



New Digital Learning Plan | 2026-2030

1 – Introduction

This document records the outcomes of our current DLP, including targets and actions we will implement to meet the targets.

1.1 – School Details

- St Peter's NS, Dungourney, Midleton, Co. Cork (P25Y838) | Roll No. 19761G
- AKA: Dungourney Central National School, Dungourney, Midleton, Co Cork.

1.2 – School Vision

Using the Digital Learning Framework as our guide, we hope to:

- Embed digital technologies into our practice.
- Create a shared vision for technology.
- Facilitate a whole-school approach.
- Facilitate teaching and learning from alternative locations, i.e. from home.
- Ensure high-level pupil engagement.
- Engage children as thinkers, active learners and knowledge constructors.
- Provide access to online learning platforms where appropriate.
- Incorporate an inclusive learning environment where digital learning is accessible to all learners.

1.3 – Brief account of the use of digital technologies in the school to date:

- Our school has upgraded to interactive panels in the delivery of all curricular areas and are available in all the classrooms.
- Teachers have shared access to approx 30 Chromebooks (new), 20 Laptops (second-hand) and 16 iPads (new) – plus extra 6 for SEN.
- The devices are used in whole-class and station teaching settings across the class levels.
- In addition, our school has access to several high quality speakers, microphones, screens, lighting and sound desks for PA usage.
- Our school has a proud tradition of film-making and animation and has won a number of national awards.
- The school has incorporated SeeSaw online learning platform into its teaching and learning practice.
- The school has incorporated Zoom meetings/assemblies/quizzes/PAs for a more interactive approach to teaching and learning.
- A number of external guests/speakers/invitees have communicated to staff and pupils through the Zoom platform in recent years.
- Short videos have been produced to highlight what's happening in and around the school.
- Chromebooks, laptops and iPads are allocated to the classes by incorporation of an agreed timetable.
- The devices are charged over the day to ensure maximum benefit the following day.
- iPad apps of Book Creator and Puppet Pals have been trialled (for 2021/2022) across the whole school for digital teaching and learning.
- Other websites have since been trialled for interactive teaching and learning purposes: Twinkl, Typing Club, Nat Geo Kids, Mathigon/PolyPad, Google Slides, Kahoot, Blooket, Canva, Scratch, Scratch Junior, Mentimeter, IXL, ABCYA, Duolingo, Cúla4, Alphablocks, Starfall, Padlet and Magic School AI.
- Use of apps and websites are monitored by the teachers to ensure safe learning and appropriate use of IT in our school.
- The school has access to a shared Padlet that contains info and updates.

2 – The Focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *January to June 2019*. We evaluated our progress using the following sources of evidence:

- Teacher questionnaire
- Staff discussions
- Evaluation of equipment
- Attendance at Digital Learning Seminar
- Research on Best Practice
- Exploring the Digital Strategies for Schools

2.1 – The dimensions and *domains* from the Digital Learning Framework being selected:

Learning and Teaching	Leading Learning and Teaching
• Domain 1 (Learner Outcomes) • Domain 2 (Learner Experiences) • Domain 3 (Teachers' Individual Practices) • Domain 4 (Teachers' Collaborative Practices)	• Domain 1 (Leading Learning and Teaching) • Domain 3 (Leading School Development)

(See next section for details...)

2.2 – The standards and statements from the *Digital Learning Framework* being selected:

<u>Learning and Teaching Standards</u>	Statements – Highly Effective Practice
Domain 1 (Learner Outcomes): Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate dig. tech. to foster their active, creative & critical engagement in attaining challenging learning outcomes. Pupils use dig. tech. to collect evidence, record progress, evaluate and reflect & to create new solutions and/or products.
Domain 2 (Learner Experiences): Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning.	Pupils apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.
Domain 3 (Teachers' Individual Practice): The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.
Domain 4 (Teachers' Collaborative Practice): Teachers value and engage in professional development and professional collaboration.	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 pupils.

<u>Leading Learning and Teaching Standards</u>	Statements – Highly Effective Practice
Domain 1 (Leading Learning and Teaching): Foster teacher professional development that enriches teachers' and pupils' learning	The principal and other leaders in the school support and promote teachers' continuing professional development to develop teacher competence in the use of digital technologies, resulting in high-quality teaching and learning.
Domain 3 (Leading School Development): Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by research, national policy, and technological developments and proactively adapt to changes in context or policy environment.

2.3 – This is a summary of our strengths with regards Digital Learning

- Familiarity with the following apps/platforms: Book Creator, Puppet Pals, SeeSaw, Zoom, Screencastomatic, Loom, Movavi.
- (Book Creator and Puppet Pals were trialled across 1st-6th Classes in 2022-2023).
- Openness to embedding new technologies in our practice.
- GSuite and Drive files for planning and monthly reports are shared and used by the staff.
- A willingness to learn among the staff.
- A number of staff members are very comfortable in using digital technologies to support writing development.
- Positive attitudes to digital technologies by staff.
- Positive feedback regarding online teaching and learning platforms has been received from pupils, parents and staff.
- Regular interactive practice with the digital technology platforms develop technology skills of the learning facilitator.
- Occasional/regular digital interactive platforms re-incorporate the social and inclusive aspects of the classroom.
- Evidence of incorporation of apps has been demonstrated by each class and saved on the iPads.
- CPD has been provided at whole-school development meetings demonstrating the use of the apps.
- An online Padlet is available with several school-related and child-friendly apps and platforms.
- Children have access to their own school accounts (3rd - 6th).

2.4 – This is what we are going to focus on to improve our Digital Learning practice further

- Increase student engagement in digital content creation.
- Use digital technologies for research, communication, and problem-solving.
- Ensure that digital tools are integrated into cross-curricular activities.
- Encourage peer mentoring and sharing of best practices.
- Maintain and upgrade existing technology resources.
- Develop a structured plan for maintaining iPads and Chromebooks.

3 – Our Digital Learning Plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress**, check **outcomes** and **adjust accordingly** (criteria for success)
- Who will monitor and review implementation and progress of the DL Plan?
- How will parents and relevant stakeholders be involved?
- A timeframe for the achievement of the targets

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Setting Specific Targets:

- The school needs to set specific targets for enhancing DL practices over a specific time-period.
- These should be written as SMART targets to bring about improvement.
- This is an important step in determining the actions that need to be taken

(Oide, Digital Learning Planning Guidelines, p.24)

Digital Learning Action Plan

- This Digital Learning Plan will be reviewed regularly to ensure its effectiveness in improving digital literacy and overall student learning outcomes.
- Adjustments and improvements will be made based on feedback from staff, students, and parents to ensure continued relevance and impact.
- The integration of emerging technologies and updated best practices will be a key focus in refining this plan further.
- For each task, specify:
 1. A realistic timeframe within which the task will be achieved
 2. Who will be responsible for carrying out the task
 3. What resources are required (i.e. personnel, equipment, services etc.) to complete the task
 4. What outcome is expected once the task is complete
- The resources should include a mix of human, digital and other resources, so consider what is required to achieve the target. (*Oide, Digital Learning Planning Guidelines, p.26*).

DOMAINS: (From *Digital Learning Framework*)

Learning and Teaching

- **Domain 1:** *Learner Outcomes*
- **Domain 2:** *Learner Experiences*
- **Domain 3:** *Teachers' Individual Practice*
- **Domain 4:** *Teachers' Collaborative/Collective Practice*

Leading Learning and Teaching

- **Domain 1:** *Leading Learning and Teaching*
- **Domain 3:** *Leading School Development*

STANDARDS and STATEMENTS: (From *Digital Learning Framework*)

- **Statements of Highly Effective Practice – (See Above)**

TARGETS: (What do we want to achieve with current resources - Chromebooks/Laptops/iPads/Interactive Panels?)

- **Target 1:** Increase use of digital tools in literacy and numeracy.
- **Target 2:** Enhance student digital skills
- **Target 3:** Expand online learning opportunities
- **Target 4:** Foster responsible digital citizenship and digital safety awareness
- **Target 5:** Integrate AI appropriately in learning
- **Target 6:** Establish a student digital team
- **Target 7:** Improve school infrastructure

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?)
<u>Target 1</u> • Increase use of digital tools in literacy and numeracy <i>Focus: Identify relevant apps and websites for core subjects</i>	Ongoing (Sep 2026 - Jun 2030)	• Teaching Staff	• Increased student engagement and performance in digital literacy and numeracy	• See shared Padlet for useful resources and websites ... https://padlet.com/seanybu/useful-websites-8gowyw9z3m1kzin • Digital Learning Framework Guidelines ... file:///C:/Users/seany/Downloads/Digital-Learning-Framework-for-Primary-Schools.pdf

Target 2 Enhance student digital skills <i>Focus: Introduce coding, digital storytelling, interactive STEM and video/audio sharing platforms</i>	Annually (<u>Review:</u> Nov 2026-2030)	- IT Team - Teaching Staff	- Increased student engagement and performance in digital literacy self and informal assessments - Higher frequency of digital technology use in lesson delivery and student projects	- Typing Club - Scratch - Scratch Junior - VEX VR - Physical coding devices (e.g. Beebot, etc...) - Film-making - Audio stories - Animations - Art (e.g. Canva)
Target 3 Expand online learning opportunities <i>Focus: Introduce virtual field trips and digital collaboration projects</i>	Ongoing (Sep 2026 - Jun 2030)	Teaching Staff	- Growth in teacher confidence and competence in using digital tools for instruction - Growth in pupil confidence and competence in using digital tools for learning	- Google Docs - Google Slides - Book Creator - Any useful and relevant apps researched by staff and IT team throughout this 5-year timeframe
Target 4 Foster responsible digital citizenship and digital safety awareness <i>Focus: Develop a structured program on cyber ethics and digital footprint awareness</i>	Annually (<u>Review:</u> Mar 2027-2030)	- IT Team - External Professionals	- Positive feedback from students, teachers, and parents regarding digital learning initiatives - Successful implementation of cyber safety awareness programs with improved online behaviour among students	- External professionals - SPHE and STEM integration - Oide document: <i>Exploring Digital Citizenship in the Politics and Society Classroom</i> (2025)

Target 5 • Integrate AI appropriately in learning <i>Focus: Provide AI-based learning tools and training for example creating worksheets via AI</i>	Annually (<u>Review</u>: May 2027-2030)	• IT Team • Teaching Staff	• Effective integration of AI-based activities in the curriculum (where necessary) • Responsible usage of AI in the classrooms and also emphasise the importance of critical thinking	• ChatGPT • Claude • Magic Schools AI • Chalkie • TeachMate • Gemini
Target 6 • Establish a staff/pupil digital team <i>Focus: Set up a student-led digital innovation group</i>	Annually (<u>Setup</u>: Sep 2026-2030)	• IT Team • Teaching Staff • Pupils	• Increased participation in student-led tech initiatives and innovation projects	• Volunteers • Record of meetings decisions and discussions
Target 7 • Improve school infrastructure <i>Focus: Upgrade broadband and IT equipment</i>	Bi-annually or when necessary (Review when necessary)	• IT Support Team • Technicians • External Professionals (where necessary)	• Improvement in school infrastructure to support seamless digital learning experiences • Up to date, reliable and working resources (monitored by IT team and staff) that enhance teaching and learning	• Chromebooks • Laptops • iPads • New devices • Storage space • Charging facilities • Backups • Replacements • Accessories

EVALUATION PROCEDURES:

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

- Regular interactions between the DLF Team and staff members to ensure that the apps remain a regular part of teaching and learning in and around the school.
- Put the DLF Plan on the agenda at Croke Park sessions.
- One specific section of a staff meeting during the year to be set aside to discuss how IT is being used in the classrooms and potential developments of the plan.
- Review the apps, saved material and projects throughout the year.
- Check in at staff meetings on the use of various apps and platforms.
- Review of learner experiences, learner outcomes, teacher individual practices and teachers' collective/collaborative practices.

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