



Digital Learning Plan 2026-2031

1. Introduction

The development of the Digital Learning Plan 2026-2031 was set as a priority area by the school to comply with the Department of Education publications 'Circular 0001/2017' and 'Digital Strategy for Schools'. The school staff chose to engage in the Digital Learning Planning Guidelines to create a Digital Learning Plan for our school, to support individual teacher planning and to promote digital learning at programme and cross-curricular levels and ultimately to embed digital technologies into all areas of school activity. This document records the outcome of our digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

Bunscoil Chríost Rí is a co-educational school in the southern suburbs of Cork city. The school is under the patronage of the Roman Catholic Bishop of Cork and Ross and the trustee is the Presentation Brothers Schools Trust. Bunscoil Chríost Rí was founded in 2011 as a result of the amalgamation of Scoil Chríost Rí Boys' and Christ the King Girls' primary schools which are located next to each other. The school has 20 mainstream classroom teachers, 3 Special Classes (ASD Unit) 13 support teachers, 3 secretaries, a caretaker and an administrative principal. The current enrollment stands at 454 pupils (236 Boys, 218 Girls).

1.2 School Vision

Bunscoil Chríost Rí is a school which aims to promote the full and harmonious development of all pupils: the cognitive, intellectual, physical, cultural, moral and spiritual development, including a living relationship with God and other people and promotes a Christian philosophy of life. The school's mission is to "be an inclusive and caring community, to nurture all our talents, to foster awareness of spirituality, to value and appreciate difference, to cultivate individuality, to empower our students to meet the challenges of education and of life. Therefore, the staff of the school strives to create a happy, safe environment for the children where they can feel secure and included. The school promotes the development of self-esteem and encourages the child's inner sense of responsibility. Every effort is made to allow children and staff to work together in an environment conducive to learning where trust is built with the support of the parents/guardians.

Vision for Digital Technologies

In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in Bunscoil Chríost Rí 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 in its own right. It is a tool that can add value to the teaching and learning process when 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. Bunscoil Chríost Rí acknowledges that a wide variety of opinions regarding

the value that digital technologies have in education exist in our school community.

Staff are aware that we are educating children who live in an ever changing world 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. The use of assistive technology also allows students to access learning with more success than there would be without it. The new Primary Curriculum Framework outlines 'Being Digital' as one of the key competencies of primary learners. With this in mind, we will strive to maximise the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning in Bunscoil Chríost Rí, centers on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil's 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 provide them with the technological education that they may need in the future. However, it is vital that we develop attitudes and practices which reflect an ethical and responsible use of these technologies.

Bunscoil Chríost Rí aims to integrate digital technologies into the student experience and foster an environment of support and innovation. School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process.

Digital technologies will play a part in maintaining the links with home and regularly help 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, email, website news, Aladdin and Seesaw as a digital learning platform. The school's website, X and Instagram accounts keep parents and the community well informed of daily activities and relevant useful information relating to our school.

1.4 Brief account of the use of digital technologies in the school to date

- All classrooms have a digital touchscreen smartboard and a Teacher's laptop with internet access.
- All classrooms have a top-down visualiser camera to display work.
- One networked black & white photocopier located in the library.
- One networked black & white photocopier / printer located in the main office.
- One non-networked black & white photocopier located in the west wing staffroom.
- Twenty-six iPads dedicated for use in mainstream classrooms that are managed in the mobile device management (Jamf School).
- Eight iPads dedicated for use by SETs that are managed in the mobile device management (Jamf School).
- Nine iPads dedicated for use in Rí na nÓg that are managed in the mobile device management (Jamf School).
- Ten laptops shared between mainstream classes to develop typing skills and project work.
- The school library is equipped with one laptop for checking in/out of library books.
- A mobile smartboard is set-up in the main staffroom for presentations to staff.
- Wired and wireless broadband receiving approx 50Mb broadband, through the Schools Broadband Programme. The wireless set up was updated in 2018.
- Google workspace accounts for all staff members to create and share resources through Google Drive.
- Social Media consists of a school website, X account and Instagram account, all of which are regularly updated by staff.
- The school uses "Aladdin" software to contact parents by text or email.
- The School uses "Aladdin Connect" to record student data, attendance, permissions and assessment results.
- Seesaw is also used by teachers as a digital learning platform.
- [Typing.com](https://www.typing.com/) accounts are used to develop typing skills for any student using assistive technology.
- Payments are made through electronic bank transfer.

2. The focus of this Digital Learning Plan

The focus of this Digital Learning Plan is to highlight the priorities of the school community regarding digital learning and meet those needs over the course of the coming years. The years this DLP relates to coincide with the implementation of the new Primary

Curriculum Framework and so the priorities and vision must align so that the greatest success is achieved. A staff survey was completed in March 2026 by subject teams to highlight the priorities of digital learning in the school and how digital technology will be relevant to each new subject area as they are introduced. The actions below detail these priorities.

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

- Teaching and Learning: TEACHERS' INDIVIDUAL PRACTICE

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

Standard	Statement of highly effective practice
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The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

- Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.
- Teachers use appropriate digital technologies to help pupils design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.

- Teachers use digital technologies to make assessment more relevant and transparent for pupils and parents, allowing them to make informed choices on future learning priorities.
- Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.

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

- Teachers report that they are using digital technology daily in their methodologies.
- Pupils and Teachers are quite enthusiastic about using digital technology.
- Staff members are motivated to engage with CPD and some have already done so.

- Staff help each other and share their IT skills and experiences willingly.
- IT is kept up to date and suitable for use.
- Funding available for improvement.

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

- **Curriculum:** We aim to incorporate digital technologies in line with the school plan to embed each new curricular area as part of the Primary Curriculum Framework.
- **Assessment:** We aim to use digital technologies as a form of assessment of learning and assessment for learning in ways that include, but are not limited to, using Seesaw as an ongoing Digital Portfolio of work.
- **CPD:** We aim to offer opportunities to staff to increase their knowledge and confidence in using the existing digital technologies in order to maximise the digital learning experiences for pupils. This includes a focus on CPD training relating to the use of assistive technologies.
- **Staff collaboration:** We aim to streamline resource sharing between staff so that the most effective practice can take place.

3. Digital Learning Plan

On the next page we have recorded:

- The **targets** for improvement.
- The **actions** needed to achieve targets.
- **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** and **adjustments** made, and **when** they were made.

- **Achievement of targets** (original and modified), and **when** they were achieved.

This Digital Learning Plan 2026-2031 was ratified on April 21st 2026.

Review date: April 2031.

Signed:

Chair, Board of Management



Secretary, Board of Management



Digital Learning Action Plan

DOMAIN: (From Digital Learning Framework): Teachers' Individual Practice

STANDARD(S): (From Digital Learning Framework): The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

STATEMENT(S): (From Digital Learning Framework):

- Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.
- Teachers use appropriate digital technologies to help pupils design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.
- Teachers use digital technologies to make assessment more relevant and transparent for pupils and parents, allowing them to make informed choices on future learning priorities.
- Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.

TARGETS: (What do we want to achieve?)

- School will engage with supports to develop staff confidence in using more digital technologies in their teaching and learning.
 - School will engage with supports to develop staff confidence in assisting students who require assistive technology in its effective use.
 - School will develop a strategy to increase use of Seesaw as a Digital Portfolio and means of assessment. ●
- Digital technologies to be used by pupils to consolidate learning as new curriculum areas are embedded as part of the Primary Curriculum Framework.
- School will develop a strategy to streamline and simplify the sharing of resources between staff members. ● School will develop a strategy to increase student digital literacy and vocabulary.

Action	Timeframe	Person/Group Responsible	Criteria for Success	Resources needed
Identify relevant and meaningful CPD for use of existing digital technologies.	2026/2027	KOD, L&M Team	Increase in staff confidence and competence in using existing digital technologies.	Professional development CPD courses. Use of Croke Park hours.
Organise dedicated time for sharing ideas between staff on using Seesaw, iPads in mainstream classes and	2026/2027	KOD	Increase in staff confidence and competence in using existing digital technologies.	Use of Croke Park hours.

iPads in SEN.				
Set up a school wide Wordwall account to increase engagement of vocabulary across languages.	2026/2027	KOD, PLC subject teams	Uniformity of vocabulary used and understood across class levels. Increase it fluency in Gaeilge.	Wordwall account
Increased use of video and audio recording as a means of oral language assessment	2026/2027	Teaching staff	A digital portfolio of assessment is present for all students.	Seesaw
Organise dedicated time for teacher training on lessons surrounding digital citizenship	2027/2028	KOD, Wellbeing team	Increase in staff confidence in teaching on the topic of digital citizenship.	Croke park hours

Update current digital hardware. Organise dedicated time for students to increase typing skills and fluency in using digital technology.	2027/2028	KOD	Sufficient and appropriate hardware is present in school and available for use by students.	
Create digital maths journals that show progress and content covered by each individual student.	2028/2029	KOD, Maths & Engineering Subject team	A digital maths journal is created and in use by each student.	Seesaw
Create a digital science	2028/2029	KOD, Science &	A digital science	Google Drive

experiment book to show continuous progress and content covered by each specific class group.		Technology subject team	experiment book is created and in use by each class teacher.	
Organise dedicated time for teacher training regarding use of digital technology to record and create music	2029/2030	KOD, Arts subject team	Increase use for recording, creating, listening and responding to music by students.	Audio and video recording software
Create a digital school-wide art gallery.	2029/2030	KOD, Arts Subject team	A digital school-wide art gallery is created and updated regularly.	Ipads, school website, Google Drive

