



Digital Schools Criteria

The criteria are divided into five categories as shown below. The criteria in each category act as indicators as to how effectively the school meets the targets. There are sixteen essential criteria which are indicated by the star symbol “ * ”. For further information and examples of how the criteria can be implemented in school depending on the school context, please visit www.digitalschools.ie/digitalschools-criteria .

Leadership & Vision	
<p>Vision</p> <p>The school can show evidence of:</p> <p>A whole-school ICT policy that outlines a vision and strategy and conveys a positive attitude to the use of ICT in our school. The policy addresses curriculum linkage, planning for structured ICT access for all and Internet safety.</p>	<p>In relation to policy and planning:</p> <p>Vision</p> <ul style="list-style-type: none"> • * The ICT vision is integrated into the whole school vision <p>The Plan</p> <ul style="list-style-type: none"> • *There is a whole-school policy approved by all stakeholders in place • There is a dedicated ICT coordinating teacher with clearly defined roles and responsibilities • There is provision in the school ICT policy to collaboratively regularly review and update policy. • The policy plans for present and future development and improvement of ICT in light of developments in technology, increasing knowledge of effective practice and based on potential identified resources • The policy supports ICT CPD <p>In terms of learning and teaching, the school policy:</p> <ul style="list-style-type: none"> • Outlines the rationale for ICT and recognises its distinctive contribution to learning and teaching • Addresses content use of ICT in curricular areas • Includes reference to curriculum linkages in relation to ICT and learning and teaching <p>Special Education Needs</p> <ul style="list-style-type: none"> • Supports the inclusion of pupils with special educational needs in relation to ICT and assistive technology <p>In relation to ICT access, Internet use and safety the school policy:</p> <ul style="list-style-type: none"> • Plans for progression in learning with and through ICT from class to class • Accounts for regular and structured access for all pupils to ICT • Outlines how the Internet is best used as a resource for learning and teaching <p>* Includes an Acceptable Use Policy (AUP) that is implemented throughout the school</p>



<i>ICT in the Curriculum</i>	
<p>Vision</p> <p>The school can show evidence of:</p> <p>ICT integration across the curriculum in learning and teaching and staff understand how ICT can be used in the curriculum to improve student learning.</p>	<p>In relation to learning and teaching:</p> <ul style="list-style-type: none">• *ICT supports the key principles of the Primary School Curriculum• *ICT is integrated across a wide range of curricular areas• *ICT is used across all ability levels• The school ICT programme is age-appropriate and accounts for progression from class to class• Learning experiences in ICT are balanced and consistent across all classes• Teachers plan for ICT integration in their lessons and classroom activities and to provide learning opportunities that support cross curricular activities• *Assistive Technologies and appropriate ICT software are integral resources for the students with special educational needs who require additional or differentiated learning• *The Internet is used as a learning and teaching resource throughout the school• Students use ICT to collaborate on curriculum activities both within the school and with other schools



School ICT Culture	
<p>Vision</p> <p>The school can demonstrate:</p> <p>Awareness that ICT has an impact on the quality of teaching and learning, pupils' attitudes and behaviour and the wider school community.</p>	<p>In relation to the ICT culture of the school:</p> <ul style="list-style-type: none">• There is evidence of a strong ICT presence in the school• The school has experience of the motivational capacity of ICT• The school recognises the potential of using ICT as a means of communication between pupils, parents and staff• Teachers use ICT in their own classroom planning and administration• The school recognises that ICT can extend pupils' learning beyond the classroom• The school has been involved in ICT projects, either national or international or has used ICT in curricular project work• *The school has published a school website that is updated regularly and features pupils' work



Professional Development	
<p>Vision</p> <p>The school can demonstrate:</p> <p>A commitment to ongoing professional development in relation to ICT.</p>	<p>In relation to professional development:</p> <ul style="list-style-type: none"> • The whole-school policy supports and encourages ICT professional development • *There is a mechanism in place to inform teachers of courses in relation to professional development in ICT • Teachers are encouraged to be innovative by exploring new ideas in ICT and to relate them to learning and teaching • The school utilizes the expertise in ICT acquired among staff to inform practice in a collaborative way • The majority of staff have engaged in NCTE and other relevant professional development focused on the integration of ICT into the curriculum • The majority of staff are confident in the integration of ICT in their daily teaching • *The school keeps abreast of developments in technological and professional ICT practice and are aware of professional development needs of the staff in relation to ICT

Resources & Infrastructure	
<p>Vision</p> <p>The school can demonstrate:</p> <p>The use of appropriate ICT resources to support different learning environments.</p> <p>The deployment of appropriate ICT resources that reflect the plan for future improvement and development of ICT in our school as outlined in our whole-school policy.</p>	<p>Hardware:</p> <ul style="list-style-type: none"> • * The school shows evidence of sufficient and adequate access to computers/laptops in order to meet the criteria for resources and infrastructure • The school deploys ICT resources in the most appropriate manner to maximise opportunities for effective teaching and learning • The school aims to keep its computer to pupil ratio in line with the current national average • There is an appropriate selection of digital devices available for use that reflects the context of the school. (For example a data projector is available) <p>Infrastructure:</p> <ul style="list-style-type: none"> • *There is a computer network available for educational purposes • *Internet access is available throughout via 'The Schools Broadband Network' <p>Software:</p> <ul style="list-style-type: none"> • * There is a variety of content-rich and content-free software available for use covering a range of curricular areas and class levels



	<p>catalogued</p> <ul style="list-style-type: none">• Teachers use a variety of age and ability appropriate software applications as a learning and teaching resource• *All software is licensed
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