

St. Comán's Wood Primary School

Digital Learning Plan

School Year 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:

- St. Comán's Wood PS is co-educational national school with a current enrolment of 602 pupils.
- Staff comprises an admin principal, admin deputy principal, 26 mainstream class teachers, 14 special education teachers, 4 special class teachers, 3 supply panel teachers and 16 special needs assistants.

1.2 School Digital Learning Vision:

- St. Comán's Wood PS is committed to integrating digital technologies across the curriculum to improve the quality of teaching, learning and assessment, and to support students in becoming digital learners.
- Our approach to digital learning is centred on a balanced and meaningful integration of digital technologies into lessons, ensuring they enhance the pupil's learning experience rather than serve as a replacement for other effective teaching methodologies.
- We also aim to: (i) help children develop a critical appreciation of the role of digital technologies in society, (ii) foster ethical and responsible habits when using digital tools, and (iii) ensure inclusivity, particularly for students with special educational needs, who can benefit from personalised, interactive, and engaging learning experiences through digital technology.
- At St. Comán's Wood PS, we recognise the importance of collaboration between the school and parents in developing students' lifelong skills. Digital technologies play a key role in maintaining strong communication links between school and home, keeping parents informed about school activities and best practices for digital learning. This is achieved through: (i) email updates and website/social media posts, (ii) parent communication via email, and (iii) digital project work to extend learning beyond the classroom.
- St. Comán's Wood PS places online safety and responsible technology use at the heart of our digital learning strategy. We embed lessons on internet safety, cyber awareness, and ethical digital habits into the curriculum to ensure students understand how to navigate the digital world responsibly.

- We believe that best practice in digital learning requires a well-resourced, knowledgeable, and skilled teaching staff. Our school is committed to providing teachers with ongoing professional development opportunities to enhance their digital competencies. Additionally, we aim to: (i) foster a child-centred, self-directed, and creative approach to digital learning, (ii) enable collaborative work among teachers and students through digital platforms, and (iii) ensure students leave our school confident and prepared to use technology in a positive and meaningful way.
- At St. Comán's Wood PS, we are dedicated to maximising the potential of digital technologies while ensuring a well-rounded, thoughtful, and balanced approach to their use in education.

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

- There is a positive attitude and enthusiasm among staff towards the use of digital technologies in the classroom.
- Staff report strong confidence in using digital tools, suggesting a competent teaching body capable of integrating technology effectively into the classroom.
- Teachers share ideas, good practice and skills to support each other in their endeavours. Teachers meet fortnightly at their class levels.
- The school provides opportunities for ongoing whole staff professional development. Courses are regularly shared with staff.
- It has been observed that the vast majority of students are confident in using digital tools to enhance their learning and find them engaging.
- The school is well-resourced in terms of hardware, with students and teachers having regular access to devices needed for digital learning.
- Our school leadership have employed relevant professionals who provide assistance when devices break down and also provide ongoing technical assistance when necessary. This includes ongoing access in our school's Google Chat space for troubleshooting, reducing downtime and frustration related to tech issues. Our school leadership and management are very supportive in providing digital resources and upgrades and repairs when necessary.
- The school has effectively adopted blended learning methods, mixing traditional teaching with digital instruction.
- We use content rich and content creative applications, sharing expertise with each other.
- Digital platforms are being used to keep parents informed about student progress and school updates, enhancing home-school communication.
- Staff report using a range of digital tools creatively to diversify their teaching strategies and better meet student needs.
- The inclusion of student council feedback indicates that student perspectives are valued in shaping the school's approach to digital learning.

1.4 Brief account of the school's digital technologies infrastructure:

- All mainstream classrooms have interactive whiteboards and teacher laptops.
- All Special Education Teachers use chromebooks.
- Staff and management use digital technology tools (Google Workspace) for administration, planning, sharing of resources and as a communication tool.
- Teachers embed ICT in their daily practice to support teaching and learning.
- We have excellent access to technology and properly maintain our devices, upgrading when needed.

- Pupils engage with email using approved named school email addresses or the designated student account (student@comanswoodprimary.ie) solely under teacher supervision to access chromebooks.
- Student Chromebooks are used for digital presentations/projects individually and collaboratively using slides, online and interactive learning games and activities, digital photos and videos, internet research, coding, digital audio recordings and publishers' online content that complements school book lessons.
- Our network capacity is good, e-fibre and wifi points to share wifi on both sites allow us to access online programmes to support learning.
- Payments are received electronically using Payzone.
- The school uses Databiz to record student data, attendance, assessment results, to write End of Year Report Cards.
- The school uses social media platforms, such as Facebook and Instagram, to display activities that have taken place to parents/the wider community.
- We have a school website- <https://www.comanswoodprimary.ie/> that is regularly updated by staff.
- Digital display screens are used to display news, events and information to staff and students, and student accomplishments.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period of February 2026. We evaluated our progress using the following sources of evidence:

- Staff Meetings: Discussion and feedback from staff
- Review of previous Digital Learning Plan

2.1 Our previous digital learning plan(s) led to the following developments:

- Students enjoy the use of digital devices for their learning.
- Students are motivated to learn, to research and to use their devices to achieve their learning outcomes.
- Students use their devices to engage purposefully in meaningful learning activities.
- An additional set of chromebooks and charging trolleys on both the junior and senior site, and interactive whiteboards in each classroom have been added to our digital technology infrastructure.
- Lego/STEM afterschool activity weekly.
- Lego Robotics used in 6th class.
- CPD courses in the area of digital learning are regularly shared with staff.
- All staff completed CPD on Artificial Intelligence.
- One 5th class grouping currently engaging in the Oide Digital Technologies: BRICS (Building a Real World integrated Curriculum in STEM).
- Gsuite is used for digital presentation, online and interactive learning games and activities, digital photos and videos, internet research and publishers' online content that complements school book lessons.

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

- By June, 2028, we aim to have a fully embedded digital portfolio system utilising Google Classroom from infants-6th class.

Timeframe Overall Strategic Aim

Year 1 (February 2025-June 2026): (See Digital Learning Action Plan)

- Teacher Familiarisation and CPD
- Student Online Safety

Year 2 (September 2026-June 2027): Implementation of Digital Portfolios

- All students (junior and senior infants) will be introduced to Google Classroom, developing foundational digital literacy skills through guided exploration of its core features.
- All students (1st-6th class) will maintain a digital portfolio using Google Classroom, containing at least 3 samples of work (term 1: literacy, term 2: maths, term 3: teachers' choice of subject).

Year 3 (September 2027-June 2028) Addition of Pupil-Reflection to Digital Portfolios

- All students (junior infants) will be introduced to Google Classroom, developing foundational digital literacy skills through guided exploration of its core features.
- All students (senior infants) will maintain a digital portfolio using Google Classroom, containing at least 1 sample of work (teachers' choice of subject).
- All students (1st-6th class) will maintain a digital portfolio using Google Classroom, containing at least 3 samples of work to include self-reflection on each sample provided (term 1: literacy, term 2: maths, term 3: teachers' choice of subject). Students will be provided with self-reflection prompts to include in their uploads, for example, 'Based on this work, what is one goal I want to set for myself next time?'

3. Digital Learning Action Plan

Dimension: Teaching and Learning	Domain: Learner Outcomes
Standard: <ul style="list-style-type: none">● Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.● Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.	
Statement(s) of Practice: <ul style="list-style-type: none">● Pupils use digital technologies to collect evidence and record progress.● Pupils understand the potential risks and threats in digital environments.	
<p>TARGET(S): <i>(These are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes).</i></p> <p>Teacher Familiarisation and CPD</p> <p>Focus: Teachers demonstrate competency in using Google Classroom.</p> <ul style="list-style-type: none">● SMART Target: By June 2026, all teaching staff will have taken part in two sessions of CPD focused on the implementation of Digital Portfolios and the functional use of Google Classroom, with all teachers familiarising themselves with Google Classroom. <p>Student Online Safety</p> <p>Focus: Students have an understanding of secure login habits and respectful online communication.</p> <ul style="list-style-type: none">● SMART Target: Prior to utilising Google Classroom from September 2026, all students will participate in Safer Internet Day lessons, resulting in students demonstrating an understanding of secure login habits and respectful online communication.	

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?
Teacher Familiarisation and CPD <ul style="list-style-type: none"> Whole staff to receive CPD on Digital Portfolios and Google Classroom. Teachers to familiarise themselves with Google Classroom. 	<ul style="list-style-type: none"> To establish a shared understanding among all staff regarding the purpose, structure, and pedagogical value of digital portfolios. Every teacher demonstrates competency in using Google Classroom. 	<ul style="list-style-type: none"> Catriona Coleman Class teachers 	<ul style="list-style-type: none"> End of academic year 2025-2026. 	
Student Online Safety <ul style="list-style-type: none"> All students will receive named school email addresses. Offer age-appropriate Safer Internet Day lessons for all students. External speaker to speak to 6th class students regarding online safety. 	<ul style="list-style-type: none"> All students are prepared to apply Safer Internet Day principles as they begin utilising Google Classroom from September 2026. 	<ul style="list-style-type: none"> Catriona Coleman to provide age-appropriate resources and activities for Safer Internet Day to class teachers. Class teachers Students 	<ul style="list-style-type: none"> February 2026 	
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?				
<ul style="list-style-type: none"> Regular staff feedback through fortnightly class level planning and collaboration, and staff meetings to assess clarity and effectiveness of Google Classroom. Class teachers check ins with students regarding their understanding of secure login habits and respectful online communication. 				