

DIGITAL LEARNING PLAN

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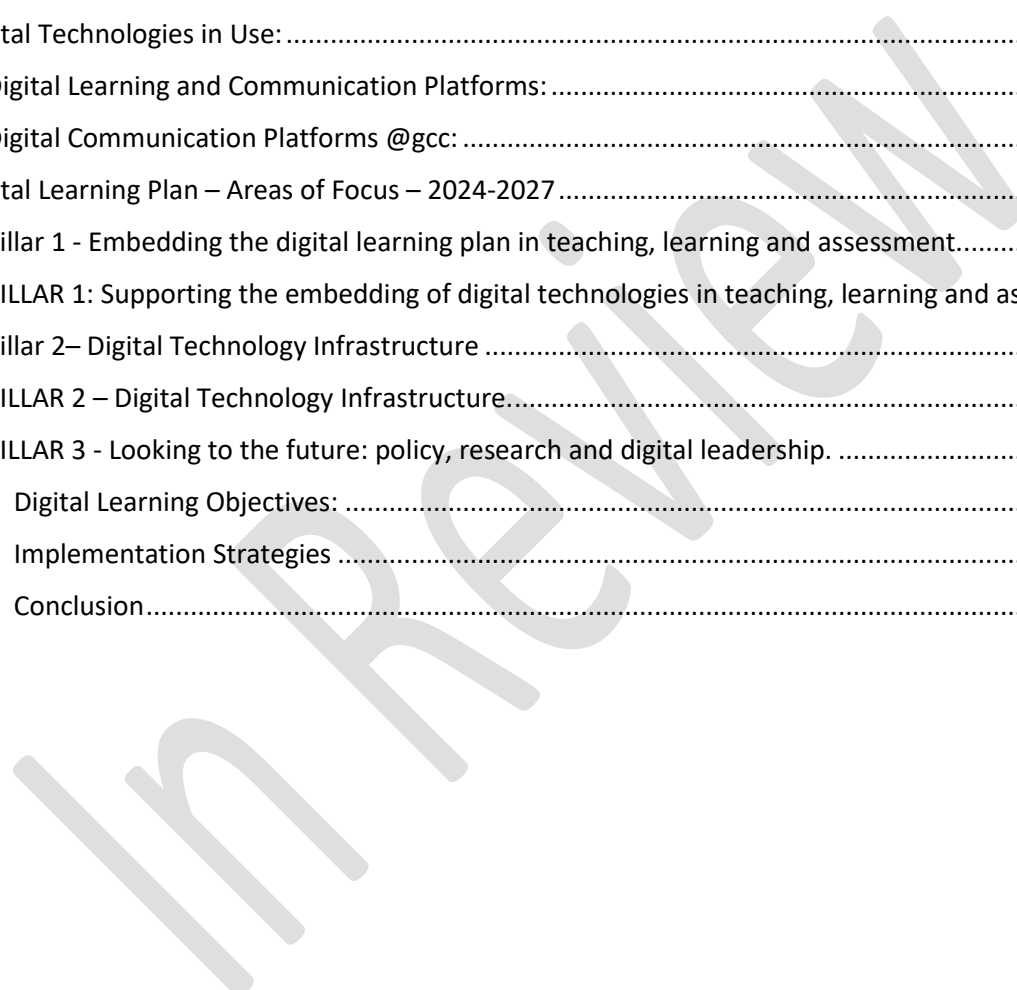
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Introduction:

At Griffeen Community College we are dedicated to preparing our students for success in a rapidly evolving digital world. Recognising the transformative potential of technology in education, we have made a steadfast commitment to integrating innovative digital tools and resources into every aspect of our teaching and learning practices. By harnessing the power of technology, we aim to enhance student engagement, foster critical thinking skills, and empower learners to thrive in the digital age.

School Details:

Griffeen Community College is a co-educational, multi-belief second level school in Lucan, Co. Dublin, under the patronage of Dublin and Dun Laoghaire Education Training Board. With a current enrolment of 535 students, our school is committed to providing the highest standard of education to meet the needs of our students through a holistic approach. Griffeen Community College (GCC) aims to promote a happy and caring school environment where pupils are encouraged and supported to reach their full potential. The emphasis is placed on quality teaching and learning, positive behaviour and the pursuit of standards of excellence in all areas of college activities.

Digital learning – definition

Digital learning refers to the embedding of digital technologies within learning, teaching and assessment practices in a school. The list of digital technologies is constantly evolving, and they have the potential to support a range of activities across the school.

Digital technologies can be defined as electronic tools, systems, devices and resources that generate, store or process data.

The aim of the Digital Learning Framework is to embed digital technologies into the everyday life of the school, to support Teaching and Learning as well as Leadership and Management

Digital Learning is any form of learning that is facilitated by digital technologies or by an instructional practice that makes effective use of technology

In this way, digital learning promotes the active use of digital technologies by teachers and learners in schools.

School Vision - Digital Plan

Our school vision in relation to digital planning is to promote an effective 21st Century educational environment in which learner experiences in the classroom are enhanced through the use of technology; and in which improving the potential for self-directed, independent, creative and collaborative learning is prioritised and evaluated at all times.

Digital Technologies in Use:

The potential for constantly enhancing standards of teaching and learning through technology at Griffeen Community College is vast, as the necessary infrastructure- and more importantly the culture of using connected devices – is widely in place since inception.

This supports a key factor in the implementation of the National Digital Strategy to 2027 - that all learners are provided with the opportunity to use digital technologies during their learning. This opportunity will help our learners reach their full potential and provide them with the digital skills needed for an increasingly technology enabled world.

Examples of innovative and interactive lessons, along with instantaneous methods of formative assessment are regularly being created and used by teachers and students across a wide range of subjects. The challenge however is in ensuring that these high standards are being maintained on a consistent basis; and that these progressive methodologies – made possible through the use of digital devices in all lessons where deemed effective.

All classrooms are provided with projectors and device screening technology. Our access to technology has been greatly advanced through the provision of two laptop trollies, one in 2023 and the second in 2024. The awarding of a digital grant via Holistic Approach to Cross-Curricular, Immersive Literacy Improvement in 21 Century Education in Secondary Schools' allowed us to purchase Bluetooth mice, key boards and headphones.

Griffeen Community College has always used the Microsoft suite as its platform, however the apple iPad was the device of choice when the school established. During the Covid years of 2020-21 the school adopted MS Teams as its VLE for teaching and learning purposes. This platform evolved rapidly during these years and it is now used as a highly effective method of communicating with students for both teaching and learning as well as all other areas of school life. MICROSOFT TEAMS provides a virtual classroom for the sharing of resources, teacher-student communication and the assigning and submission of work throughout all teaching

groups. Each class has a unique code with teachers as OWNERS and learners as MEMBERS and can be updated regularly.

During the 23-2024 school year Griffeen CC decided, following consultation, to move to a laptop for the incoming first year students. This decision was based on a range of factors

Digital Learning and Communication Platforms:

Digital Learning Platforms *refer to any technology in use that facilitate remote teaching and learning.* At LCC, the school approved digital learning platforms are:

- [Microsoft365 including @DDLETB email and Microsoft Teams](#) – Microsoft Teams is the learning platform for all classes, subject department files and online subject department meetings.
- APPLE iPads – All GCC student iPads are monitored and protected by Wriggle Management Software – (e.g. JAMF) – Approved Educational Apps in use include Keynote, iMovie, Clips, Pages etc.
- Lenovo Laptops – All first year students in the academic year 2024-25 commenced with Laptops in line with our overall SSE/Wellbeing/Digital Strategy planning process.
- There may be some additional subject specific applications that teachers choose to use, and the teacher will provide the student with the information required to access them. In all such cases, students must use their @griffeecc.ie account as the login.

Digital Communication Platforms @gcc:

- Digital communication between staff and students is also facilitated through applications on the MICROSOFT365 DOMAIN – primarily MICROSOFT OUTLOOK EMAIL and MICROSOFT TEAMS. All GCC staff and students are assigned an @griffeecc.ie 365 account by DDLETB IT Support for this purpose.

- Digital communication between GCC staff is formally on the Microsoft365 platform as part of the @DDLETB domain facilitating GCC Inter-Staff and GCC Staff to Head Office communication

Digital communication between GCC and parents/guardians:

- The designated email address for parent/guardian communication with Griffeen Community College is info@griffeencc.ie
- Updates for parents/guardians will be posted on the official school website www.griffeencc.ie , vsware and our social media.
- The vsware app for GCC was introduced in 2022-2023 to improve home-school digital communication. *Details on how to download the app have been sent to all parents and are available on our school website.*
- VS WARE APP is the secure school platform for home-school communication and the digital records of GCC student and household information. A VS WARE username has been provided to all parents/guardians and details on GCC student attendance, behaviour, current timetable and academic progress can be accessed by parents logging into their individual account. Class Tutors and Year Heads will record online attendance and progress and will contact parents in cases of non-engagement.

Social Media

- Official School Twitter account @griffeencc, griffeen_cc Instagram and facebook Griffeen Community College accounts are also used for digital communication and public relations in our wider school community.
- GCC acknowledges that the use of digital communication platforms for learning may not be appropriate or possible for some students or households. In such cases, GCC proposes to support student learning by identifying alternative suitable arrangements including use of the postal service, text messages and phone calls from staff.

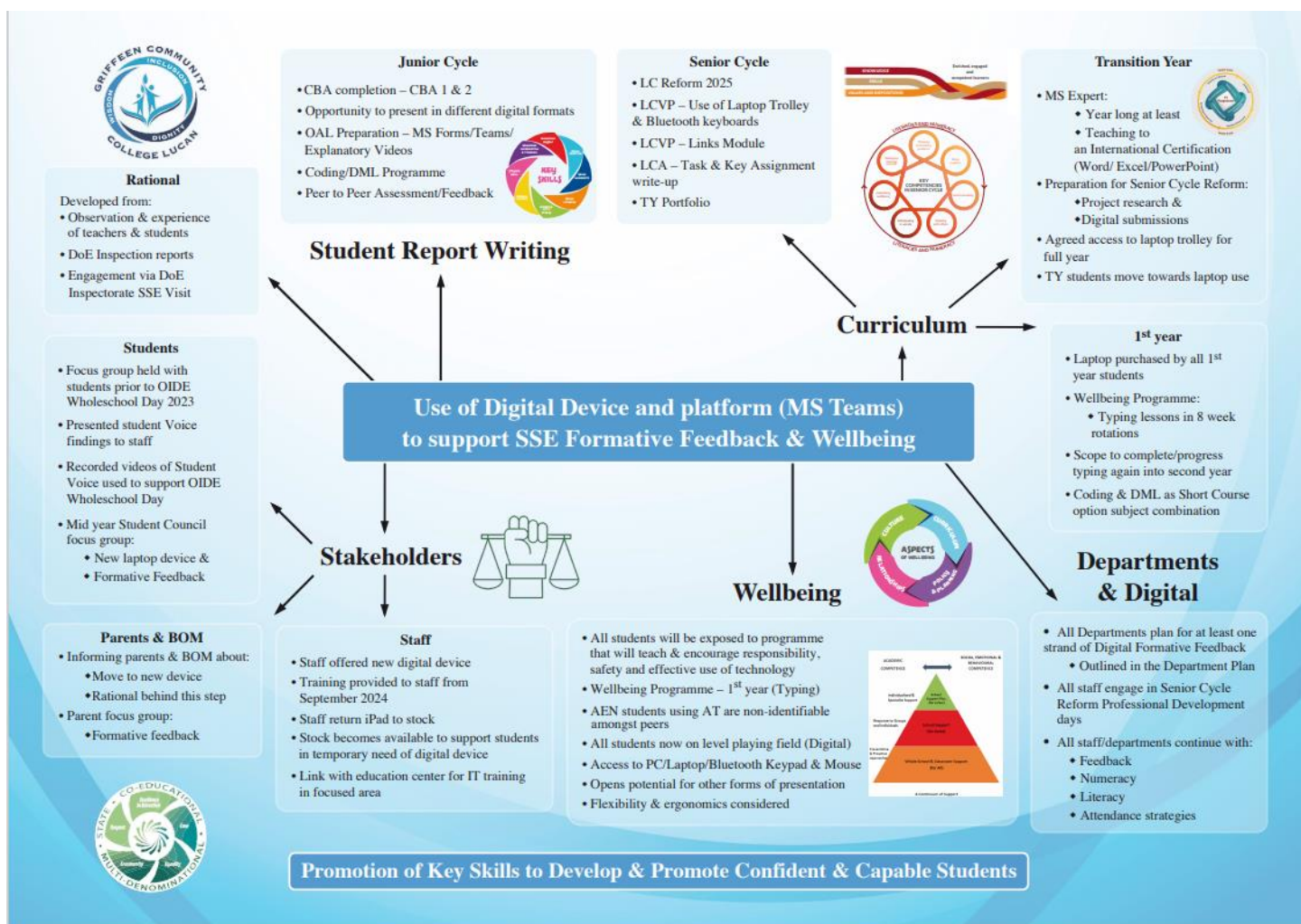
Digital Learning Plan – Areas of Focus – 2024-2027

The underlying focus of our Digital Learning Plan is to review the standards of technology enhanced learning and assessment at GCC – through examining current teacher experiences of the use of ICT tools and devices to improve their pedagogy.

There is the intention and the potential to extend this study further to incorporate the experiences of students and their parents by the end of the school year 2024-2025 – in conjunction with the E.U SELFIE initiative.

Pillar 1 - Embedding the digital learning plan in teaching, learning and assessment.

Our Digital Learning Plan aims are aligned to the Junior Cycle Statement of Learning 24 *'use technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner'*. These aims are supported by our SSE and Wellbeing focus. We are focused on providing feedback in the learning environment using technology, where appropriate, while taking action to safeguard and promote wellbeing. There will be a continued emphasis on developing the digital learning skills of teachers and student training, for example, our Wellbeing Rotations for the first-year students - 8-week rotation programme in Typing and our transition year MS Expert programme.



PILLAR 1: Supporting the embedding of digital technologies in teaching, learning and assessment.

This pillar focuses on the embedding of digital technologies across all aspects of teaching, learning and assessment. It centres on approaches to support teachers and school leaders to ensure that they have the necessary skills and confidence to equip learners with the knowledge and skills required for the modern world.

Digital Skills Development in Staff and Students:

There is a dual focus on improving teacher's individual practice but also digital collaboration and communication across departments; primarily through Microsoft Teams. All efforts are made to ensure that the necessary continuous professional development (CPD) is provided to enable GCC teachers and SNAs to use the platform(s) as outlined above. Such CPD is availed

of at a time identified and agreed with staff as part of the agreed framework for the provision of CPD. As with all professional development, there is great value to be found in providing staff with the opportunity to deliver in house CPD, derived from in house talent.

One example of staff driven CPD, was therefore launched during the academic year 2022-23 GCC digital Strategy Team provided a carousel-based workshop for and by staff. The aim of this workshop was to provide teaching and SNA staff with ways in which they could introduce simple digital methodologies into their practice without requiring the need to spend excess time preparing the methodology in advance. Staff participated in four, 15-minute workshops in rotation. The overall aim was for teaching staff and SNAs alike to be able to enter the learning environment the following day, and introduce an aspect of the skill learned during the workshop.

The overall success of this workshop was seen in an increased buy in from staff, an increase in awareness of how technology could be used in a very simple way and finally, an increased awareness of where the skill base lay within the staff.

Safer Internet Awareness Week

Each year GCC run a safer Internet Awareness Week. The aim of this week is to educate and support the community in the promotion of Safer Internet Use. This themed week occurs in Spring Term each year. The aim is to include Student ambassadors as leaders of the programme to encourage peer to peer education in the area that affects this age group in such a significant manner. Some initiatives have included:

- The Garda Schools Programme: visit from members of the Community Liaison Team to present to 1st year Students
- My selfie and the wider world: GCC Senior Prefects visit local primary schools to give cyberbullying talks to 5th/6th class students.
- Creation of Internet Safety Board – focus on Digital schools’ aspect - 1st Years: Prefects deliver a #mindyourselfie workshop with 1st years (focus on devices being put away for an hour and participating in activities)
- Cyber security guest from NCI: Talk for 4th Years on Cyber Security
- 2nd Years: Walking debate
- Cyber Pals at lunchtime for students
- Beware of what you share group discussions.

- Zines Workshop: 4th years take part in a Zines workshop (Art teacher led) under the theme [Be in CTRL](#)

Staff CPD Workshops - Teaching and SNA Training provision of the school digital platforms and a range of applications that enhance learning and creativity. (e.g. MICROSOFT TEAMS; ONE-NOTE, MS Expert, Apple iPad Management, CLIPS, KEYNOTE iPad Apps).

Areas for development include:

- Dissemination of online questionnaires with teachers to ascertain their current levels of skills and confidence for the provision of digital learning in light of the move to windows devices. This will help to identify needs and teacher/SNA requests for training which will inform the planning of CPD workshops for staff meetings.
- *A consistent approach to providing Training videos and Digital support emails with staff to further assist teachers.*
- *A reinvigorated approach to the use of the Digital Strategy team shared folder for the upload of Videos, Guides and learning resources.*
- As the school grows it may become necessary to introduce and I.T Helpdesk where Staff can contact a member of the Digital Leadership team at a designated I.T HELPDESK for support with technical issues or concerns that are affecting the teacher/SNA's ability to provide quality technology enhanced learning for students.

Additional Staff Training Opportunities:

- *WRIGGLE CONNECT Programme* – GCC has provided places for teaching staff on this online training programme – Participating teachers were given the opportunity to avail of online video tutorials from APPLE/MICROSOFT digital experts in a range of remote learning tools.
- DDLETB Microsoft Teams Digital Leadership: All staff are afforded the support of DDLETB Digital Leaders; Staff training events and opportunities for collaboration with colleagues in other schools are provided throughout the school year.
- OIDE – (Formerly the Professional Development Service for Teachers (PDST)) Digital Technologies Team has developed a comprehensive range of professional development programmes for teachers and school Leaders.

Developing the skills set of students:

As a one to one device school, students are afforded the opportunity to improve their use of digital technologies in their daily school experiences at GCC.

As a consequence, the vast majority of students are ready to use such technology effectively to support their learning.

In their various subject classes, GCC students have developed their ability to:

- Access and navigate the school learning platform MICROSOFT 365 – TEAMS, ONE DRIVE etc.
- Engage with teaching and learning materials using their iPad, laptop and/or via TEAMS/OUTLOOK.
- Upload their own work and organise their files independently.

In 2024- 25, GCC introduced a Wellbeing Module for first year classes entitled ‘Typing’ to assist students in developing their technical skills and confidence further in using their mobile device. (See Appendix)

Supporting Equity of Access to Digital Resources:

GCC recognises that appropriate digital devices and/or internet connection with sufficient bandwidth may be a challenge for some families, including those who are socio-economically disadvantaged, or those who live in geographical areas with poor internet infrastructure. GCC provided supports to students during the Covid years, through the supply of devices or dongles in cases of particular hardship.

All teachers and SNAs are provided with staff devices and are well placed to support students in their digital learning. However, in order to ensure that teachers have access to all necessary digital technology to manage online teaching and support students’ further, the loan of School Devices such as iPads and Laptops have also been made available to staff (as well as students) in appropriate cases.

The future:

- Check Digital Strategies other schools

- Survey the students - Can you type? Comfortable?
- Appoint a Digital Team Lead
- Set up a Digital Learning team
- Inventory of Infrastructure
- Get support from OIDE
- CPD for teachers/ Track
- SSE/Wellbeing Link

Pillar 2– Digital Technology Infrastructure

PILLAR 2 – Digital Technology Infrastructure.

This pillar focuses on technology in the context of infrastructure development in schools including broadband connectivity and technical support and procurement frameworks.

In terms of Pillar 2, we continue to improve our Digital Technology infrastructure

- Screen mirroring for both iPad and windows devices is now possible in all classrooms. Teachers now have the option of retaining their iPad or moving to a Microsoft Surface Go device. If they choose to adopt the Surface Go the iPad must be returned and this can then be repurposed as a student iPad to be given on loan to those students awaiting the arrival of their own devices, or in the case of hardship funding.
- We have purchased two laptop trollies which can be used by class groups in years 2-6, that only use iPads. These laptops are mainly used for the MS Expert programme in TY, the LCVP links module, the LCA Programme and in some instances for coding and digital media studies.
- The purchase of 30 Bluetooth mice and key boards has allowed students easier access to technology when using the iPads for more structured project or research-based work. We will look to purchasing more now with the purchase of the second laptop trolley.
- Headphones have also been purchased for use with digital technology and this has proven particularly beneficial to those students with Sensory needs.

- As we move to the new building, we will be able to expand to a greater extent in the digital world as we will also have access to computer rooms as well as a technology suite for DCG.

Current Digital Projects and Inventory:

1. 3D Printers:
 - Utilizing 2 3D printers for hands-on learning experiences in design, engineering, and prototyping.
 - Software: Ultimaker Cura for slicing models and Corel Draw for design work.
2. Projectors and Casting Devices:
 - Enhancing classroom instruction through multimedia presentations and interactive lessons.
3. Laptops
 - Providing 60 Laptops for students to access online resources, collaborate on projects, and complete assignments. This is composed of two laptop trollies that store securely and charge the devices.
 - Introduction of Laptops for first year students with the long-term aim of improving skills and readiness for curriculum reform as well as the world of work.
4. Online Learning Platforms:
 - Utilising Read Theory, Khan Academy, Typing for personalized learning and skill development across various subjects.
5. Digital Learning Platforms:
 - Implementing Microsoft Teams for virtual classrooms, collaboration, and communication among students and teachers.
6. Assessment Tools:
 - Using Gmetrix for Microsoft exams preparation and assessment.
 - Conducting Microsoft exams to certify students' proficiency in relevant software applications such as Excel, Powerpoint and Word.
 - Read Theory self- assessment
7. Educational Technology Tools:

- Integrating Osmo interactive learning systems into classroom activities to enhance engagement and critical thinking skills.
8. Language Learning Resources:
- Providing access to EAL Cambridge Exams and digital resource websites for English language learners.
 - Utilising digital translation dictionaries on iPads to support language acquisition.
9. Typing Programs:
- Implementing typing programs to improve students' keyboarding skills and efficiency.
10. iPad:
- Leveraging iPads as versatile educational tools for content creation, research, and digital storytelling.

PILLAR 3 - Looking to the future: policy, research and digital leadership.

This pillar deals with alignment of the strategy with relevant EU and government policies and also looks at the important aspect of online safety, new and emerging technologies and the associated issues for the education sector.

Our aim for Pillar 3 Policy, Research and Developing Leadership capacity:

- Continue to support the development and dissemination of high-quality resources to promote the safe, responsible and ethical use of the internet and digital technology, informed by national and international policy and best practice
- As more posts of responsibility become available to the school, we would examine the ability to appoint a range of AP positions to fulfil roles inclusive of ICT Coordinator, Technology Enhanced Learning Coordination and Social Media/Digital Home-School Communication
- We will move to digital access for our enrolment process. Implementation of this procedure will be realised through our [MIT](#) System. All members of the community

wishing to applying for places in GCC will be required to use this system from September 2025. Access to the MIT system is available on our [Website](#)

- Each year we provide an internet safety seminar for all first-year students. The workshops to date have been run by Zeeko <https://zeeko.ie/secondary-school/> Zeeko fulfil the Pillar 3 aim to ‘*Continue to support the development and dissemination of high-quality resources to promote the safe, responsible and ethical use of the internet and digital technology, informed by national and international policy and best practice*’, as it provides evidence-based content featuring cyberbullying, digital footprint, inappropriate content, online relationships, and excessive internet use. This programme benefits young people by:
 - Empowering young people through education to safely benefit from the Internet and technology
 - Reducing school leadership time dealing with online issues
 - Engaging pupils, teachers and parents to contribute to a positive online culture
 - Contributing to young peoples’ positive mental health
- In addition to this the Dublin City University, Anti-bullying centre have devised the FUSE <https://antibullyingcentre.ie/fuse/> anti-bullying and online safety programme which is rolled out in SPHE lessons for students in Griffeen Community College. This programme is a:

‘Research-based anti-bullying and online safety programme for primary and post-primary schools. The goal of the programme is to connect everyone in a school community to work together to tackle bullying and promote online safety’. (DCU Antibullying Centre)

Our long-term goal here is to also improve student input in digital learning & planning through our Student Ambassador groups (Wellbeing Captains, Prefects, Student Council, reinstatement of Digital Captains).

- From a Policy standpoint, we carried out a review of the technology in Griffeen CC in the 2022-23 and 2023-2024 academic years. This review looked at a number of factors examining the effectiveness of our technology provision in the school. The initial stages involved the provision of a staff workshop which included the provision of an external SWOT analysis that identified some of the areas on which Griffeen CC placed their focus for next steps. The outcome of the SWOT analysis alongside consultation within the Digital Strategy group, informed the direction of the school based questions in the SELFIE <https://education.ec.europa.eu/selfie-for-teachers> This review identified strengths and weaknesses as well as Digital opportunities and Threats. Building on the outcomes, we commenced the review of the use and effectiveness of iPads -and their related software applications – on teaching and learning at Griffeen CC.
- Our Digital Plan assists in developing a more informed approach to creating and maintaining a general standard of digital competency throughout our teaching staff; and as a consequence, in improving student experiences of technology enhanced learning at GCC. In focusing on school improvement in this area of teaching and learning we are also inadvertently informing better decision making in relation to our Digital Strategy for GCC - along with enriching the quality of future policy development on the use of mobile devices as an educational tool– as recommended in D.E.S circular.

Digital Learning Objectives:

1. Enhanced Engagement: Utilize interactive technologies such as 3D printers, Osmo, and multimedia presentations to increase student engagement and participation in learning activities.
2. Personalized Learning: Leverage online platforms like Read Theory and Khan Academy to provide personalized learning experiences tailored to individual student needs and learning styles.
3. Collaborative Learning: Foster collaboration and communication among students and teachers through virtual classrooms and collaborative tools like Microsoft Teams.
4. Digital Literacy: Equip students with essential digital literacy skills through hands-on experience with a variety of digital tools and resources.
5. Assessment and Certification: Prepare students for future success by offering opportunities for certification in relevant software applications through Microsoft exams and Gmetrix.

6. **Language Support:** Provide English language learners with access to resources such as EAL Cambridge Exams, digital translation dictionaries, and language learning websites to support their language acquisition journey.
7. **Efficient Use of Technology:** Ensure efficient use of technology resources such as Laptops and iPads to optimize learning experiences and maximize educational outcomes.

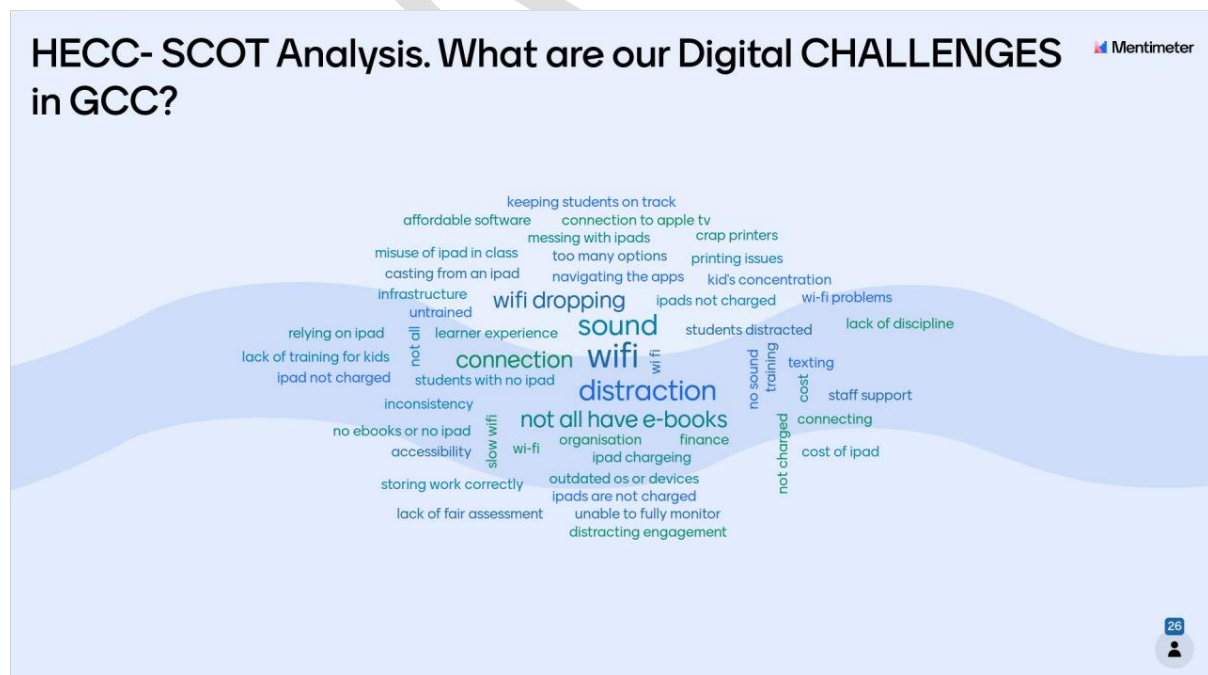
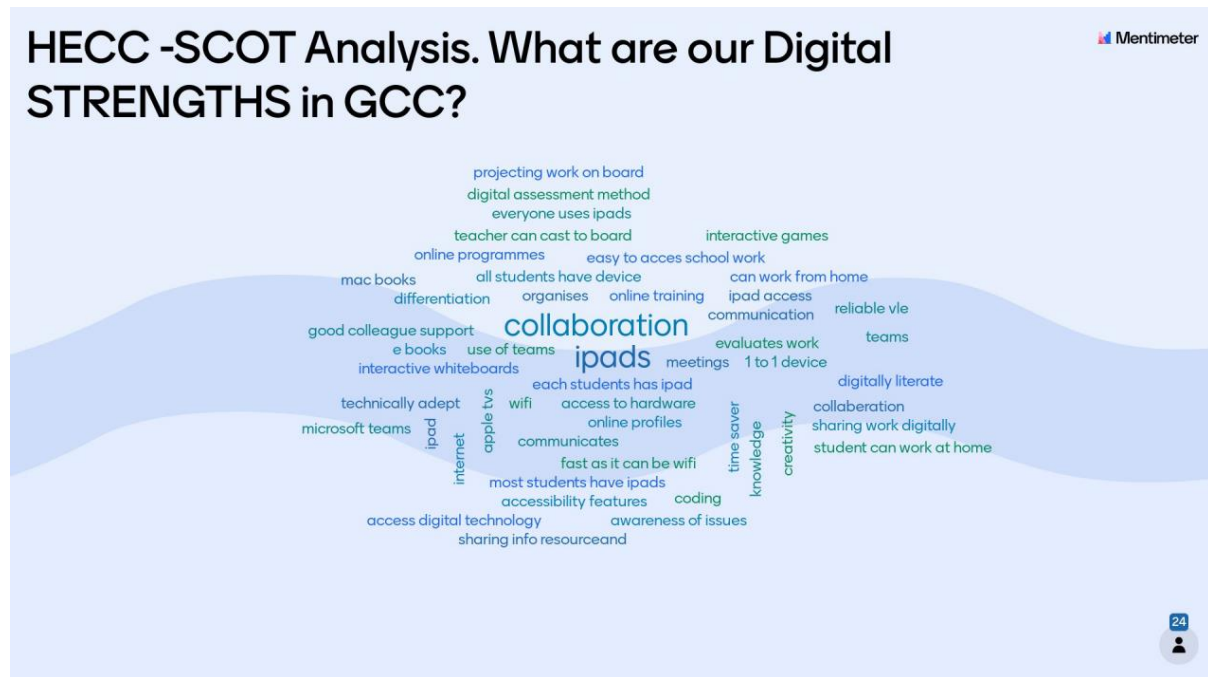
Implementation Strategies

1. **Professional Development:** Provide ongoing professional development opportunities for teachers to enhance their digital literacy skills and effectively integrate technology into their teaching practices.
2. **Curriculum Integration:** Integrate digital projects and resources into the curriculum across various subject areas to enhance learning outcomes and promote interdisciplinary connections.
3. **Monitoring and Evaluation:** Regularly monitor the implementation of the digital learning plan and evaluate its effectiveness through student assessments, teacher feedback, and data analysis.
4. **Continuous Improvement:** Continuously review and update the digital learning plan based on feedback and changing educational needs to ensure its relevance and effectiveness.

Conclusion

By implementing this digital learning plan, we are confident that Griffeen Community College will empower students to become digital-savvy learners equipped with the skills and knowledge needed to thrive in the 21st century. We remain committed to fostering innovation, collaboration, and excellence in digital learning to prepare our students for success in an increasingly digital world.

Appendix



HECC -SCOT Analysis. What are our Digital OPPORTUNITIES in GCC?

Mentimeter



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HECC -SCOT Analysis. What are our Digital THREATS in GCC?

Mentimeter



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8-Week Typing Programme Year and Class - 1st Year 2024-2025 Programme Overview

This 8-week programme is designed for students to develop the following key skills through the online programme called "typing.com",

- Touch typing
- Proper typing technique
- Accuracy and typing speed
- Use of digital technology
- Effective communication
- Working independently

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Learn with Pride and Progress with Confidence

By the end of the 8 weeks, students will have improved their typing abilities, which they can apply across all subjects over the Junior cycle programme.

Rationale

Griffioen community college is a digital post primary school whereby all students have access to a device, the current first year students use laptops. Students are encouraged to use their device as often as they can to help them improve their digital skills, literacy and enhance their learning experience.

Typing is a crucial part of all junior cycle CBA's where students use Microsoft packages such as Word and PowerPoint to write up their projects and reports. Additionally students sometimes use their devices to complete homework and other classroom assignments and activities.

Touch typing is a crucial skill in the digital age, enhancing student efficiency and productivity. It helps students save time, reduce errors, and concentrate better on tasks by eliminating the need to look at the keyboard. Additionally learning to type can be highly beneficial for students who struggle with literacy and have mild learning difficulties. Touch typing, when introduced effectively reduces cognitive load, encourages independent learning which results in enhanced student confidence and encourages multisensory learning.

The programme of choice known as "typing.com" offers a user-friendly platform with interactive lessons and personalised feedback, making it easier for students to practice and improve. This 8-week module will help students establish strong typing habits, improve accuracy, and gradually increase their typing speed.

Resources

- Online platform called Typing.com - <https://www.typing.com/>
- Laptop

Demonstration of Junior cycle key skills within this module

Staying well

- Students must practice safe online practices when using the internet.
- Students gain confidence through learning how to touch type.

Managing information and thinking

- Students must navigate their way around an online platform.
- Students must engage with demonstration videos before practising different touch typing techniques.
- Students must follow a step by step procedure.

Communicating skills

- Students develop their literacy skills through touch typing.
- Students learn from one another.
- Students listen to others and express themselves through questioning and answering.

Managing myself

- Student sets up their own profile and must record their credentials accurately for future access.
- Students work independently.
- Students take responsibility for their own goals.
- Students save their work weekly.

Being Creative

- Students learn creatively through an online platform.

Working with others

- Students learn from one another through questioning.
- Students learn from one another through the use of digital technology.

Links to wellbeing within the module

- Students engaging in a learning environment that is safe and inclusive.
- Students are being safe when engaging with an online learning programme.
- Students gain confidence in the areas of typing and digital technology.

Learning Objectives and Aim

Aim- Students engage in the beginners level of the “typing.com” online learning programme within an 8 week time period.

By the end of this programme, students will be able to:

1. Master the home, top, and bottom rows of the keyboard using proper finger placement and technique.
2. Increase typing speed to at least 25 words per minute.
3. Improve accuracy in typing through repetitive practice and self-assessment.
4. Utilise touch typing for real-world tasks, such as writing, taking notes, writing reports and essays for CBA’S.
5. Understand the importance of posture while typing to prevent injury.
6. Track individual progress through "typing.com" which encourages students to work independently.

Week-by-Week Breakdown

This programme is student led and therefore students are encouraged to move through the lessons once they feel that they have mastered each set of keys.

Week 1: Introduction to Touch Typing – Beginners

Topic- “Getting Started”

- Focus: Home row keys and finger placement.
- Activities:
- Introduce the "typing.com" platform.
 - Set up login details and record accurately.
 - Identification of the home row keys.
 - Lessons on the keys J,F & Space and U, R and K keys
 - Focus on proper finger placement and posture.
 - Practice drills and short typing tests emphasizing accuracy over speed.

Teacher Guidance:

- Demonstrate the correct posture and finger positioning.
- Encourage students to look away from the keyboard while typing.
- Offer encouragement and positive reinforcement for good technique.

Topic- “Getting Started”

Week 2: D,E and I keys & C,G and N keys

Focus: Reinforce J,F & Space and U, R and K keys and master D,E and I keys & C,G and N keys

Activities:

- Review home keys (J,F & Space and U, R and K) by watching demonstration videos and engaging in practice run.
- Use interactive lessons on "typing.com" to reinforce new keys & D,E and I keys & C,G and N keys .
- Start with simple sentences and words using home row keys.

Teacher Guidance:

- Provide individual feedback on finger positioning and posture.
- Offer additional practice for students who struggle with key accuracy.

Topic- “Getting Started”

Week 3: Beginners review

Focus: Participate in the beginners review.

Activities:

- Practice drills incorporating all keys covered keys.

Teacher Guidance:

- Observe students' hand movements and suggest improvements where necessary.
- Continue to stress the importance of correct hand and body posture.

Topic - Reaching out

Week 4: T, S & L , O,B & A

Focus: Strengthen coordination between the home and top and bottom rows.

Activities:

- Drills combining home , top and bottom row keys
- Students type short paragraphs that include letters from all rows.
- Encourage students to start timing their exercises, with a focus on accuracy.

Teacher Guidance:

- Remind students to take breaks if they experience any discomfort.
- Provide feedback on areas where students may be struggling (e.g., incorrect finger placement or slow speed).

Week 5:

Topic – Reaching out

Focus: V, H & M keys & period and comma

Activities:

- Complete exercises incorporating both home, top, and bottom rows with punctuation.
- Students type short paragraphs using all rows and punctuation.

Teacher Guidance:

- Monitor students' posture and finger placement to ensure they are applying good technique with the bottom row.
- Encourage students to practice typing with different punctuation marks in context.

Week 6: Focus – Beginners review

Topic-Reaching out

Focus: Review all sections of reaching out. Increase accuracy while maintaining proper posture.

Activities:

- Accuracy-focused typing tests (with timed drills).
- Introduce ergonomic principles, such as sitting posture, hand alignment, and keyboard positioning.
- Revisit challenging keys from previous weeks and provide focused practice.

Teacher Guidance:

- Remind students about taking regular breaks to avoid strain.
- Provide specific feedback on how to increase typing accuracy through consistent practice.

Week 7:

Topic- The Home Stretch

Focus: W, X & Q, Y, P and Z keys

Activities:

- Accuracy-focused typing tests (with timed drills).

- Introduce ergonomic principles, such as sitting posture, hand alignment, and keyboard positioning.
- Revisit challenging keys from previous weeks and provide focused practice.
Teacher Guidance:
- Encourage students to set personal speed goals.
- Help students prioritize accuracy over speed at this stage.
- Offer support for students who struggle to maintain focus or speed.

Week 8:

Topic – Wrapping up

Focus: Revisit all keys on all rows. Carry out the beginners assessment.

Activities:

- Revisit all keys by engaging with the beginner wrap.
- Engage in assessment.

Teacher Guidance:

- Provide individual feedback on progress.
- Celebrate achievements and encourage lifelong practice.

Links to Literacy

- Students following instruction by listening to oral instruction
- Students following instruction by reading written procedures.
- Students improve their typing skills.
- Students learn new key words.

Links to Numeracy

- Students are managing their time.
- Students are analysing their speed
- Students are analysing their accuracy

Differentiation

- Provide one-on-one support
- Encourage student to repeat keys as many times.
- Encourage short, focused practice sessions of 5-10 minutes to build stamina gradually.
- Encourage students to take breaks.

For Advanced Students:

- Encourage students to work through intermediate and advanced levels.

Feedback

- Students are given regularly oral feedback from teacher.
- Students receive generated feedback from online platform including accuracy and speed.

After the completion of this programme the following changes should be implemented:

- Ensure students record their credentials accurately during lesson one.
- Spend time showing students how to navigate the platform during lesson one.
- Record if students have any previous typing experience, this will help me to encourage students to set their individual goals and targets.
- Ensure all students review the demonstration videos during all classes.
- Prepare spare laptops for students who do not have access.

In Review