Lisnagry National School
Digital Learning Plan
2025-2027

1. Introduction

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

1.1 School Details:

- Lisnagry National School is a Catholic Primary School of both boys and girls, situated in the parish of Castleconnell in Co. Limerick. In 2025 we have 294 pupils between the ages of four and twelve attending the school, from Junior Infants to 6th Class. We opened our first Special Education Autism Class in September 2025. There are currently nineteen teachers – Principal, twelve Class Teachers and six Special Education Teachers. There are also five Special Needs Assistants working in Lisnagry.
- There is a good culture and history of use of Digital Technologies in the school. Each classroom is equipped with an interactive panel, teacher laptop and most have visualizers. There are three sets of 16 iPads for classroom use totaling 48 iPads. There are also 12 iPads for use in facilitating special education, 20 Samsung Galaxy Tablets, and 30 chrome books for use by pupils. Each teacher is set up with a @lisnagryns google account for email, cloud storage, google classroom and access to the g-suite of apps. Microsoft one drive is set up on each teacher laptop to back-up files and networked printers are in use by the staff.

1.2 School Vision for Digital Technologies

- Lisnagry views digital learning as an essential component of modern life and an innovative, motivational, and interactive tool for enhancing teaching, learning and assessment. 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 Lisnagry NS 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. In line with the guidance provided by Oide Technology in Education (formally the National Council for Technology in Education (NCTE)), the approach in Lisnagry is to emphasise the integration of digital learning across the curriculum in order to improve the quality of teaching and learning. Therefore, Digital Learning is not a subject or a curriculum area in its own right. It is a tool that can add value to the teaching and learning 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.
- We believe digital technologies can enable us to work collaboratively as a staff and as teachers and learners. It also enhances our ability to communicate effectively with parents. The children in our school are engaged, creative thinkers and we want to harness those qualities in how we use digital technologies to improve teaching, learning and assessment to empower children as global citizens in a digital world.
- Lisnagry 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.
- Lisnagry 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, social media, communication through Aladdin and Google Classroom with parents. These sources provide parents and the wider world with an up-to-date view of daily school activities, events and achievements.

- 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. In that light, we will strive to maximize the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning in Lisnagry, centers on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupils' learning experience. We also aim to ensure that our pupils begin to develop a critical appreciation of the role of digital technologies in society and develop habits which reflect an ethical and responsible use of these technologies. We want our students to leave our school as confident, creative, and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society.

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

- 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, digital audio recordings and publishers' online content that complements school book lessons.
- Staff and management use digital technology tools for administration, planning, sharing of resources and as a communication tool.
- Lisnagry National School has been engaging with the Digital Learning Framework since 2018.

2. The focus of this Digital Learning Plan

We reviewed the previous Digital Learning Plan 2022-2025. We evaluated our progress using the following sources of evidence:

- Surveyed the teachers on the successful areas of the 2022-2025 plan.
- Teachers had the opportunity to share feedback on digital practices undertaken already within the school and offer suggestions informing this digital learning plan.
- Examined the digital content organized and saved on the school's Google Drive by teachers including content created for Google Classroom.
- Examined teacher planning.
- Examined content shared on Twitter and on the school website including newsletters and other school updates.
- Observed student engagement and competency in digital learning.

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

- Teaching and Learning Dimension
- Teacher's Individual Practice Domain

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

Standard	Statement(s)
3.2 The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	• Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. • Teachers use appropriate digital technologies to design complex, real-world problems and structure them in a way that incorporates key subject matter concepts.

2.3. These are a summary of our strengths with regards digital learning

- Teachers and students in the senior end of the school have mostly embedded digital content creation in their approach to teaching and learning across many areas of the curriculum particularly using project work, word processing and presentations.
- Teachers and students have begun to incorporate coding and computational thinking activities into their learner experiences through the use of beebots, Scratch Jr and Lego Coding activities. Teachers' confidence and knowledge has grown in this area during the previous 2022-2025 plan through professional development.
- Most teachers regularly choose digital tools to support their students' learning using the modern interactive panels available in each room across the curriculum. We have many teachers who are very competent in the use of digital technologies and a strong collaborative culture in which teachers share expertise with colleagues.
- There has been huge investment in the availability of digital devices and resources, as outlined in section 1.1, throughout the last few years in our school.

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

- Consolidate and embed the use of coding and computational thinking activities across the school.
- Increase the awareness of different digital tools that can be used to enhance teaching, learning and assessment with a particular focus on content creation tools. Teachers will design activities where these tools can support and enhance pupils learning in different curricular areas.

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)

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**

Digital Learning Plan

DOMAIN: Teachers' Individual Practice
STANDARD(S): 3.2 The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

STATEMENT(S):

- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
- Teachers use appropriate digital technologies to design complex, real-world problems and structure them in a way that incorporates key subject matter concepts.

Targets:

- Teachers will enable children to create digital content to develop their learning across the curriculum using a variety of tools in all classes considering individual learning needs.
- Teachers will assess learning and skills using content creation tools, coding and computational thinking activities as well as teacher designed tasks and formal testing methodologies.
- Children will develop their collaborative, creative and problem-solving skills further through engaging in coding and computational activities as well as the use of apps aligned to the curriculum.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	REMITS (Who is to do it?)	SUCCESS CRITERIA (What are the desired outcomes?)	RESOURCES (What resources are needed?)
1. Staff will engage with CPD in the area of student-generated digital content creation.	June 2027	Requested OIDE training in September 2025	Staff will all have successfully engaged with a programme of CPD	Oide facilitator
2. Pupils will create digital content at least once per term ○ **Juniors – 2nd Class** As chosen by the teacher e.g. photographs, audio, animation, scratch jnr story, digital illustration. ○ **3rd – 6th Class:** Use the GSuite apps and further develop their skills in accessing and managing their individual Google Classroom account. Create project work or present learning in a variety of digital means e.g. audio recordings and canva	Juniors to 2nd class; twice in the year. 3rd – 6th once a term	All class teachers with SET/SNA support as needed. SET to use as appropriate for students with SEN Oide training to assist junior end teachers in developing digital content with children.	Evidence of some pupils' work will be published on google classroom. Digital content creation as a learning strategy is documented in teachers' monthly plans.	iPads Chromebooks Assistive technology for children with SEN where necessary

3. Pupils will engage in coding and computational thinking activities appropriate to their age group. ○ **Jun/ Sen Infants:** BeeBot coding activities ○ **1st Class:** Scratch Jr coding lessons ○ **2nd Class:** Scratch Jr/Lego WeDo coding ○ **3rd – 4th Class:** Lego Essential coding ○ **5th - 6th Class:** Lego Spike Prime coding	Three times a year	All teachers SET to use as appropriate for students with SEN	Children engage in three coding and computational thinking activities in the school year. Coding and computational thinking activities are documented in teachers' planning.	Beebots – Bank of resources and lesson ideas compiled. IPads/Chromebooks Lego WeDo Kits Lego Spike Prime Kits
4. Teachers will use digital technologies as a form of assessment of learning and for learning.	Twice a year	All teachers	Children will engage in a variety of digital technologies to assess learning.	- Alpaca early intervention assessment in junior and senior infants - Spellings for me in the senior end. - CAT4 assessment in middle classes. - Digital content creation tools to be used as a form of assessment e.g. project work, kahoot, mentimeter, topmarks maths, spelling apps
5. Pupils will engage in online safety/anti-cyberbullying lessons through SPHE curriculum.	***1st to 6th class*** At least one lesson per term chosen by the teacher Safer internet day celebrated in February of each year.	External facilitator for internet safety and online bullying with pupils and parents from 4th – 6th annually. Class teachers with SNA/SET assistance where required.	Documented in teachers' planning	https://www.webwise.ie/teachers/resources/ - HTML Heroes (1st/2nd) - HTML Heroes (3rd/4th) - Garda Schools Programme - Be Kind Online (3rd/4th) - All Aboard for Digitown(9-12yr) - My Selfie and the Wider World (5th/6th) - Stay Safe programme - Walk tall
6. Teachers will upload pupils work (pictures and videos) to Twitter and Google Classroom at least once per term, while being mindful of GDPR rules.	Ongoing and review at the end of each school year.	All class and special education teachers	Evidence on Twitter and Google Classroom	Twitter Google Classroom

Evaluation Procedures:
- Cuntais Miosúila
- Discussion at each Staff Meeting
- Updates in school newsletter
- Share digital learning evidence on Twitter and Google Classroom
- Feedback from teachers and yearly monitoring
- Assessing student engagement through teacher observation, questioning and conferencing.

Review and Evaluate Progress

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