

Coachford College Digital Learning Plan 2026-27



1. Identifying a focus

The development of a Digital Learning Plan (DLP) in post-primary schools is a strategic response to the evolving educational landscape, where digital technologies are increasingly central to teaching, learning, and assessment. Grounded in national policy and informed by school-based evaluation, the DLP ensures that schools are equipped to meet the demands of 21st-century education.

[The Digital Strategy for Schools to 2027](#) outlines a vision for embedding digital technologies in a way that enhances learner outcomes, promotes inclusion, and supports teacher professional development. It emphasises the importance of digital competence as a core skill for life and work, and calls for schools to adopt a whole-school approach to digital learning. Complementing this, the Digital Learning Framework for Post-Primary Schools provides a structured model for schools to evaluate and improve their digital practices across teaching, learning, and leadership domains.

[Looking At Our School 2022 \(LAOS\)](#) reinforces the importance of learner experiences and teacher agency in fostering innovation and reflective practice. It encourages schools to create environments where students are active, responsible, and digitally literate participants in their learning. Similarly, the [School Self-Evaluation: Next Steps 2022-2026](#) promotes evidence-based planning and continuous improvement, making the DLP a key tool for aligning digital initiatives with broader school goals.

The rapid emergence of Artificial Intelligence (AI) in education presents both opportunities and challenges. Schools must now prepare students not only to use digital tools effectively, but also to understand and critically engage with AI technologies. A well-structured DLP ensures that digital learning is purposeful, inclusive, and future-focused, equipping students and teachers alike for a dynamic digital world.

A particular focus for 2026/27 will be supporting the introduction and implementation of the Additional Assessment Component (AAC) across Leaving Certificate subjects. The AAC is a mandatory coursework project that requires students to engage in research, digital creation, collaboration, and presentation skills. As a result, the school recognises the increasing importance of digital technologies in enabling students to successfully complete these components.

The DLP will therefore focus on strengthening students' digital literacy, research skills, responsible use of AI, and competency in using digital platforms and productivity tools. It will also support teachers in developing effective digital methodologies and assessment practices that align with the evolving requirements of senior cycle assessment. Through this focus, the school aims to ensure that

both students and teachers are equipped with the skills, confidence, and resources necessary to engage successfully with AAC-related learning and assessment.

In addition to aforementioned frameworks and ever-changing educational landscape, the aim of the DLP for 2026/27 is to build on the progress made by previous DLPs and to complement the School Improvement Plan in the context of School Self-Evaluation.

2. Digital Learning Plan 2026/27

Target 1. Provision of an engaging and impactful digital learning curriculum.	Specific Further develop and embed the revised Digital Learning curriculum with a particular focus on: • Junior Cycle ○ The provision of an ethical and responsible use of Artificial Intelligence (AI) module for as part of the digital literacy programme - (1st & 2nd Year) • Senior Cycle ○ The provision of Academic Writing and E-Portfolio classes in Transition Year to support students who will undertake AAC's as part of the Senior Cycle Reform.
	Measurable By May 2027: • All Digital Literacy classes will complete the revised AI and digital literacy modules, • All Transition Year classes will complete an ePortfolio and Academic writing Module • at least 85% of students surveyed will report improved confidence in using digital learning tools, • and feedback will be collected from all Digital Literacy teachers and a representative sample of students regarding engagement, relevance, and effectiveness of the revised curriculum.
	Achievable • A Digital Learning Working Group consisting of Digital Literacy teachers, the Digital Learning Coordinator, Deputy Principal, chaplain, and interested staff members will meet once per term to

	review resources, share best practice, and evaluate implementation. Existing school digital platforms and resources will support delivery.
	Relevant This target supports the school's commitment to developing digitally competent, responsible, and critically aware learners. It also aligns with national priorities relating to AI literacy, digital citizenship, Senior Cycle reform, and the ethical use of emerging technologies in education.
	Time-bound - Revised curriculum resources shared with staff by September 2026 - AI module fully embedded within the Digital Literacy programme by November 2026 - Mid-year review conducted in January 2027 - Student and teacher evaluation completed by May 2027
This target is linked to the following dimensions, domains & standards as set out by the digital learning framework for schools. Dimension: Teaching and Learning <u>Domain: Learner Outcomes</u> - Standard 1.2 Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships <u>Domain: Learner Experiences</u> - Standard 2.4 Students experience opportunities to develop the skills and attitudes necessary for lifelong learning <u>Domain: Teacher Collaborative Practise</u> - Standard 4.2 Teachers work together to devise learning opportunities for students across and beyond the curriculum Dimension: Leadership & Management <u>Domain 1: Leading Learning and Teaching</u> - Standard 1.3 Manage the planning and implementation of the curriculum	

Target 2. Use of digital learning	Specific Implement a consistent whole-school approach to digital goal setting and learner reflection for students in 3rd and 6th year using digital tools such as Google Forms, Google Classroom, Google Docs, or digital portfolios. The
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methodologies to increase student engagement, learner reflection, and student responsibility for learning.	approach will combine centralised digital systems with teacher-led reflection and mentoring conversations. Further develop collaborative and active digital learning methodologies including: ● group discussion, ● video analysis, ● digital collaboration, ● reflective activities, ● and project-based learning approaches.
	Measurable By May 2027: ● at least 90% of students in 3rd and 6th year will complete a minimum of two digital goal-setting and reflection activities, ● teachers will report increased student engagement and learner ownership through staff feedback surveys, ● and student feedback will indicate increased confidence in reflecting on their own progress and learning.
	Achievable ● Templates, guidance materials, and examples of good practice will be provided to staff during the first term. Digital reflection activities will be integrated into existing class and tutor time structures.
	Relevant ● This target supports the development of independent, reflective, and self-directed learners. It aligns with the school's focus on learner experiences, student voice, wellbeing, and the effective use of digital tools to support metacognition and student engagement.
	Time-bound ● Teacher guidance and digital templates shared by September 2026 ● First round of student goal-setting completed by October 2026 ● Reflection activities completed by January and April 2027 ● Review of implementation conducted in May 2027

This target is linked to the following dimensions, domains & standards as set out by the Digital Learning Framework for Schools.

- Dimension: Teaching and Learning
Domain 1: Learner Outcomes
Standard 1.1 Students enjoy their learning, are motivated to learn and expect to achieve as learners
- Domain 2: Learner Experiences
Standard 2.3 Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
- Domain 2: Learner Experiences
Standard 2.1 Students engage purposefully in meaningful learning activities

Target 3. Managing and further developing the digital learning infrastructure.	Specific Continue to expand and improve the school's digital learning infrastructure through: ● procurement and maintenance of Chromebooks and digital devices, ● improved classroom access to devices, ● development of sustainable device management systems, ● and support for blended learning, project work, and Senior Cycle reform requirements. The school will also explore opportunities to improve staff and student access to AI-enabled educational tools and digital learning resources where appropriate.
	Measurable By May 2027: ● the school will maintain a minimum 1:4 Chromebook-to-student ratio, ● all existing devices will be audited and tracked through an updated inventory management system, ● and staff feedback will indicate improved access to digital devices and resources to support teaching and learning.
	Achievable

	Funding will continue to be sourced through school ICT grants and school planning processes. The Digital Learning Coordinator, ICT Coordinator, and school leadership team will oversee procurement, auditing, maintenance, and deployment.
	Relevant This target supports the continued embedding of digital learning methodologies, Senior Cycle reform, blended learning approaches, and equitable access to digital technologies across the school community.
	Time-bound - Device audit completed by October 2026 - Additional procurement completed by February 2027 - Updated inventory and management systems operational by March 2027 - Review of infrastructure needs completed by May 2027
This target is linked to the following dimensions, domains & standards as set out by the Digital Learning Framework for Schools. Dimension: Leadership & Management Domain 2: Managing the Organisation Standard 2.2 Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	

Target 4 Provision of Continuous Professional Learning Opportunities for Teaching Staff in Digital Learning, AI, and AAC Integration	Specific Provide all teaching staff with ongoing Continuous Professional Learning (CPL) opportunities focused on advancing digital teaching and assessment practices, with particular emphasis on the ethical use of Artificial Intelligence (AI), the effective integration of digital tools to support Additional Assessment Components (AACs), and the development of student digital literacy skills.
	Measurable

	● All teaching staff will complete a minimum of one CPL session relating to digital learning, AI, or AAC integration by May 2027. ● At least 60% of teaching staff will complete two or more CPL sessions during the 2026/27 academic year. ● Subject departments will identify and share at least one example of effective digital or AI-supported practice during a staff meeting or collaborative planning session.
	Achievable CPL opportunities will be delivered through a combination of: ● internal teacher-led workshops, ● online webinars and courses, ● collaborative peer-sharing sessions, ● and external expert-led seminars. Sessions will take place during scheduled CPL time, staff development days, and department planning meetings.
	Relevant ● This target supports the school's Digital Learning Plan and responds to the evolving demands of teaching, learning, and assessment at senior cycle level, particularly in relation to Additional Assessment Components (AACs) and the increasing role of AI in education. It aims to strengthen teacher confidence, collaboration, and capacity to support students in a digitally rich and ethically responsible learning environment.
	Time-bound ● All CPL activities will be completed by the end of the 2026/27 academic year, with interim progress reviewed in January 2027 and a final evaluation conducted in May 2027.

This target is linked to the following dimensions, domains, and standards as set out by the Digital Learning Framework for Schools:

Dimension: Teaching and Learning

Domain 4: Teachers' Collaborative Practice

- **Standard 4.1:** Teachers value and engage in professional development and professional collaboration.

Dimension: Leadership and Management

Domain 1: Leading Learning and Teaching

- **Standard 1.4:** Foster teacher professional development that enriches teachers' and pupils' learning.

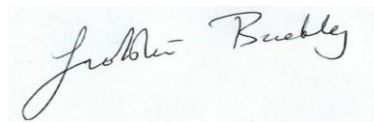
Domain 3: Leading School Development

- **Standard 3.4:** Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education.

This Plan was ratified by the school's Board of Management on Sept. 21st 2026 in consultation with all school partners.

This Statement is available to all members of the school community. It will continue to be reviewed on an annual basis, and/or as deemed necessary.

Signed:



Chairperson of the Board of Management

Date: 21.09.2026



Principal

Date: 21.09.2026