



Digital Learning Plan 2026 - 2027

St. Joseph's N.S. Kilcock, Co. Kildare

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet them. This plan was informed by the Department of Education's - 'Digital Literacy Framework', 'Digital Strategy for Schools to 2027' and 'Circular 074/2020 - Communication/Teaching & Learning Platform'.

1.1 School Detail

St. Joseph's N.S. is a vertical co-ed national school. There is currently a pupil enrolment of 424. There are 17 mainstream teachers, a principal, 8.5 SET teachers, 2 special class teachers and 11 S.N.As. The school is situated in the parish of Kilcock and Newtown in Kilcock town. The school has a very active P.A. that regularly funds school resources. Currently, we have Chromebooks, iPads, beebots and lego spike in our school. Each teacher also has their own desktop and interactive whiteboard in their classroom. Our current SSE focus is Literacy and wellbeing.

1.2 School Vision

Our School Vision: Our vision at St. Joseph's NS is to provide an inclusive and respectful school environment for all. We aim to work cooperatively as a team to create a caring, kind and happy school. At St. Joseph's NS, we promote the wellbeing and safety of all those in our school community. We strive to encourage everyone to reach their potential and to pursue a lifelong love of learning. Integrity and trust are fundamental to our shared vision involving all the partners in the education of our pupils.

Vision for Digital Technologies:



In line with the guidance provided by the 'Digital Strategy for Schools to 2027' and Circular 074/2020, the approach in St. Joseph's is to emphasise integrating digital learning across the curriculum to improve the quality of teaching and learning. Therefore, digital learning is a tool that can add value to the teaching and learning process when used appropriately.

In St. Joseph's, we recognise the wide variety of digital technology available and value the positive impact that digital technologies can have on all our pupils' teaching and learning experiences. In that light, we will strive to maximise the potential for pupils' learning using a broad range of digital technologies throughout the school where appropriate.

Our vision for digital learning in St. Joseph's centres on a balanced approach, ensuring that digital technologies are integrated into lessons when appropriate. We aim to develop pupils' digital literacy skills by enabling them to find, evaluate, utilise, share, and create content using digital technologies and the Internet. We also aim to ensure that our pupils develop a critical appreciation of the role of digital technologies in society and develop habits that reflect an ethical and responsible use of these technologies.

We aim for pupils to leave St. Joseph's as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society.

Furthermore, digital technologies will play an important part in maintaining home-school links and will be used regularly to inform parents via Aladdin Connect, e-newsletters, e-mails, and texts. Google Classroom may be used for classwork, homework and projects at the senior end of the school. The school website and Twitter accounts will provide parents and the wider school community with up-to-date information about school activities and events.



1.3 Brief Account of the Use of Digital Technologies in the School to Date:

- All classrooms have a Promethean Interactive Whiteboard and a teacher's desktop computer with 23.8" flatscreen monitors.
- All SET rooms are equipped with desktop computers.
- Three Chrome Book trolleys with 32 Chrome Books (96 in total) are shared between the 4th, 5th and 6th classes, with one trolley at each class band. Each pupil has their own Gmail address and full access to G-Suite.
- 32 Notebook Laptops shared between 2nd and 3rd class.
- 30 iPads shared between Junior Infants - 1st Class. (Available to all classes if needed)
- 6 Bee-Bots and a charging port tray for use primarily in the Junior end of the school
- 7 boxes of Lego spike primarily for use in the senior end of the school
- All staff use Aladdin Connect and Gmail to communicate with one another and with parents. Aladdin is also used as a means of electronic payment to collect money for school tours, etc.
- Two networked digital coloured printers/photocopiers are located on each floor of the school.
- Hi-Speed fibre broadband throughout the school with the capacity to support the school's digital technology requirements without interruption.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period September 2021–November 2021. We evaluated our progress using the following sources of evidence:

Feedback from Teachers at meetings.

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

- Domain 1 - LEARNER OUTCOMES



- Domain 4 - TEACHERS' COLLECTIVE/ COLLABORATIVE PRACTICE

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

Standard	Statement(s)
Teachers contribute to building whole-staff capacity by sharing their expertise	1. Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	1. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. 2. 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.

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

- All classes have interactive Promethean whiteboards, a desktop computer with 23.8" flatscreen monitors
- A class set of Chromebooks and a trolley is available for 4th, 5th and 6th classes
- A class set of notebooks and a trolley is available for 2nd and 3rd class (shared)
- A class set of iPads and trolleys is available for Junior Infants - 2nd class (shared)
- A set of Bee bots is available for the Junior end of the school
- Google Classroom was adopted as the school's online learning platform; pupils from 3rd class to 6th class have school emails that they can use to log in to Google Classroom at school or at home



- Children from 2nd class to 6th class have school typing club accounts and can work on their typing skills at school or at home
- All teachers have school email accounts, and Aladdin Connect is used within the school to communicate with parents.

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

- Developing a spiral digital network of skills for pupils in our school that is built upon year-by-year
- Peer support will be established for staff members to enhance their competence and confidence in integrating digital technologies into teaching and learning.
- Activities that involve pupils using digital technologies will be used to support and enhance learning in various curricular areas.
- Develop and further embed the use of iPads in the junior end of the school for station teaching.
- Coding - through Bee-Bots, Scratch Junior and Scratch.

3. Our Digital Learning Plan

On the next page, we have recorded:

- The **targets** for improvement that we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How will we measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan, we will record:

- The **progress** made, **adjustments** made, and **when**
- **Achievement of targets** (original and modified) and **when**



Digital Learning Action Plan for Teacher's Collective and Collaborative Practice

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE				
STANDARD(S): Teachers contribute to building whole-staff capacity by sharing their expertise				
STATEMENT(S): Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.				
TARGETS: (What do we want to achieve?) - Peer support created for teachers during Croke Park hours on the digital technology targets for their class group - The documentation is given to class teachers to support the digital targets for their class. - Demonstrations and teach-meets are organised for class teachers to support the digital targets for their classes. - Option of teacher swaps to support the digital targets for their class - Feedback meetings with class teachers and the digital team, led by Ciara McNickle and Niall Higgins twice a year				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
- Arrange peer support meetings during CP hours - Create documentation to accompany the digital targets for each class level - Arrange Demonstrations/Teachmeets for the digital targets	Sept 2025 - June 2026	- Ciara McNickle & Niall Higgins - All Staff	By June 2026, all class teachers will have taught the digital targets to their class and be confident in teaching those skills.	- CP time - Time for feedback meetings - IWB - Chromebooks - Notebooks - Ipads



● Arrange teacher swaps for the digital targets where required to develop confidence in the teacher's ability to teach the targets ● Organise feedback meetings twice a year				● Beebots ● Scratch Apps
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
● Staff Survey at the beginning and end of the year about competence and comfort in teaching digital targets to their class - compare ● End-of-year review (June) between class teachers and Ciara McNickle /Niall Higgins				

Digital Learning Action Plan for Junior and Senior Infants



DOMAIN 1: LEARNER OUTCOMES				
STANDARD(S): Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum				
STATEMENT(S):				
3. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. 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.				
TARGETS: (What do we want to achieve?)				
- Pupils will develop their digital literacy skills through the weekly use of iPads as part of the teaching and learning process in literacy and numeracy. - Pupils will learn how to access digital learning materials as selected by their teacher through the use of QR codes. - Junior Infant pupils will develop basic coding skills using Bee-Bots for Maths. (Shape and Space) as well as part of Aistear. This target will be extended in Senior Infants, where students will follow and create simple multi-step sequences and codes using Bee-Bots to explore direction, sequencing, and problem-solving in literacy, numeracy and Gaeilge.				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)



Peer support will be established for staff members to enhance their competence and confidence in integrating technologies into teaching. This may take the form of a teacher swap, and Croke Park hours may be used to facilitate this upskilling, where teachers will work in class groups appropriate to their age groups.	Sept 2025 - June 2026	- Ciara McNickle & Niall Higgins - Junior Infant Teachers - Class Teachers	- By June 2026, students can use the correct app to complete a literacy or numeracy activity on the iPad. - By June 2026, Students can scan a QR code to open the correct digital resource. - By June 2026, Students can use the Bee-Bot to explore shape, space, and direction in their learning and play.	- ipads - Beebots - Beebot Mats - Suggested Beebots Activities
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
- Mid-year review (December) between class teachers and Ciara McNickle /Niall Higgins - End-of-year review (June) between class teachers and Ciara McNickle /Niall Higgins - Teacher Assessment to determine if the pupils can demonstrate the above target competencies,				



Digital Learning Action Plan for 1st Class

DOMAIN 1: LEARNER OUTCOMES				
STANDARD(S): Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum				
STATEMENT(S):				
1. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. 2. 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.				
TARGETS: (What do we want to achieve?)				
• Pupils learn how to use Scratch Junior on iPads and create their own interactive stories and games. • Pupils will develop their digital literacy skills by using iPads on a weekly basis to support the teaching and learning of literacy and numeracy. • Pupils will use iPads and QR codes to participate in interactive orienteering activities as part of PE • Pupils will build on their knowledge of Bee-Bots to support learning across various curriculum areas through hands-on, interactive activities.				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)



Peer support will be established for staff members to enhance their competence and confidence in integrating technologies into teaching. This may take the form of a teacher swap, and Croke Park hours may be used to facilitate this upskilling, where teachers will work in class groupings appropriate to age groups.	Sept 2025 - June 2026	- Ciara Mc Nickle & Niall Higgins 1st Class Teachers	- By June 2026, pupils will design and run a simple Scratch Junior project with characters, movement, and sounds. - By June 2026, pupils will be able to use selected apps to complete literacy or numeracy tasks independently. - By June 2026, pupils will scan QR codes to complete movement-based challenges during PE. - By June 2026, pupils will program Bee-Bots to complete simple tasks linked to classroom topics.	- Ipads - Scratch Junior App - Beebots - Orienting QR Codes / Treasure Hunts
---	---	---	--	---



EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)	• Mid-year review (December) between class teachers and Ciara/Niall • End-of-year review (June) between class teachers and Ciara/Niall • Teacher Assessment to determine if the pupils can demonstrate the above target competencies
--	--

Digital Learning Action Plan for 2nd Class

DOMAIN 1: LEARNER OUTCOMES	
STANDARD(S): Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	
STATEMENT(S):	



1. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. 2. 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.	TARGETS: (What do we want to achieve?) ● Pupils start to extend their digital literacy skills by learning to type through biweekly practice on their St Joseph's school typing club account (in school and at home, if possible). ● Digital assessment will be integrated into SEE and Science, where pupils will record short videos that demonstrate their understanding of the learning material. ● Pupils will use Book Creator to create and share digital books that demonstrate their learning across different subjects. ● Students will plan, design, and create a multi-scene interactive story or game in Scratch Junior that includes character interactions, speech, background changes, loops, and event-based actions (such as tapping or character collisions). They will test, debug, and improve their projects based on feedback.	ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
--	---	--	---	---	---	--

Peer support will be set up for staff members to increase competence and confidence in embedding technologies in teaching. This may take the form of a teacher swap, and Croke Park hours may be used to facilitate this upskilling, where teachers will work in class groupings appropriate to age groups.	Sept 2025 - June 2026	- Ciara Mc Nickle & Niall Higgins 2nd Class Teachers	- By June 2026, pupils will be able to type simple sentences with increased speed and accuracy using their Typing Club account. - By June 2026, pupils will be able to record and present short videos that clearly explain a topic or concept from SESE. - By June 2026, pupils will be able to create a digital book with text, images, and/or audio to show their understanding of a topic. - By June 2026 students will plan, design, and create a multi-scene interactive story or game	- Notebooks - Typing Club Accounts - iPads - Book Creator App
---	---	---	---	--



				in Scratch Junior as described above	
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)					
• Mid-year review (December) between class teachers and Ciara/Niall • End-of-year review (June) between class teachers and Ciara/Niall • Teacher Assessment to determine if the pupils can demonstrate the above target competencies					

Digital Learning Action Plan for 3rd Class

DOMAIN 1: LEARNER OUTCOMES
STANDARD(S): Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum



STATEMENT(S):

1. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum.
2. 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.

TARGETS: (What do we want to achieve?)

- Pupils will improve their typing skills through biweekly practice on their St Joseph's school typing club account (in school and at home if possible)
- Pupils will further develop their digital literacy skills by conducting a Google Search and carrying out project work using Notebooks for research.
- Pupils will learn how to sign in and out of their Gmail accounts on Notebook devices.
- Pupils will learn how to send emails, apply the basics of editing and typing to formatting emails and send emails to their teacher/classmates
- Pupils will build upon their coding skills developed in 1st class with Scratch Junior and learn how to code using Scratch, creating Scratch projects unaided.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
• Peer support will be set up for staff members to increase competence and confidence in embedding technologies in teaching.	• Sept 2025 - June 2026	• Ciara Mc Nickle & Niall Higgins • 3rd Class Teachers	• By June 2026, the pupils in 3rd class will be able to demonstrate competencies in the	• Notebooks • Typing Club Accounts • Kiddle Search Engine



This may take the form of a teacher swap, and Croke Park hours may be used to facilitate this upskilling where teachers will work in class groupings appropriate to age groups.			above digital targets through teacher observation and pupil self-evaluation checklists and teacher observations/tasks ● Typing skills - speed and accuracy will be monitored by the class teacher ● By June 2026 pupils will have sent and received emails to their classmates and /or teacher ● By June 2026, pupils will design and run a simple Scratch project with characters, movement, and sounds.	
--	--	--	--	--

EVALUATION PROCEDURES:

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



• Mid-year review (December) between class teachers and Ciara/Niall • End-of-year review (June) between class teachers and Ciara/Niall • Teacher and pupil assessment to determine if the pupils can demonstrate the above target competencies
--

Digital Learning Action Plan for 4th Class

DOMAIN 1: LEARNER OUTCOMES
STANDARD(S): Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum
STATEMENT(S): 2. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills, and understanding in accordance with the content objectives, learning outcomes, and skills and concepts of the primary school curriculum. 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.
TARGETS: (What do we want to achieve?) Google Docs • Pupils will develop their digital literacy skills by applying basic editing and typing functions in Google Docs, including using capital letters, altering font size, alignment, colour, and script, inserting bullet points and numbers, copying and pasting, inserting pictures, using a split screen, spell check and grammar check, working with a table, and viewing word count. • Pupils will be able to sign in and out of Gmail and their Chromebook accounts unaided. • Pupils will demonstrate an ability to conduct safe internet searches using child-appropriate search engines. • Pupils will be able to understand the concepts of plagiarism and copyright, by identify appropriate means to source and utilize by using Google Free Pictures.



Lego Spike Essential

- Pupils will grasp and develop fundamental coding concepts through hands-on experience with Lego Spike kits.

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
● Peer support will be set up for staff members to increase competence and confidence in embedding technologies in teaching. This may take the form of a teacher swap, and Croke Park hours may be used to facilitate this upskilling, where teachers will work in class groupings appropriate to age groups.	● Sept 2025 - June 2026	● Ciara Mc Nickle & Niall Higgins ● 4th Class Teachers	● By June 2026, the pupils in 4th class will be able to demonstrate competencies in the above digital targets through pupil self-evaluation checklists and teacher observations/tasks. ● By June 2026 pupils will have completed a successful coding project using Lego Spike	● G Suite - Docs ● Chromebooks Suggested safe search engines 1. Kiddle 2. Kid Rex 3. Safe Search Kid 4. WackySafe 5. SafeSearchKids Lego Spike Boxes
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				



• Mid-year review (December) between class teachers and Ciara/Niall • End-of-year review (June) between class teachers and Ciara/Niall • Pupil Assessment to determine if the pupils can demonstrate the above target competencies
--

Digital Learning Action Plan for 5th Class

DOMAIN 1: LEARNER OUTCOMES
STANDARD(S): Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum
STATEMENT(S): 1. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. 2. 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.
TARGETS: (What do we want to achieve?) Google Slides Skills • Pupils will be able to apply and develop their digital literacy skills in editing and typing functions in Google Slides, including fonts, alignment, transitions, background colour and picture, orientation, inserting a text box, duplicating a slide, copy and pasting, adjusting text style. • Pupils will be able to use the spell-check to correct spelling and grammar errors. • Pupils will share files to allow peers to collaborate on the same Google Slides presentation simultaneously. • Pupils will use the insert function to insert images, videos, shapes, tables, charts, diagrams, word art, animations, and links into a Google Slides presentation.



- Pupils will learn about internet safety, plagiarism and acting responsibly as digital citizens. Lego Spike Prime - Pupils will build on their coding skills from 4th class with Lego Spike Essential to further develop these coding skills using Lego Spike Prime				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
Peer support will be set up for staff members to increase competence and confidence in embedding technologies in teaching. This may take the form of a teacher swap, and Croke Park hours may be used to facilitate this upskilling where teachers will work in class groupings appropriate to age groups.	Sept 2025 - June 2026	- Ciara Mc Nickle & Niall Higgins 5th Class Teachers	- By June 2026, the pupils in 5th class will be able to demonstrate competencies in the above digital targets through pupil self-evaluation checklists and teacher observations/tasks - By June 2026 pupils will have completed a successful coding project using Lego Spike Prime	- G Suite - Slides - Chromebooks - Kiddle Search Engine
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				



• Mid-year review (December) between class teachers and Ciara/Niall • End-of-year review (June) between class teachers and Ciara/Niall • Pupil Assessment to determine if the pupils can demonstrate the above target competencies
--

Digital Learning Action Plan for 6th Class

DOMAIN 1: LEARNER OUTCOMES
STANDARD(S): Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum
STATEMENT(S): 1. Pupils, in collaboration with their teacher and/or parents, follow their individual learning needs and preferences, with the aid of appropriate digital technologies. Pupils use digital technologies effectively to develop their knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum. 2. 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.
TARGETS: (What do we want to achieve?) • Pupils will be able to apply and develop their digital literacy skills in editing and typing functions in Google Docs and Google Slides, including using the 'Find and Replace' text function, wrapping text and images, captioning images, and rearranging objects. • Pupils will use the insert function to insert voice recordings/ audio, and add music and hyperlinks to a presentation or piece of work. • Pupils will create a digital presentation that incorporates the success criteria.



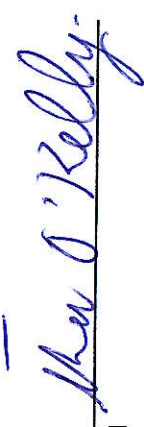
• Pupils will learn the basics of referencing and create reference lists citing the sources of information. • Pupils will learn and develop their coding skills using Microbits • Pupils will learn how to develop effective prompts for AI chatbots and how to review the responses				
ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
• Peer support will be set up for staff members to increase competence and confidence in embedding technologies in teaching. This may take the form of a teacher swap and Croke Park hours may be used to facilitate this upskilling where teachers will work in class groupings appropriate to age groups.	• Sept 2025 - June 2026	• Ciara Mc Nickle & Niall Higgins • 6th Class Teachers	• By June 2026, the pupils in 6th class will be able to demonstrate competencies in the above digital targets through pupil self-evaluation checklists and teacher observations/tasks • By June 2026, the pupils will have successfully coded their microbits to display letters/digits, make sounds and perform a function (eg step counter)	• G Suite - Slides • Chromebooks • Kiddle Search Engine • Microbits
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				



- Mid-year review (December) between class teachers and Ciara McNickle/Niall Higgins
- End-of-year review (June) between class teachers and Ciara McNickle/Niall Higgins
- Pupil Assessment to determine if the pupils can demonstrate the above target competencies

This plan was reviewed and ratified by the BOM on 25/09/2025.

Signed: 
Chairperson BOM

Signed: 
Principal