



St. Paul's SNS > *In strategic partnership with St. John's JNS*

## **St. Paul's Senior National School**

### **Our Digital Learning Plan**

September 2025 - August 2028

#### **1. Introduction**

This Digital Learning Plan sets out the vision, priorities, and actions for digital learning at St. Paul's SNS for the period 2025–2028. It outlines how digital technologies will be used to enhance teaching, learning, and assessment for pupils from Third Class to Sixth Class.

The plan has been developed in line with:

- **The Digital Learning Framework for Primary Schools**
- **Digital Strategy for Schools to 2027**
- **The Primary Curriculum Framework (2023)**
- **The Literacy, Numeracy and Digital Literacy Strategy (2024–2033)**
- **STEM Education Policy Statement 2017–2026**
- **Cineáltas: Action Plan on Bullying**
- **The NCCA research paper: "Being a Digital Learner"**

#### **1.1 School Details**

St. Paul's SNS is an Urban DEIS Band 1 senior primary school consisting of a 5-stream cohort. We pride ourselves on a **"Digital Excellence"** model supported by a proactive management team and a highly skilled teaching staff.

##### **Our Context & Infrastructure:**

- **Strategic Campus Synergy:** We operate a Unified Digital Ecosystem with our feeder school, St. John's JNS, ensuring an 8-year developmental arc for every pupil.
- **Unique Location:** Situated adjacent to two major data centres (valued at over €1 billion), providing a real-world backdrop for our STEM curriculum.
- **Computing & Software:** A high-ratio environment utilizing 72 iPads, 28 Chromebooks, 47 desktop computers (Classroom/SET/SNA), 4 LocknCharge Joey trolleys and 2 laptops for teacher professional tasks.

- **Hardware Continuity:** A campus-wide migration to Promethean Interactive Panels ensures a consistent interface for students transitioning from St. John's.
- **Software Scaffolding:** Our curriculum vertically aligns with St. John's by building on their Book Creator, Webwise (HTML Heroes), and Scratch-based coding foundations.
- **Accelerated Engineering:** Students arrive in 3rd Class already proficient in Scratch logic, allowing St. Paul's to move immediately into complex Lego Spike engineering.
- **Inclusive Tools:** To support EAL learners, we provide dedicated iPad access featuring Google Translate (Camera Functionality) and Duolingo.

**Our Philosophy:** The school is committed to ensuring that all pupils, regardless of background or learning need, have equitable access to high-quality digital learning opportunities. At St. Paul's SNS, digital learning is viewed as a transformative catalyst for creation and discovery. Building on the foundations laid in St. John's NS, we empower our pupils to transition from digital consumers to digital innovators. Through a hands-on, '**play-to-propose**' philosophy, we ensure that technology is tangibly embedded within an inclusive, ambitious and future-focused curriculum.

### 1.2 School Vision

The vision for digital learning in St. Paul's SNS is to support pupils to become confident, creative, and expert digital citizens using technology as a primary tool to explore, engineer, communicate and solve real-world problems.

**Digital technologies will be used to:**

- **Master Collaborative Tools:** Moving from basic device use to mastery of Google Slides and Docs for complex SESE projects.
- **Develop Engineering Mindsets:** Using Lego SPIKE and 3D printing to move from digital concepts to physical prototypes.
- **Bridge Linguistic Barriers:** Empowering EAL students through translatable technologies to ensure full participation in the curriculum.
- **Foster Agency:** Encouraging student leadership through the Digital School Team and "Digital Ninja" competitions.
- **Promote Computational Thinking:** Preparing pupils for the new Primary Maths Curriculum and the upcoming STEM subject through robotics.
- **Ensure Digital Safety:** Empowering pupils to navigate the digital world responsibly through synchronized "Stay Safe Online" initiatives across the campus.

### **1.3 Brief Account of Use to Date**

St. Paul's SNS has successfully embedded a high-level digital culture where pupils utilize Google Workspace for advanced SESE research (e.g., Vikings, WWII, European Geography), Book Creator for literacy, and a bespoke Lego Spike robotics pathway that has achieved national success in the First Lego League. This innovative practice is further enhanced by Bambu Lab 3D printing, student-led "Digital Ninja" initiatives, and a robust EAL inclusion model, all supported by professional-grade safeguarding and continuous staff development.

### **1.4 Understanding Digital Learning in a Senior School(The Campus Continuum)**

Digital learning at St. Paul's SNS is understood as the advanced stage of a shared campus journey, moving pupils from the exploration found in our sister school to active digital engineering. By vertically aligning our hardware, apps, and coding logic (Scratch-to-Spike), we ensure that digital literacy is an uninterrupted 8-year developmental arc

## **2. The focus of this Digital Learning Plan**

We undertook a digital learning evaluation in our school during the period January 2025 to June 2025. We evaluated our progress using strategic meetings, student voice, teacher reflection, and an infrastructure audit of interactive panels.

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

- Teaching & Learning: Learner Experiences.
- Teaching & Learning: Teachers' Individual Practice.
- Leadership & Management: Managing the Organisation.

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

To reflect our status as a "Digital Excellence" school, we have selected the following Highly Effective statements:

Standard	Statement(s)
Pupils use digital technologies in highly creative and innovative ways.	Pupils use digital tools to engage in independent and collaborative creative projects, moving from consumers to innovators through 3D design and robotics.
Teachers use digital technologies to design and deliver innovative learning experiences.	Teachers use digital technologies to create inclusive learning environments (e.g., EAL iPad supports) and to facilitate complex SESE research through Google Workspace.
The school leaders manage and distribute resources... to support digital learning.	School leaders strategically plan for the procurement of emerging technologies (3D printing, high-end robotics) and foster partnerships with industry leaders.

## 2.3. Summary of Our Strengths

- **Strategic Campus Synergy:** Vertically integrated infrastructure (Promethean), software (Book Creator/Scratch), and safeguarding (HTML Heroes) with St. John's JNS.
- **Advanced Robotics & Engineering:** National success in the First Lego League and a whole-school pathway using Lego Spike Essential and Prime.
- **Tangible Innovation:** Early adoption of 3D printing (Bambu Lab) to create physical curriculum artifacts (Ogham stones, Maths dice).
- **Inclusive Excellence:** Proactive EAL support using 1:1 iPads with Duolingo and Google Translate to bridge linguistic barriers.
- **Student Leadership:** A thriving "Digital Ninja" culture and student-led digital publications (Christmas Newsletter)

## 2.4 Focus for improvement

- **Formalized 3D Integration:** Establishing a structured "Design-to-Print" curriculum where 3D modeling becomes a standard tool for English, History, and Maths.
- **Strategic STEM Partnerships:** Fully activating the partnership with Creative Hut and leveraging our proximity to local Data Centres.

- **EAL Impact Measurement:** Refining our use of translative technologies to move EAL learners from "understanding" to "active creation".

### 3. Our Digital Learning Plan (Action Plan 2026–2028)

**PHASE 1:** Tangible Innovation & Strategic Alignment (2026)

<b>DOMAIN: Teaching &amp; Learning – Learner Experiences</b>				
<b>STANDARD(S): Pupils use digital technologies in highly creative and innovative ways.</b>				
<b>STATEMENT(S):</b> Pupils use digital tools to engage in independent and collaborative creative projects, moving from consumers to innovators.				
<b>TARGETS:</b>				
1. <b>3D Pilot</b> —By June 2027, one pilot class in every stream (3rd–6th) will have designed and printed a curriculum-linked 3D object using different pedagogical methods.				
2. <b>Coding Alignment:</b> Coding Alignment—Ensure students transitioning from 2nd Class move immediately into Spike Essential "Icon Blocks" in 3rd Class.				
<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"> <li>● <b>3D Printing Trials:</b> Select pilot classes to design and print artifacts (e.g., Ogham stones).</li> <li>● <b>Creative Hut Workshops:</b> Align SPIKE/Scratch pedagogy across the campus.</li> </ul>	<ul style="list-style-type: none"> <li>● Sept 2026 – June 2027</li> <li>● Oct 2026 – May 2027</li> </ul>	<ul style="list-style-type: none"> <li>● G Harrington &amp; Pilot Teachers</li> <li>● Creative Hut &amp; Digital Team</li> </ul>	<ul style="list-style-type: none"> <li>● Successful printing of 4 distinct curriculum-linked projects across the school.</li> <li>● Increased teacher confidence in moving from "Icon" to "Word" blocks.</li> </ul>	<ul style="list-style-type: none"> <li>● Successful printing of 4 distinct curriculum-linked projects.</li> <li>● Increased teacher confidence in coding progression..</li> </ul>

<ul style="list-style-type: none"> <li>• <b>EAL Support Expansion:</b> Monitor impact of iPad camera-translation on Maths vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing from Sept 2026</li> </ul>	<ul style="list-style-type: none"> <li>• SET Team &amp; Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• EAL students demonstrate increased independence in solving word-based Maths problems.</li> </ul>	<ul style="list-style-type: none"> <li>• EAL students demonstrate increased independence in word problems.</li> </ul>
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**EVALUATION PROCEDURES:**  
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

**The Campus Tech-Swap:** An informal gathering where St. Paul's students show St. John's pupils (and the Board) what's waiting for them in the Senior school.  
**Teacher "Coffee-and-Chat":** Informal review sessions to ensure the coding jump from Scratch to SPIKE remains seamless for incoming 3rd Class students.  
**SET Progress Log Review:** Monitoring EAL participation and accuracy in Maths tasks using translatable iPad tools.

**PHASE 2: Community Integration & Future Skills (2027–2028)**

<p><b>DOMAIN:</b> Leadership &amp; Management – Managing the Organisation</p>
<p><b>STANDARD(S):</b> The school leaders manage and distribute resources... to support digital learning.</p>
<p><b>STATEMENT(S):</b> School leaders foster partnerships with industry leaders to provide real-world context to digital learning.</p>
<p><b>TARGETS:</b></p> <ol style="list-style-type: none"> <li>1. <b>Industry Linkage</b>—Formalize a "Data Centre Awareness" module for 6th Class.</li> <li>2. <b>Student Leadership</b>—Expand "Digital Ninja" to include a 3D Design category.</li> </ol>

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?)
<ul style="list-style-type: none"> <li>• <b>Data Centre</b> <b>Context:</b> Develop SESE projects on the local €1bn data centre</li> <li>• <b>Digital Ninja 2.0:</b> Launch 3D design stream for peer-led innovation.</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 2027 – June 2028</li> <li>• Term 2 (Annual)</li> </ul>	<ul style="list-style-type: none"> <li>• 6th Class Teachers</li> <li>• Student Council &amp; Digital Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Students can explain the "real-world" application of the tech they use daily.</li> <li>• High volume of entries specifically using 3D modeling tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Students explain real-world tech applications.</li> <li>• High volume of student-led 3D modeling entries.</li> </ul>

**EVALUATION PROCEDURES:**

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

**Cross-School Review:** A joint, informal meeting with St. John's JNS staff to ensure the "Continuum" remains seamless for transitioning pupils.

**Action Review:** Progress reviewed during June staff meetings to refine the whole-school 3D Printing rollout.

