Stokane National School
Enniscrone Co. Sligo F26C970

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Digital Learning Plan 2026

1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets. The development of this plan was set out as a priority area by the school to comply with the Department of Education publications 'Circular 0001/2017' and 'Digital Strategy for Schools to 2027'. 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 outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

1.1 School Details:

Stokane NS is a rural co- educational school situated outside Enniscrone in Co Sligo. We are a vibrant school with pupils who are enthusiastic, motivated, respectful and full of fun making our school a great place to be. We are very proud of our pupils and we work on the shared understanding that every child is unique and special with different talents, skills and aspirations. It is our aim that your child will enjoy happy learning experiences in our school and will achieve his/her full potential as a person and member of their community.

1.2 School Vision:

- The overall objectives of Stokane NS is to provide the best possible intellectual and emotional education for our children, to foster within them a spirit of co-operation, a respect for each other and for their teachers, while enabling each and every pupil to fulfill his potential and cultivate an appreciation for lifelong learning.

- Digital Vision - In line with the guidance provided by the National Council for Technology in Education (NCTE), the approach in our school is to emphasise the integration of digital learning across the curriculum, 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 it is 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.
- The staff are conscious of the fact that we are educating children who live in a technological age (digital natives) 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. In that light, we will strive to maximize the potential for children's learning using digital technologies, where appropriate. Our vision for digital learning in our school 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.
- School leadership will plan for and provide resources to cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Students will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society.
- Our school recognises the partnership between the school and parents as being imperative for providing students with life-long skills. Digital technologies will play a part in maintaining the links with home and regularly educate and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via a regularly updated website, newsletters and texts to parents, and social media. Digital Technologies are used for projects, when appropriate. The school website provides parents and the wider world with an up-to-date view of daily activities and relevant useful information relating to our school.

Role of School Leadership

The principal and other leaders will:

- Support all staff to embed digital technologies in their teaching practice.

- Support staff development by facilitating sharing of practice amongst teachers and encouraging participation in
  relevant CPD programmes.
- Ensure all staff have a copy of the Digital Learning Plan and are provided with the necessary support, towards implementation.
- Monitor how the plan is progressing and consult regularly with staff members, both formally and informally, in
  relation to the plan.
- Regularly include digital learning on the agenda for staff meetings.
- Facilitate an annual review of the digital learning plan.
- Ensure the involvement and support of the Board of Management, and other stakeholders, in implementing the plan.

Role of Teaching Staff

Each teacher can contribute to the successful implementation of the digital learning plan by:

- Being aware of and by being committed to the DL plan.
- Sharing good practice with colleagues in relation to digital learning (both formally and informally).
- Using the DLF to reflect on their own digital learning practices (using the six-step process).
- Reviewing the exemplars of good digital learning practice on the PDST (now Oide) Technology in Education website.
- Identifying and engaging in professional learning activities that support the enhancement of DL practices in schools.

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

- All class teachers have been provided an interactive whiteboard or smart panel in their classroom and a laptop with internet access.
- All teachers and SET have access to a desktop computer within their classroom to aid with individual teaching and learning.
- Pupils have access to tablet devices to aid learning, research topics and to complete project work.
- Our SET has access to a set of Chromebook computers.
- We use the Aladdin system – recording attendance, assessment results and compiling end of year reports.

- We maintain regular contact with parents/guardians through our website, email, social media and whatsapp messages.
- The school is Wifi enabled throughout.
- Each staff member has a school email address.
- We are exploring using Ed Gunning from Primary Solutions as a dedicated IT service to provide us with IT support and updates when required.
- We use Will ….. From ____ for any support and help in relation to our school website.
- Staff and students have access to a colour printer/photocopier.
- Testing in our senior classes is completed online through the DOTS system.
- Teachers sometimes store and share information via Google Drive.
- Educational programmes for subject areas and apps for reading development – Grow in Love, Maths my Way, Reading Eggs, Explore With Me, Bua na Cainte

Power usage:

Be mindful of the energy consumed at your school and look for ways to reduce energy usage. For example, turning off devices when not in use and charging devices at off peak times so they are operating on battery during the day. We ensure the photocopier and all computers are switched off each evening.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school to evaluate our progress using the following sources of evidence:

- Staff strengths in using ICT for teaching and learning:
- Pinpointing and sharing information about good, relevant educational websites and apps for use in class.
- General planning and assessment- templates

Reflecting on what areas of ICT staff would like to improve:

- Providing time and support to improve the pupil's digital literacy.
- Creating a list of suitable apps appropriate for each class group and for each subject/topic
- Ongoing professional development for staff.
- Social Media Training
- Current uses of ICT (repairs and glitches) within the classroom environment.
- Confidence in using educational software eg Lego Spike app/DOTS.

- Confidence in use of school hardware – Interactive Whiteboards
- Increased collaboration and shared skills.

Development of ICT within the school throughout the new school year via the Digital Plan:

- Independent use of ICT by children for learning
- Integration of appropriate educational apps and websites in class to promote teaching and learning
- Education of general computer life skills for all children
- Empowering all children through typing skills
- Reinforcement of internet safety for children
- Sharing of knowledge – teachers training teachers

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

Dimension - Teaching and Learning

- Domain 1: Learner Outcomes
- Domain 2: Learner Experience
- Domain 3: Teachers' Individual Practice
- Domain 4: Teachers' Collective/Collaborative Practice

Dimension - Leadership and Management

- Domain 3: Leading School Development
- Domain 4: Developing Leadership Capacity

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

rd: Teaching and Learning	**Statements**
Learner Outcomes : Pupils enjoy their e motivated to learn To achieve as	Pupils safely use appropriate digital technologies to foster active engagement in attaining approp learning outcomes
Learner Experiences : Pupils engage y in meaningful	Pupils use digital technologies for sourcing, exchanging of information to develop understanding a basic knowledge creation.

ivities	SSE: Digital interactions among pupils and between pupils and teachers, are respectful, challengi support the well-being of all pupils. Pupils use digital technologies to respectfully communicate, c and co-create knowledge through active engagement in appropriate public discourse and civic par
Teachers' Individual : The teacher has e subject pedagogical and classroom t skills	Teachers critically reflect and experiment with a range of digital learning activities, continuously their effectiveness, and revise their teaching strategies accordingly.
Teachers' Individual : The teacher uses planning, and assessment hat progress pupils'	Teachers use appropriate digital technologies to design learning activities that facilitate perso differentiated learning. Teachers use a range of digital technologies (DOTS and ALPACA) to sup assessment of learning and assessment for learning.
Teachers' Collaborative : Teachers value in professional t and professional n	Teachers engage in professional development, lead and support colleagues in selecting and aligni technologies with effective teaching strategies to expand learning opportunities for all pupils. Te evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and i educational practice.
d: Leadership and anagement:	**Statements:**
Leading School t : Build and maintain s with parents, with ls, and with the unity	To communicate effectively with the whole school community. The principal and other leaders in use digital technologies to enhance organisational communication with learners, parents and third making administrative procedures more transparent and accessible. They are committed to collab and knowledge exchange through partnerships with other schools, external organisations, industr wider community, facilitated and sustained as appropriate using digital technologies.
Developing Capacity – : Empower staff to carry out roles.	The principal encourages teachers to take on leadership roles and to lead the use of digital techr learning, teaching and assessment, and is willing to distribute significant leadership responsibiliti develop organisational structures to facilitate and encourage the sharing of practice and peer me the use of digital technologies for learning, teaching and assessment. They develop organisationa structures to facilitate and encourage the sharing of practice and peer mentoring in the use of d

	technologies for learning, teaching and assessment.

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

- Good infrastructure: teachers and students currently have access to a healthy number of resources for use in ICT and Digital technologies.
- Teacher openness: to learning and enthusiasm about the capabilities of digital technology/ and to participate in CPD.
- Use of ICT currently: (widely used in the school) iPads are available for all pupils in the Junior Room and used accordingly. Chromebooks are used weekly by children from 3rd Class – 6th Class.
- Access to assistive technology for children with SEN.
- Devices are collected and stored in a locked filing cabinet daily and put on chargers in morning time and during lunch breaks. Children will use the same device each time.
- Pupils are timetabled each week to take on the responsibility to charge and return to secure storage each evening. SEN children with their own access to assistive technology would always have access to their device when needed.

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

- Independent digital learning: Staff are focused on improving children' s independent and group contact time with digital technologies. In particular, staff would be interested in growing children's knowledge in basic computer and typing skills along with utilising available hardware for teaching, learning and research on projects.
- Staff Collaboration: We aim to increase digital collaboration by working together to create a bank of useful educational websites, teach each other new skills and provide assistance. We would also aim to use the Shared Drive to share, collaborate and communicate on school related items.
- Digital Infrastructure: We would aim to maintain and build on our current ICT infrastructure within the school.
- We aim to integrate and utilise appropriate educational applications and programmes in class to promote teaching and learning and to assist in differentiation and the support of special needs. We also aim to introduce valuable digital learning elements into the school wide programmes such as station teaching.

- CPD: Staff have noted that they are not confident in certain areas of digital technologies. It is recommended that certain aspects of digital technologies be identified for relevant CPD.

3. Our Digital Learning plan:

On the next page we have recorded:

- The targets for improvement we have set
- Budget for 2025/2026 from ICT Grant provided by the Dept is €4,000 – This will be enough to cover licences, subscriptions and upgrades necessary but does will not cover the cost if chromebooks or ipads need replacing.
- 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 Plan:

tal Learning Framework)
ning Outcomes and Learner Experiences

n Digital Learning Framework)
ir learning, are motivated to learn and expect to achieve as learners
rposefully in meaningful learning activities

om Digital Learning Framework)
priate digital technologies to foster active engagement in attaining appropriate learning outcomes.
l technologies for sourcing, exchanging of information to develop understanding and support basic knowledge

we want to achieve?)
gies to be used by pupils specifically for developing typing skills
teaching during team teaching of Literacy and Numeracy lessons to consolidate learning.
ve and efficient ways to better communication with parents – surveys etc
ssons to be completed with all class groups during the school year.
gies to be used to assist learning in SET.

pe	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	(W
e d lass	Term 2 + 3	3rd - 6th Class Teacher	3rd Class pupils present 2 projects / Presentations to 4th-6th class before end of Term 3	Chrome
ng – se of	Term 3	SET	Enhanced Teacher Knowledge	DOTS
ff in of	Term 1 + 2	Shared skills by teachers; Principal	Enhanced Teacher Knowledge	Subscr 2025/2 year); S Readin typing
hool am	Term 1	Principal / Secretary	Instagram page is regularly updated.	School mobile Instagr

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

Policy Developed by Principal: 12th April, 2026

Policy discussed, amended and agreed on by all staff: May, 2026

Ratified by BOM on: 8th June, 2026

Signed: _____ Date: _____

Chairperson, Board of Management

Signed: _____ Date: _____

Principal / Secretary of the Board of Management