



Scoil Bhríde PS, Edenderry  
Our Annual Digital Learning Plan  
2025/2026



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 Bhríde PS is a Catholic Primary School of both boys and girls, situated in Edenderry Co. Offaly. There are currently 480 children between the ages of 4 and 13 attending the school, from Junior Infants to 6th Class. There are 21 Mainstream Class Teachers, 6 ASD Class Teachers, 13 Special Education Teachers, 1 Home School Liaison Person, 18 SNAs, 7 bus escorts, 3 clerical staff, 5 caretaking/cleaning staff, 2 Hot Food operatives and 1 Breakfast Club operative working in Scoil Bhríde.

There is a good culture and history of use of Digital Technologies in Scoil Bhríde PS. Each classroom is equipped with an Interactive Whiteboard and teacher laptop. There are also 6-10 iPad devices in each classroom. A server, information management system and networked printers are in use by the staff and each staff member has their own account managed by the school.

## 1.2 School Vision

### General:

Scoil Bhríde PS is a school where the mission of the school is to provide a comprehensive, inclusive and accessible education of the highest quality, which will enable all our pupils to develop to their full potential as persons – spiritually, socially, morally, physically and academically. At the school, moral values such as honesty, fairness, justice, truthfulness, tolerance, and a responsible attitude towards others is fostered and encouraged. Therefore, the staff of the school strives to create a happy, safe environment for the children where they feel secure and included, knowing that if they have any concerns, they will be listened to with understanding and respect and that these concerns will be acted upon. The school promotes the development of self-esteem and encourages the

child's inner sense of responsibility. Every effort is made so that the children and staff may work together in an environment conducive to learning and where trust is built with the support of the parents/guardians.

**Vision for Digital Technologies:**

Scoil Bhríde PS views digital learning as an essential component of modern life and an innovative, motivational and interactive tool for enhancing teaching, learning and assessment. At Scoil Bhríde PS, the staff are conscious of the fact that we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality. Pedagogically, digital learning can be highly motivating for the learner and particularly for those children who find the more traditional methodologies of the school setting constraining. We also recognise the positive impact that digital technologies can have on the learning of pupils with special and educational needs. In that light, we will strive to maximize the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning at Scoil Bhríde Primary School, centres on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil's learning experience. Therefore, Digital Learning (previously ICT) is not a subject or a curriculum in its own right. It is a tool that can add value to the teaching, learning and assessment process when it is used appropriately. The purpose of computer literacy is the same as all teaching and learning, to awaken and to support the development of intellectual curiosity.

Best practice in digital learning needs a well-resourced, knowledgeable and skilled staff to ensure a move towards learning that is child-centered, self-directed and creative. The management of Scoil Bhríde PS are committed to building upon the good knowledge, skills and values of our staff as well as providing the best resources in the best environment possible. The management will promote a culture of collective, collaborative and reflective practice amongst staff (teachers and Inclusive Support Assistants) when using digital technologies.

At Scoil Bhríde, we want to use Digital Learning as an exciting, engaging and creative medium for expression whereby the pupils in our school can create meaningful digital content as opposed to passively engaging with digital technology. We want students to leave our school as confident, creative and productive users of new technologies, including digital technologies, and understanding the impact of those technologies on society.

Scoil Bhríde PS sees internet safety and the ethical and responsible use of technology as critical elements of teaching and learning in the 21st century. We aim to embed these elements across our curriculum where appropriate.

Scoil Bhríde PS recognises the partnership between the school and parents as being imperative for providing students with life-long skills. Digital technologies will play a part in maintaining the links with home and regularly educate and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via e-newsletters, e-mail, website news, and texts to parent. Digital Technologies are used for projects,

when appropriate. The school website and Facebook accounts provide parents and the wider world with an up-to-date view of daily activities and relevant useful information relating to our school.

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

- The Board of Management is proactive in supporting and developing digital strategy.
- A digital co-ordinator is appointed with the responsibility of leading digital learning in the school.
- The school provides good Wi-Fi access in classrooms.
- Pupils in the school are quite proficient in using digital technology.
- Majority of pupils report enjoying time engaged in digital learning.
- All class teachers report that they are using digital technology daily in their methodologies. Most teachers pick specific digital tools to help teach literacy and numeracy skills in lessons.
- Some staff members are engaged in a number of digital technology projects.
- Staff members are motivated to gain CPD relating to embedding digital technologies across the curriculum, with some already having done so.
- Funding is available to purchase equipment, if needed.
- The school predominately uses digital technology to send information to parents (through Aladdin and Seesaw in Sonas classes).
- All teachers have access to a Shared Drive on Google on which all relevant documents are uploaded.
- Internet safety sessions are provided to senior pupils on an annual basis. Talks for parents on internet safety are also offered.
- The school has an attractive website that is updated regularly. The school also uses Facebook to share information with the wider community.
- We have a good management system for all iPads in the school to ensure that each device has the same apps/features/settings.
- The new screen which has been erected in the Reception area of the school is very attractive and it is very useful for providing information to parents, guardians, and other visitors to our environment.

### 1.4 Brief account of the use of digital technologies infrastructure:

- All class teachers have an interactive whiteboard in their classroom and a teacher's laptop with internet access. Each classroom is equipped with speakers.
- Each Special Education Teacher has a laptop.

- Some SEN children have assistive technology in the form of school laptops.
- Each Junior Infant and Senior Infant mainstream classroom is equipped with a set of five iPads and five headsets. Each mainstream classroom from 1st to 5th class and all six ASD classes are equipped with a set of 6 iPads and six headsets. All three 6<sup>th</sup> class classrooms have 10 iPads and six headsets.
- Our school library is equipped with 2 laptops.
- We have four networked colour photocopies which all teachers have access to print to.
- A projector is available for use in the hall.
- Staff and pupils already use digital technologies in the classroom in a variety of ways including: digital presentation tools, online and interactive learning games and activities, digital photos and videos, internet research and digital audio content.
- Staff and management use digital technology tools for administration, planning, sharing of resources and as a communication tool. “Aladdin” software is used to contact parents by text or email, to record student data, attendance and assessment results and to collect payments.
- We have a school website and Facebook page that are regularly updated by the person in charge of this post.
- We have an iPad management system to ensure that each device has the same apps/features/settings.
- A digital screen has been erected in the Reception area of the school. This provides updates on school information and events.
- A digital screen has also been added to the staffroom wall. This helps to keep teachers up to date on important dates, school events, teacher absences, etc.

## 2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period from January 2025 to April 2025. We evaluated our progress using the following sources of evidence:

Main outcomes as follows (Teacher discussion groups):

- All class teachers stated that having a set of iPads for each individual class was invaluable as it allowed the children engage with digital technologies for various different purposes at any time of the day. Some teachers of larger classes (mainly at the senior end of the school) highlighted that six iPads was not a sufficient amount for the number of pupils in their classroom and asked if the school could consider purchasing some more so that each classroom would be able to share 1 iPad between 2 pupils.
- The teachers recognised that the pupils enjoy using digital technologies in the classroom and stated that the majority of pupils are quite proficient at using them.

- Some teachers stated that, while digital technology is now a more integral part of their teaching and of pupil learning, they do not feel at all confident to use it to support formative assessment practices.
- Many teachers stated that they felt daunted by the emergence of AI in education.
- Some teachers highlighted that they can often experience poor internet connection in their classrooms and have to turn on the 'Hotspot' feature on their mobile phones in order to access or download material faster. Other teachers stated that they would be very grateful if the block on teacher access to restricted sites such as YouTube could be removed.

Student Focus Group (Student Council): A focus group session was carried out to elicit the views of older pupils on the use of digital technologies in the school and classroom and to reflect on their digital learning experiences. Subsequently, the focus group sought feedback from their classmates. Main outcomes as follows:

- Most pupils stated that they enjoyed using digital technologies quite frequently at school.
- Most pupils stated that they used digital technologies at school to practice skills or consolidate learning rather than to construct new knowledge.
- Some pupils stated that they were not aware of potential risks of using technology and the internet.

Parent Input – Carried out informally. Main outcomes as follows:

- Parents think including digital technology in curricular areas is important. However traditional methods should not be abandoned.
- Parents are concerned about safety surrounding digital technologies and would like more information for themselves and their children on this.

## 2.1 Our previous digital learning plans led to the following developments:

- In 2023, 80 new iPads were purchased for the school meaning that each class received a set of 6 iPads for their room. As a result, the iPad trolley timetable, which offered each class a full set of iPads for a one-hour slot each week, was suspended as teachers felt that it was not beneficial. Children can use the iPads for a range of activities including looking up information, practising literacy and numeracy skills, creating content, etc.
- In October 2024, 24 new iPads and headsets were purchased so that each class in Sonas would be equipped with their own set of 6 iPads. Prior to this, a set of 12 iPads were shared between the six classes, but this did not prove practical.
- All school iPads were updated with the same settings and Apps.
- Apple Classroom was also set up to allow teachers manage the iPads for their class.
- Headsets for each iPad were purchased so that children could complete tasks on iPads without disturbing the rest of the class.

- In April 2024, Patrick Hickey, an Education Technology Trainer with Select Apple, visited the school to provide a one-day training course on the use of iPads. He visited each class level and demonstrated how iPads and various applications on them could be used to support teaching and learning in the classroom. The day was followed by a one-hour Croke Park session during which Patrick unpacked everything that he had introduced throughout the day. It was a very successful day and many teachers have commented on how much they benefited from it.
- A screen that’s function is to deliver information in relation to the school to all visitors has been purchased and erected in the school’s reception area.
- In November 2024, one Croke Park hour was dedicated to allow teachers share their knowledge, expertise and experience in the use of digital technologies in the classroom. This was very successful and many teachers stated that they learned a lot from the session.

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

- Ensuring all pupils maintain a positive attitude towards digital technologies and are aware of the importance of using safe practices when using the internet.
- Introducing teachers to using Digital Portfolios for Formative Assessment, and encourage them to experiment with it in their classroom.

3. Digital Learning Action Plan

<b>Dimension:</b> Teaching and Learning		<b>Domain:</b> Learner Outcomes		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>• Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.</li> </ul>				
<b>Statements of Practice:</b>				
<ul style="list-style-type: none"> <li>• Pupils have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.</li> <li>• Pupils understand the potential risks and threats in digital environments.</li> </ul>				
<b>Targets:</b>				
<ul style="list-style-type: none"> <li>• To help students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations.</li> <li>• To make students aware of internet safety when using digital technologies.</li> <li>• To enable students to identify safe sources of information online.</li> </ul>				
<b>ACTION</b> (What needs to be done?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>PERSONS RESPONSIBLE</b> (Who is to do it?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>ACTION COMPLETED</b>

<p>To increase awareness of internet safety among teachers, students and parents. This will be achieved by facilitating each class to engage in a digital safety module.</p>	<p>All students have a positive attitude towards the use of digital technologies and are aware of the possible risks and limitations.</p> <p>All students understand the safe use of Digital Technology.</p>	<p>Digital Learning Co-Ordinator to arrange lessons on digital safety for each class. Class Teachers will implement the lessons.</p>	<p>June 2026</p>	
<p><b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</p>				
<p>An online digital learning survey will be carried out among staff and students and results will be shared with the wider school community. The Digital Learning Plan will be implemented on an on-going basis and its progress will be reviewed each year. This document will be updated to reflect the progress made.</p>				

<p><b>Dimension:</b> Teaching and Learning</p>			<p><b>Domain:</b> Teachers' Individual Practice</p>	
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning.</li> </ul>				
<p><b>Statements of Practice:</b></p> <ul style="list-style-type: none"> <li>Teachers use a range of digital technologies to support assessment of learning and assessment for learning.</li> </ul>				
<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>To introduce staff to formative assessment using digital technologies and to encourage them to try it out in their own classrooms.</li> </ul>				
<p><b>ACTION</b> (What needs to be done?)</p>	<p><b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)</p>	<p><b>PERSONS RESPONSIBLE</b> (Who is to do it?)</p>	<p><b>TIMEFRAME</b> (When is it to be done by?)</p>	<p><b>ACTION COMPLETED?</b></p>
<p>Teachers are introduced to the practice of using digital technologies to support</p>	<p>Teachers will have a positive attitude towards using digital technologies to support</p>	<p>All Staff</p>	<p>June 2026</p>	

formative assessment, and presented with various platforms for them to experiment with.	formative assessment and will use one platform to support formative assessment in one subject area.			
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Teachers share information on practices that they find to be of particular use when using digital technologies to support formative assessment.	Digital Learning Co-Ordinator All Staff	Ongoing	
Staff input into digital learning plan.	Teachers give feedback on staff meetings on the incorporation of digital learning to the curriculum delivery.	All staff	Ongoing	

**EVALUATION PROCEDURES:**

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

The digital learning plan will be implemented on an on-going basis. Feedback will be obtained at staff meetings. Progress will be reviewed every year and this document will be updated to reflect progress made.

**Board of Management Ratification**

This policy is hereby ratified by the Board of Management of Scoil Bhríde Primary School.

Signed: *Nichola Hogan*

Date: *13/10/2025*

Ms. Nichola Hogan (Chairperson BOM)