Talbot Senior National School

Annual 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:

- Talbot Senior National school is co-educational senior primary school (3rd to 6th class). There is currently a pupil enrolment of 288. There are 24 teachers, 7 of whom work in special education contexts, 1 special class teacher and 11 Special needs assistants. Currently we have a bank of 35 Ipads (10 of which are new), 60 Chromebooks. Each SET teacher has a bank of 5 iPads. Each teacher has a teacher's laptop and printer. All class teachers and SET teachers Clevertouch Interactive Flat Screens, the school has a Welcome Screen at the entrance of the school.

1.2 School Digital Learning Vision:

- In our school, we believe that digital technologies should be used for teaching, learning and assessment across the curriculum. Students should use digital technologies to open up new forms of learning and collaboration to support different ways of learning. We believe
  students should accept ownership of their learning – involving the ability to become a selfdirected learner, a decision maker, and a manager of priorities in and out of school. We want to support learners to create and innovate so that they are engaged in managing their own learning goals and activities. We want to support inclusion and the individual learning needs of all students.

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

- We use a Digital Technologies Rolling Timetable – every fortnight, teachers can book digital devices to suit the learning needs of their class.
- Digital technologies are not embedded into the teaching and learning of all subjects across the curriculum.
- We use Google Workspace for Education – all children and teachers have logins.
- There are teachers within the school who have pursued further education in Digital Technologies.

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

- A bank of 51 (22 older and 29 newer) Chromebooks for use in the classroom – booked using Rolling Timetable
- iPads: 10 older version/20 newer version – booked using Rolling Timetable
- 30 New iPads in support rooms – each Support Teacher has a bank to be used with their groups
- 30 iPads in Strong room – out of date but can be used for internet
- 17 Lego We Do Boxes
- 7 Spike Lego In Education Boxes
- Wifi throughout the school
- Google Workspace for Education
- Each teacher has a laptop
- Printers in each classroom
- 14 Interactive Flatscreens (14X Mainstream (75 Inch) 7 X Support (65 Inch) 1X Mobile (75 inch) – Ms. Shaw's room.
- 3 Dell Desktops – Principal, Secretary and HSCL teacher
- ViBes – 2 Mac Books, 6 iPads, Microphones, Gimbals, Tri Pods, 2 GoPros

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period June 24 to September 25. We evaluated our progress using the following sources of evidence:

- Survey of Children
- Survey of Staff – two separate surveys – forms/paper based

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

- Use of iPads in classroom course – developed by Martin Moore
- Rolling Timetable - increased use of Digital Technologies
- Coding workshops provided for junior classes by ICT team/6th class coders
- Coding clubs ran by Mr. Byrne, Mr Coleman and Mr. Moore
- Welcome Screen – developed and used by IT Team

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

- Pupils use digital technologies in highly effective ways to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum – Coding workshops for 3rd and 5th classes
- Participation in the ViBes Vlogging Project and Microsoft Dream space project
- Develop knowledge and skills in the children around the topic of Digital Citizenship – being safe and responsible online
- Give exposure to 5 classes to Coding Ireland coding platform - in the form of scratch and MicroBit coding

3. Digital Learning Action Plan

Dimension: Learning and Teaching	**Domain:** Learner Outcomes Learner Experiences Teacher Experiences Teachers' Collaborative Practices

Standard:

1.2 Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships

1.3 Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum

3.3 The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs

4.4 Teachers contribute to building whole- staff capacity by sharing their expertise

Statement(s) of Practice:

1.2
Pupils have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations.
Pupils understand the potential risks and threats in digital environments.

1.3 Pupils use digital technologies in highly effective ways to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum.

3.3
Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities.

4.4
Teachers contribute to building whole- staff capacity by sharing their expertise.

TARGET(S): *(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).*

- Pupils will develop an understanding of Digital Citizenship in order to navigate the digital environment with critical thinking skills and identify how to use digital technologies in the school in a safe, informed manner. (1.2, 1.4)
- Pupils use digital technologies in highly effective ways to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. (1.3)
- Through the development of training videos in the technologies and platforms used in Talbot SNS and CPD training hours, teachers will share good practice and be enabled to reap the full advantage of the technologies available in the school to deliver. (3.3, 4.4)
- Digital Technologies will continue to be used effectively and appropriately across the curriculum, appropriate to the learning objectives and needs to the individual pupils.

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 ?**
Using the Coding Ireland platform, give pupils access to and clear instructions on where to find coding activities and offer IT devices to enable them to complete 3-6 Scratch coding activities before June 2026 6 pupils will be selected using NRIT scores for intervention assessment. Pre and post Coding intervention assessment using Computational Assessment forms of the 6 pupils.	Children can accurately create, save and complete a variety of increasingly challenging Scratch activities using Coding Ireland platform. Pupils will improve their Computational thinking scores after the interventions	3x 3rd Classes 1x 5th/6th Classes IT/STEM coordinator Class teacher Trial the platform in 5 classes	From Feb – June 2026	
Series of Lessons surrounding Digital Citizenship and Literacy to be summarised, resourced and shared to all staff. (HTML Heroes) Coding will be taught systematically in each class	Teachers use the lessons outlined for teaching Digital Citizenship	All Class teachers during SPHE lessons in Term 2	Starts February 2026 - End of Year	

level to positively influence attitudes and abilities				
Seek funding for, and invest in and research 30 new Chromebook devices	Pupils will have access to 30 x modern and fast ASUS Chromebooks	Principal IT Coordinator ICT committee	November 2025 – March 2026	
Digital Technologies Rolling Timetable to be edited to provide for more widespread access for their use across the curriculum.	Time slots on Rolling Timetable to be changed Teachers using technologies more often.	IT Coordinator	September 2025	Done
Set up a Microsoft Dream space coding project group	Up to 12 pupils will promote and develop ICT skills using the Dream Space programme with Microsoft Ireland education dept	Ms Jones 12 x Dreamspace Ambassadors IT Coodinator	Term 1 and Term 2	

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?

1. Evidence of Coding in classes – promote use of photographic evidence.
2. Survey of pupils before and after coding Ireland intervention -Computational Thinking
3. Monitoring of Rolling Timetables.
4. Student voice – use our student council to guide us on what children want to learn from Digital Technologies – before/after questionnaires
5. Repeat survey of teachers and pupils – how is our IT and coding practices going?