Belmayne Educate Together National School
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Belmayne Educate Together National School

2026-2027

Digital Learning Plan

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Introduction

At Belmayne Educate Together National School, we use digital technologies to enhance teaching, learning and assessment. Purposeful digital learning gives pupils opportunities to collaborate, solve problems, research and analyse information, communicate ideas and share their learning.

Our Digital Learning Plan for 2026–2027 focuses on consolidating Universal Design for Learning (UDL) and the “Plus One” approach. A Plus One is a small, purposeful adaptation that adds another way for pupils to access, engage with or demonstrate their learning. Teachers will use their professional judgement to choose appropriate digital adaptations for the needs of their pupils and the specific lessons they are planning.

Digital technologies also support staff collaboration, shared resources, communication with families and school administration. Reliable devices and a coordinated Digital Learning Team will support the classroom priorities in this plan.

This document contains the DLP only. Supporting policies and operational guidance are held in the school’s Acceptable Use Policy (AUP). Existing e-safety teaching and procedures continue. New curriculum-related digital learning and e-safety developments will remain at the review and planning stage this year, while Social and Environmental Education (SEE) remains the school’s curriculum implementation focus.

The Digital Learning Team and In-School Management team will review this working plan with staff. Teachers will judge the usefulness of their Plus Ones through normal classroom observation, pupil feedback and reflection on lessons. School-level reviews will consider progress on the plan and any support or resource needs.

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1 Our Digital Learning Plan 2026–2027

This plan records our priorities, targets and actions for 2026–2027. It builds on the 2025–2026 UDL focus, strengthening consistency and confidence while preparing for future curriculum developments.

1.1 School details

Belmayne Educate Together NS is a mixed primary school with approximately 409 pupils. Since its foundation in 2007, the school has used digital technologies to support teaching and learning.

1.2 School digital learning vision

We aim to develop confident, creative and responsible users of technology who can communicate, collaborate, solve problems and demonstrate their learning in different ways. We select technologies where they improve access or add educational value, within a balanced approach to digital and non-digital learning.

1.3 Our strengths in teaching learning and assessment

The school emphasises digital learning across the curriculum and recognises its potential to engage pupils who benefit from flexible approaches. Our continuing UDL work provides a focus for adapting learning to pupils' needs, abilities and interests. We encourage ethical, responsible use and critical appreciation of technology's role in society.

Established home–school communication channels may include, but are not limited to, the school website, Aladdin Connect, email, WhatsApp, Seesaw and Twitter/X. These channels support communication about school life and appropriate digital learning resources. Staff have access to shared devices and teaching equipment, with further resource sharing and peer support planned for this year. The school will communicate any changes to these tools, including additions, removals or pauses in use, during the year.

1.4 Digital technologies infrastructure

Filtered, password-protected Wi-Fi serves most of the building and yard through Schools Broadband, supported by Oide Technology in Education. The school has Wi-Fi provision across teaching and shared spaces, including the Special Education Teacher (SET) rooms and reception area. The network includes Huawei equipment and two UniFi access points, located in the hall and on an external wall.

All mainstream classrooms have Promethean interactive panels. Most SET rooms have basic projectors and speakers, and a movable interactive panel is also available. Two SET rooms currently have no access to display equipment, and the school is in the process of purchasing screens for these rooms. The basic projectors in the remaining SET rooms will be replaced gradually, subject to available funding. Every teacher, Additional Needs Assistant (ANA) and member of office staff has a school laptop.

Class level	iPads	Class level	iPads
Junior Infants	8	3rd Class	16*
Senior Infants	8	4th Class	30
1st Class	16	5th Class	30
2nd Class	16	6th Class	29

*The 16 third-class iPads are currently away for repair. Third Class is sharing Fourth Class devices.

Additional provision includes 23 teacher iPads, 4 pupil iPads allocated according to need, and 3 pupil laptops shared among senior classes and available as spare devices for teachers when needed. Outdated iPads will be prioritised through the Term 1 audit and planned procurement process.

Other learning resources include five Apple TVs; a HUE visualiser for each class teacher, with additional spares; three C-Pens; two Bee-Bots; wireless keyboards for the 5th and 6th Class iPads, with additional spares; headphones for the infant classrooms and a shared supply available to teachers as needed; 16 classroom amplifiers; and one video camera. The hall has a projector, replaced in April 2025, along with a screen, sound system and hearing loop.

School systems include school-domain email, a professional Zoom account, the website and Twitter/X account, Aladdin for communication, pupil records, attendance, assessment and payments, Nuacom internet-based telephones, CCTV and five photocopiers supplied by MJ Flood. These support school operations; classroom impact remains the focus of the DLP.

2 The focus of this Digital Learning Plan

This plan is informed by the digital learning evaluation undertaken in 2025, which included staff and management discussions, surveys of staff, parents and pupils, and a review of the previous Digital Learning Plan.

2.1 Building on previous practice

This plan builds on the school's 2025–2026 focus on UDL, the "Plus One" approach and shared digital resources. Teachers will continue to choose digital adaptations suited to their pupils' needs and planned lessons, sharing useful approaches with colleagues at staff meetings.

Teachers can raise support or resource needs as they arise. The Digital Lead will add useful links shared by teachers to Padlet and make them available to all staff. The planned equipment audit and identified classroom needs will inform purchasing and replacement priorities.

2.2 Priorities for further improvement

• Support teachers to select appropriate digital Plus Ones using UDL principles, based on their pupils' needs and the intended learning outcomes of each lesson.

• Support staff sharing of digital approaches used in lessons, with useful links emailed to the Digital Lead for addition to Padlet and sharing with the whole staff.

• Maintain and improve access to digital equipment by prioritising screens for the two SET rooms, replacing outdated iPads and classroom Promethean panels as needed, and gradually upgrading the remaining SET projectors, subject to funding.

• Establish a Digital Learning Team with clear roles, regular meetings and progress reporting.

• Identify priorities for future curriculum-related digital learning and e-safety development, keeping new implementation outside this year's scope.

Each target is aligned with the Digital Learning Framework, using its exact standards and selected statements of highly effective practice, with page references. These statements describe the practice we are working towards; this year's targets represent steps towards that practice. T5 remains at the review and planning stage this year.

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3 Digital Learning Action Plan

3.1 UDL and pupil learning

Dimension: Primary – Teaching and Learning	**Domain**: Teachers' Individual Practice (DLF p. 7)
Standard: The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	
Statement of highly effective practice: Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.	
TARGET T1: Throughout 2026–2027, class teachers and SET teachers will independently select and use appropriate digital "Plus One" adaptations in their lesson planning, based on the learning needs of their pupils and the intended learning outcomes of specific lessons.	

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 due?	ACTION COMPLETED?
Identify opportunities within normal lesson planning where a digital Plus One could help address pupils' learning needs.	Teachers choose adaptations that respond to their pupils and support the purpose of the lesson.	Class teachers; SET teachers	Ongoing, as appropriate	
Use the chosen adaptations and adjust them in response to pupils' engagement, understanding and feedback. Encourage pupils to identify supports that help them learn.	Adaptations help pupils access, participate in or demonstrate their learning, with increasing awareness of what works for them.	Class teachers; SET teachers	Within relevant lessons	
MONITORING AND EVALUATION PROCEDURES Teachers review the usefulness of their chosen Plus Ones through normal classroom observation, pupil feedback and reflection on lessons. They retain, adapt or replace approaches as needed. No separate tracking sheets, pupil samples or termly quotas are required.				

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3.2 Staff collaboration and Padlet

Dimension: Primary – Teaching and Learning	**Domain**: Teachers' Collective/Collaborative Practice (DLF p. 8)
Standard: Teachers value and engage in professional development and professional collaboration	
Statement of highly effective practice: Teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.	
TARGET T2: Throughout 2026–2027, teachers will share digital Plus Ones and resources they have used in their lessons at staff meetings, reflecting on what worked for their pupils. Teachers can email useful links to the Digital Lead, who will add them to Padlet and share them with the whole staff for use as appropriate to their pupils and lessons.	

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 due?	ACTION COMPLETED?
Provide time at staff meetings for teachers to share Plus Ones and digital resources they have used.	Sharing draws on actual lesson experiences and helps colleagues identify approaches that may suit their own pupils.	Teachers; meeting chair	During staff meetings	
Email useful resource links to the Digital Lead for addition to Padlet.	Teachers have a straightforward way to contribute resources from their classroom practice.	Teachers; Digital Lead	As useful resources arise	
Add emailed links to Padlet, keep resources organised and share updates with the whole staff.	Staff can access useful resources and choose those relevant to their pupils and planned lessons.	Digital Lead	As links are received	

MONITORING AND EVALUATION PROCEDURES
Use discussion at staff meetings to reflect on what teachers have used and found helpful. The Digital Lead checks that shared links are accessible and added to Padlet, and shares updates with all staff. Teachers choose resources according to their pupils' needs; no fixed contribution quota or compulsory resource trial is required.

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3.3 Reliable device access

Dimension: Primary – Leadership and Management	**Domain**: Managing the Organisation (DLF p. 11)
Standard: Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	
Statement of highly effective practice: The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.	
TARGET T3: During 2026–2027, prioritise screens for the two SET rooms without display equipment and progress the replacement of outdated iPads. Address the replacement of classroom Promethean panels as needs arise, subject to available funding. Plan for the gradual replacement of basic projectors in the remaining SET rooms over subsequent years. Configure and allocate new equipment for classroom use as it becomes available.	

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 due?	ACTION COMPLETED?
Confirm equipment needs and costs, prioritising the two SET rooms without display equipment and outdated iPads, and identifying classroom Promethean panels requiring replacement.	Purchase priorities and available funding are agreed; remaining projector upgrades are identified for future planning.	Management; Digital Learning Team	Term 1	
Progress approved purchases and arrange installation or setup.	Equipment is purchased within budget and made ready for teaching and learning.	Management; Digital Learning Team; technical support	During 2026–2027, subject to funding and delivery	
Check that new equipment meets classroom needs and follow up any access or technical issues.	Teachers can use the equipment for planned lessons; outstanding needs inform future purchases.	Class teachers; SET teachers; Digital Learning Team	As equipment becomes available	

MONITORING AND EVALUATION PROCEDURES
Use purchase records and normal staff feedback to check that new equipment is installed, working and useful for planned lessons. Management and the Digital Learning Team will follow up outstanding equipment needs through existing school arrangements.

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3.4 Digital Learning Team

Dimension: Primary – Leadership and Management	**Domain**: Developing Leadership Capacity (DLF p. 13)
Standard: Empower staff to take on and carry out leadership roles	
Statement of highly effective practice: The principal and other leaders in the school encourage teamwork in all aspects of school life. They create and motivate staff teams and working groups to lead developments in the use of digital technologies for learning, teaching and assessment, thus building leadership capacity.	
TARGET T4: Establish the Digital Learning Team by the end of Term 1, with agreed membership, a named coordinator and allocated responsibilities. Meet at least once per term and report progress to management and staff after each review.	

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 due?	ACTION COMPLETED?
Agree membership and roles with class and SET perspectives.	Defined roles and designated people in charge of particular areas.	Management; Digital Learning Team	Term 1	
Agree meeting dates and maintain an action record.	At least three meetings; decisions have an owner and due date; unresolved issues brought to management.	Digital Lead; members of the Digital Learning Team	Once per term	
Review T1–T5 and communicate progress and support.	Termly staff and management updates show progress, barriers and agreed adjustments.	Digital Learning Team; management	After each review	

MONITORING AND EVALUATION PROCEDURES
Use membership and role records, brief minutes, action follow-up and staff feedback. Check that staff know how to access support and that responsibilities are carried out. Teachers remain responsible for classroom implementation, supported by the team.

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3.5 E-safety and curriculum review

Dimension: Primary – Leadership and Management	**Domain**: Managing the Organisation (DLF p. 11)
Standard: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	
Statement of highly effective practice: The principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.	
Dimension: Primary – Leadership and Management	**Domain**: Leading Learning and Teaching (DLF p. 9)
Standard: Manage the planning and implementation of the curriculum	
Statement of highly effective practice: The principal and other leaders in the school plan for and implement a broad and balanced curriculum that embeds digital technologies to support communication, collaboration, knowledge co-creation and civic participation.	
TARGET T5: During 2026–2027, consider future curriculum-related digital learning and e-safety needs through existing planning discussions. By June 2027, note any agreed priorities for future development. New implementation remains outside this year's digital focus while SEE remains the school's curriculum implementation focus.	

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 due?	ACTION COMPLETED?
Agree scope and gather relevant current guidance.	Review questions and relevant guidance identified.	Digital Learning Team; management	Term 1	
Compare guidance with practice and the current AUP; consult staff.	Gaps and implications for learning, staff development, resources and e-safety recorded.	Digital Learning Team; staff	Term 2	
Record agreed future priorities and next steps with management.	A brief record identifies agreed priorities and any next steps for future planning.	Digital Learning Team; management	Term 3; June 2027	

MONITORING AND EVALUATION PROCEDURES
Check that the review is complete and agreed priorities for future development are recorded. Existing e-safety teaching and AUP procedures continue throughout the year. Completion of this target means a reviewed plan for future development, not implementation of new curriculum-related changes.

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4 Monitoring and year end evaluation

Progress will be considered through normal classroom reflection, staff sharing and existing management discussions. Teachers can raise support or resource needs as they arise. The Digital Learning Team will coordinate practical follow-up through existing school arrangements.

Stage	Evidence and decisions	Responsibility
Everyday teaching	Teachers choose and adjust Plus Ones through normal lesson planning, classroom observation and pupil feedback.	Class teachers; SET teachers
Existing staff meetings	Teachers share digital approaches they have used and discuss what helped their pupils. Useful links can be emailed to the Digital Lead for addition to Padlet and sharing with all staff.	Teachers; Digital Lead
Equipment and support, as needed	Follow up screens for the two SET rooms, approved iPad replacements and technical issues. Replace classroom Promethean panels as the need arises and plan gradual upgrades of the remaining SET projectors, subject to funding.	Management; Digital Learning Team; technical support
End-of-year discussion	Briefly discuss useful approaches, outstanding support or equipment needs and priorities for the following year at an existing staff meeting. Note agreed next steps.	Staff; Digital Learning Team; management

Review date: September 2026 Review lead: Aoife McDonnell AP1 Next review: September 2027

References

Digital Learning Framework for Primary Schools: printed pages 7, 8, 9, 11 and 13 (PDF viewer pages 8, 9, 10, 12 and 14): https://www.dlplanning.ie/wp-content/uploads/2018/10/DLF_Primary.pdf

Digital learning planning guidance and resources: https://www.dlplanning.ie/