Scoil Cholmcille, Mount Hanover
Our Annual Digital Learning Plan

School Year 2025 - 2028

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.

1.1 School Details:
- Scoil Cholmcille, Mount Hanover is a rural, 6 teacher school in Duleek, Co. Meath. The staff includes a teaching principal, five mainstream class teachers, a full-time Special Education Teacher, a shared Special Education Teacher and one Special Needs Assistant.

1.2 School Digital Learning Vision:
As well as being an important educational resource, the ability to use ICT effectively is a vital life skill in modern society. Our aim is to produce learners (pupils and staff) who are confident and effective users of ICT. We strive to achieve this by:
- Helping all staff and pupils to explore the learning/teacher resources provided by ICT.
- Helping all children to use ICT for purpose and enjoyment.
- Helping all children to develop the necessary skills to exploit ICT.
- Helping all children to become autonomous users of ICT.
- Helping all children to evaluate the benefits of ICT and its impact on society.
- Celebrating success in the use of ICT.
- Helping all children to use ICT in a safe and positive manner.

1.3 Brief account of our strengths with regard to digital technologies for teaching, learning and assessment in our school:
- Good infrastructure.
- Children have a basic knowledge of working with ICT.
- G-suite for education in use for 3rd – 6th Class with children set up on their accounts.
- Daily focus on digital learning across the curriculum.
- All class teachers report that they are using digital technology daily in their methodologies
- All teachers report that they would like to enable the pupils to have more contact time with digital technologies

- Pupils and Teachers are quite enthusiastic about digital technology
- Some staff members have excellent skills in this area and are willing to help others through modelling and sharing expertise
- Staff members are motivated to engage with CPD and some have already done so

1.4 Brief account of the school's digital technologies infrastructure:
- Every class has an Interactive Panel.
- The school has a set of 20 tablets.
- The school has 12 Chromebooks.
- There are desktop computers in all classrooms.
- We use the basic functions of the Aladdin system – recording daily attendance , assessment results and the noticeboard.
- We have a networked colour photocopier which all teachers have access to print to.
- We have good school broadband, some wired and some wireless.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period September 2025 to November 2025. We evaluated our progress using the following sources of evidence:
- Teacher digital learning meeting: Meetings were held to evaluate our current digital practices and gather information from staff to help develop our digital learning action plan. A discussion forum was held amongst the staff. The outcomes of which showed the main areas of focus for ICT in our school were:
  - the use of digital technologies in the classroom
  - professional collaborative review
  - reflection on teaching, learning and assessment practices

2.1 Our previous digital learning plan(s) led to the following developments:
- G-suite is in use for 4th, 5th & 6th Class. The current 3rd class is yet to be set up with G-suite accounts.
- Teachers have attended CPD in digital learning. Teachers share information and apps/websites which they find useful.

2.2 The dimensions and domains from the Digital Learning Framework being selected for our current Digital Learning Plan
- Domain 1 – Learner Outcomes
- Domain 2 – Learner Experiences

● Domain 3 – Teachers' Individual Practice
● Domain 4 – Teachers' Collective/Collaborative practice

2.3 The standards and statements from the Digital Learning Framework being selected

	Standard	**Statement**
Domain 1	Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.	Pupils use appropriate digital technologies to foster their active, creative and critical engagement in attaining challenging learning outcomes. Pupils use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products.
Domain 2	Standard 2.1 Pupils engage purposefully in meaningful learning activities	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
Domain 3	Standard 3.1 The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their pupils. Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support pupils' learning.

		When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.
Domain 4	Standard 4.1 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. Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.

2.4. These are a summary of our strengths with regards digital learning
• Pupils have a positive attitude towards the use of digital technologies and can use a range of digital technologies effectively.
• Pupils use digital technologies to collaborate and co-create and to develop their competence as self-directed learners
• Teachers lead and support colleagues in the use of digital technologies to expand learning opportunities for all pupils.

2.5 This is what we are going to focus on to improve our digital learning practice further
The focus of our digital learning plan is as follows:
- ● Develop the use of technology in order to provide the children with meaningful learning experiences
- ● Explore new technologies and continue to use a variety of technologies to enhance teaching and learning
- ● Develop a consistent approach to peer CPD.

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 and check outcomes (criteria for success)
- Resources needed

As we implement our improvement plan, we will record:
- The progress made, and adjustments made, and when
- Achievement of targets and when

3. Digital Learning Action Plan

Dimension: Digital Technologies	Domain:Learner Outcomes; Learner Experiences; Teachers Individual Practices

Standard:
Learner Outcomes: Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.
Learner Experiences: Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning
Teachers Individual Practice: The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

Statement(s) of Practice:
Learner Outcomes:
- Pupils understand the potential risks and threats in digital environments.
- Pupils can confidently protect their digital identity and manage their digital footprint.

Learner Experiences:
- Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning

Teachers Individual Practice:
- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
- Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.

TARGETS:
- Students will use ICT playfully and creatively to enhance their learning experiences.
- Students will enjoy using digital technology to research and demonstrate knowledge of a particular curricular area.
- The school will ensure that policies surrounding digital technologies are up to date and parents and children are educated about online safety.

●   Staff will develop their own ICT skills so that they increase their capacity to empower pupils to use digital technologies.

Domain 1 and 2: Learning Outcomes and Learner Experiences
STANDARD(S): • Pupils enjoy their learning, are motivated to learn and expect to achieve as learners • Pupils engage purposefully in meaningful learning activities
STATEMENT(S): • Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. • Pupils use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.
TARGETS: (What do we want to achieve?) • Digital technologies to be used by pupils specifically or Literacy and Numeracy lessons to consolidate learning. • Digital safety module to be completed with all class groups during the school year.

Domain 3 and 4: Teachers' Individual Practice and Teachers' Collective/Collaborative Practice
STANDARD(S): • The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills • The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning • Teachers value and engage in professional development and professional collaboration
STATEMENT(S): • Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise the ir teaching strategies accordingly. • Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. • Teachers use a range of digital technologies to support assessment of learning and assessment for learning. • 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. • Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.
TARGETS: (What do we want to achieve?)

• To ensure all staff are both competent and confident to use new digital technologies in the classroom as part of their teaching.

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

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?
1. ICT coordinator to avail of Oide supports	Increase in teacher confidence and use of digital technology	Principal ICT Coordinator	June 2026	
2. Information talk required regarding Internet Safety – bi annually if possible	Low rate of cyber bullying incidents. All students will be taught a module on internet safety and risks	ISM Teachers to arrange external experts to deliver seminars to parents, pupils and staff every second year. Class Teachers.	Bi-annually (beginning January 2026)	
3. G Suite for education needs to be set up for current 3rd class	Accounts are set up for the children (after parental permission was obtained)	Principal	February 2026	
4. Teachers becoming familiar with search engines e.g. Epic, National Geographical, Scoilnet, Creative Commons and Worldbook.	Increase in teacher confidence and use of digital technology	All staff	October 2025	
5. Teachers and pupils use a range of apps and resources e.g. Google Slides, Padlet, Adobe Spark, Kahoot.	Increase in teacher confidence and use of digital technology	All staff	October 2025	
6. 3rd Class upwards will research curriculum areas, gather information,	Increase in teacher confidence and use of digital technology	All staff	November 2025	

photographs etc and present in digital format				
7. Identify relevant digital technology courses for continuing professional development. Identify external experts for CPD in specific areas as identified by staff.	An increase in the number of teachers who are confident to use digital technologies in their everyday teaching.	All teachers	Ongoing.	
8. Teachers to engage in regular collaboration and team planning in relation to digital technologies	Teachers to meet on a monthly basis (part of Croke Park?), to share information and discuss planning re: digital learning and technologies.	All staff	Ongoing.	
9. Develop a digital learning plan and develop a culture moving focus in digital technologies from equipment and basic skills to a culture of digital learning integration.	Creation of and implementation of a digital learning plan. Updated Digital Learning Policy & Acceptable use policy for internet access & Digital Technologies Use. Digital learning update on the agenda at each staff meeting/Croke Park meeting.	All staff	Ongoing.	

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?

- Progress to be reported informally in the staffroom and formally at staff meetings.

This policy was ratified by the Board of Management on _____.

Signed:

_____   _____

Principal   **Chairperson**