and maintain our digital infrastructure

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Maintain/Upgrade classroom IT laptops/computers/staff iPads	Stable WiFi network throughout the school	MicroPro Senior Leadership Team	Ongoing	

	Upgrade of older laptops/iPads etc.			
Liaise with our IT partner regularly	Active communication between school and MicroPro/Select	Digital Learning Leader Senior Leadership Team	Ongoing	
Provide support and assistance to staff and students	Staff and students know who to go to if they have a digital issue	Senior Leadership Team Digital Learning Leader Admin MicroPro	Ongoing	
Update instructions for parents/students around the setup of eBooks	Parents can set up accounts/profiles for eBook companies and download books onto the iPad	Senior Leadership Team Admin MicroPro Select	August 2023 onwards	

MONITORING & EVALUATION PROCEDURES

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

Include who to contact etc. In journal & 1st year induction (completed for August 2024)

Pillar 3	
Dimension: Leading school development	Domain: Leadership & Management
Standard: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	
Statement(s) of Practice: Those in leadership and management roles are alert and responsive to the changing needs of the school.	
Target(s): Establish a digital team with teaching staff and leaders	

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Set up Digital Team	The Digital Team meets regularly Create a digital plan	Digital Learning Leader	September 2023 onwards	5 members 23/24
MONITORING & EVALUATION PROCEDURES How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?				

