



CBS PRIMARY TRALEE

Where everybody is a somebody

Our Digital Learning Plan

1. Introduction

This document outlines the outcomes of our current digital learning plan, detailing the targets set and the actions planned to achieve them.

1.1 School Details:

CBS Primary is a large, co-educational urban primary school with over 400 pupils, supported by a teaching staff of more than 50 teachers and 15 special needs assistants. Located in Clonalour, Tralee, Co. Kerry (V92FD62), our school is an Edmund Rice School, originally established in the mid-1800s to meet the needs of the Tralee community—a mission that continues to this day.

As an Edmund Rice School, we promote a culture of respect for everyone in our community, regardless of age, gender, ability, race, or religious beliefs, embodying the ethos: "where everybody is a somebody." Our goal is to maintain high academic standards achievable by every child in a nurturing environment where inclusivity is actively embraced. The values central to our school are reflected in our logo.

1.2 School Vision:

We are a large urban school catering to a diverse range of learning needs and abilities. As a school community, we recognize the potential of digital technologies to support and enhance teaching and learning. To this end, we invest in infrastructure such as interactive whiteboards and tablets. As a staff, we are committed to upskilling in the area of digital technologies to better support our pupils in using digital tools meaningfully, enabling them to create

digital content across the curriculum. We also aim to integrate aspects of online safety into our digital initiatives to address this need and promote digital citizenship.

Furthermore, we see the clear benefits of integrating digital technologies into our everyday operations, such as utilizing online platforms for collaboration, document storage, and effective communication.

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

- All class teachers have an interactive whiteboard/panel in their classrooms, along with a laptop with internet access.
- Each Special Education Teacher (SET) has a laptop, which is also used by some SEN students to enhance their learning.
- Some students use laptops as assistive technology.
- The school has three trolleys of pupil laptops, used by students in classes 1st-6th, ensuring that every child in these classes has access to a laptop for at least one hour per week.
- Infant classes and the two EBD rooms have access to 40 Android tablets.
- Recently, 15 new Android tablets and 12 LEGO Spike Kits were purchased for use by 4th, 5th, and 6th classes.
- Six programmable Bee-Bots and docking stations were acquired for use by 1st and 2nd classes.
- The school has two printers: one in the main building and another in the new "Callan" building.
- A 2.4GHz/5GHz dual-band Wi-Fi network running 802.11ac ensures communication and multimedia content delivery for both teachers and students.
- Office 365 and On-Premise Active Directory (AD) integration provide centralized identity and security management for staff and students.
- Intune Mobile Device Management (MDM) supports device provisioning and compliance settings, ensuring standardized functionality for teaching, learning, and ongoing staff training.
- Mobile Application Management (MAM) is utilized for Android and iPad tablets, catering to students with specific learning needs and younger pupils not yet ready for word processing tools, preparing them for the use of modern technology.
- The Aladdin system is used for basic functions, such as recording daily attendance and assessment results.
- Technology usage in the school aligns with available infrastructure, with an emphasis on increasing student engagement with digital technology for learning.
- The school maintains a regularly updated website and Facebook page.
- Teacher laptops and projectors are used daily for presentations to students. Tablets are employed in various contexts, particularly during station teaching in infant classrooms and as behavioural incentives for students with severe behavioural SEN.
- Students use laptops on platforms like Microsoft Teams to build their ability and confidence in online educational engagement, including homework and in-class assignments. Microsoft Teams is also used for parental communication.

2. The focus of this Digital Learning Plan

Between September 2024 and December 2024, we conducted a digital learning evaluation in our school. Our progress was assessed using the following sources of evidence:

- Pupil questionnaires
- Staff questionnaires
- Parent questionnaires
- Liaising with staff from each class level

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

- Teaching and Learning: Learner outcome
- Leadership and management : Leading learning and teaching
- Leadership and management : Managing the Organisation

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

Standard	Statement(s)
Pupils enjoy their learning, are motivated to learn and achieve as learners.	Pupils use appropriate digital technologies to foster engagement in attaining appropriate learning outcomes.
Foster teacher professional development that enriches teachers' and pupils learning.	The principal and other leaders in the school support teachers' continuing professional development and teacher competence in the use of digital technologies, to support high quality teaching and learning.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.	The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability, and security of the digital infrastructure for effective learning, teaching and assessment

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

- Some staff members are actively engaged in various digital technology projects and have completed CPD training to integrate digital technologies across the curriculum.
- All staff are positive about the use of digital learning technologies (DLT) and are eager to upskill, with many motivated to pursue additional professional development.
- Students report positively on the use of DLT, demonstrating a high level of proficiency in digital technology.

- DLT is having a clear and measurable impact on learning outcomes.
- Grants to support ICT funding in primary schools have been made available in recent years.

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

- Staff will engage in CPD to facilitate the greater use of digital technologies in teaching, learning, and assessment, enabling both teachers and pupils to effectively incorporate these tools into the learning process.
- Funding will be used to purchase equipment that enhances the integration of digital technologies into meaningful and relevant learner experiences.
- Teachers will design or adapt learning activities that incorporate digital technologies, ensuring they support and enhance learning across various curricular areas.
- Peer support will be established for staff members to build competence and confidence in embedding digital technologies in their teaching practices.

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 Action Plan

DOMAIN: (From Digital Learning Framework) **Learner outcomes**

STANDARD(S): (From Digital Learning Framework)

- Pupils enjoy learning, are motivated to learn as learners.
- Foster teacher professional development that enriches teachers and pupils learning.
- Manage the school's human, physical and financial resources so as to create and maintain a learning organisation

STATEMENT(S): (From Digital Learning Framework)

- Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- The principal and other leaders in the school support teachers' continuing professional development and teacher competence in the use of digital technologies, to support high quality teaching and learning.
- The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability, and security of the digital infrastructure for effective learning, teaching and assessment.

TARGETS: (What do we want to achieve?)

- Pupils will create and share curricular-based digital content, appropriate to their class level, twice a term.
- The school will monitor staff engagement with digital technologies during year one through an end of year review with all staff. This will then inform the request for facilitator visits to upskill staff in the use of digital technologies or through peer training within the school staff.
- The school will explore how best to support the digital technologies in the school so that they are in good working order for all staff and students.

ACTIONS	TIMEFRAME	PERSONS / GROUPS	CRITERIA FOR SUCCESS	RESOURCES
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(What needs to be done?)	(When is it to be done by?)	RESPONSIBLE (Who is to do it?)	(What are the desired outcomes?)	(What resources are needed?)
Teachers of 1st, 2nd, 3rd, and 4th classes will participate in SMART training to develop confidence and competence in using their new SMART GX175 V3 interactive whiteboards.	September 2024	The school ICT co-ordinator	By December 2024, the teachers of 1st, 2nd, 3rd, and 4th classes will be confident and competent in using their new interactive whiteboards, actively utilizing features such as SMART Ink, SMART Ink Document Viewer, and SMART Notebook.	- Tablets - Laptops - Digital Projectors - Online tools - Kahoot, Google Docs & Drive, Socrative, Imovie, Book Creator
Teachers will have access to a Padlet containing a curated list of tried-and-tested educational websites. This list will include resources for Classroom Management, Planning, Maths, English, Writing, Reading, Audiobooks, Gaelige, Wellbeing, History, Geography, Science, Art, Drama, Music, ICT, Coding, and Quizzes. It will be compiled based on suggestions submitted to the ICT coordinator by teachers, highlighting websites and apps they have found particularly useful in their own classes.	December 2024	The school ICT co-ordinator	Teachers will be asked during a staff meeting whether they found the resources effective for lesson planning and teaching, and if they were able to successfully incorporate them into their classrooms. Based on their feedback and suggestions, the Padlet may be updated and expanded. Teachers will also be encouraged to provide ongoing feedback and suggestions to the ICT coordinator via Microsoft Teams at any time.	- Microsoft TEAMS - Microsoft Word - Microsoft Powerpoint
Teachers of 1st to 6th classes will engage with "Webwise," utilizing its free resources designed for schools, families, and young people to promote online safety and digital citizenship.	January 2025-Present	The ICT coordinator will inform all staff about "Webwise" during a staff meeting and through Microsoft Teams	The ICT coordinator will periodically check in with staff to gather informal feedback on their usage and impressions of "Webwise."	

- Teachers will engage in CPD on using digital technologies to create content where possible. - Pupils will create digital content at least once per term to be uploaded to a folder on Microsoft Teams. Examples of this content may include a photo of their best handwriting, a PowerPoint presentation, a digital poster created using Canva, a multimedia creation, an audio recording etc. ➤ Infant Level: Tablets with carefully selected apps will be used during station teaching to enhance phonics and number sense. ➤ 1st & 2nd Class: Students will write simple texts based on the current genre being taught. ➤ 3rd & 4th Class: Students will create texts to showcase their learning on a topic in SESE or another curricular area. Tools like Socrative and Kahoot will be used for assessing learning in these areas. ➤ 5th & 6th Class: Students will create and present digital presentations to showcase their curricular learning. They will use Socrative and Kahoot for assessment and LEGO SPIKE kits to develop problem-solving, collaboration, and critical thinking skills through building and programming models, exploring science and math concepts, and solving real-world challenges in an engaging and interactive manner. ➤ Staff Collaboration: Staff will share their experiences using digital technology in their	- January 2025 – present - January 2025 – present - January 2025 – present	- Digital Learning Team to arrange support – all staff. - All staff and pupils - All staff	- By June 2025 each teacher will have used digital tools on three occasions to support the teaching, learning and assessment process in their class. - Each pupil will create curricular based digital content at least once per term and share their work in a folder on Microsoft TEAMS. - Sharing good practice at whole staff sessions/staff meetings each month	
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classrooms and provide peer support where appropriate. - Review with staff to assess their engagement with digital technologies and the challenges they faced. The results of which influence the selection of Oide facilitators or Education Centre facilitators to upskill classroom teachers. - Digital technologies will be a topic at staff meetings, where members of the staff will be able to advise the DLT team of any technical challenges that they have faced or noticed with the digital technology in the school. Any other issues can be logged on Microsoft TEAMS. - Each of our Ukrainian children in 5th and 6th classes will have access to a laptop with the keyboard and language set to Ukrainian. They will use these devices during lessons such as Geography, History, and English, where they will have the opportunity to answer questions or write in their native language using Microsoft Word. They will then translate their work into English so that the class teacher can review it. They will save their work in a folder on the laptop desktop. The children will be guided on how to use this process effectively.	- June 2025 - January 2025 – Present - January 2025 - present	- DLT - ICT Co-ordinator and members of the in-school management team	- All class teachers being able to use digital technologies to assess a variety of curricular subjects by the end of year 1. - All staff will be able to log any technical challenges on Microsoft TEAMS so that they can be fixed ASAP. - By June 2025, our Ukrainian children in 5th and 6th classes will be able to write independently, competently, and confidently in their own language using Microsoft Word on their laptops during English, History, Geography, and other lessons. They will have a folder of work saved on their laptop.	
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EVALUATION PROCEDURES:

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

- Feedback at staff meetings.
- Cuntais Míosúla .
- Evidence of pupil work completed using digital technology.
- Evidence of digital technology incorporated into teachers' planning.
- The DLT will then create a log of technical issues and their solutions which staff will be able to access to fix any recurring technical issues.

This plan will be reviewed again in 2028. Feedback is welcome at any time to the ICT co-ordinator. The school plan was formulated by the principal and staff and ratified by the Board of Management on 29/04/2025

Signed Lane O'Callaghan

Date 29/04/2025.