

Moyle Park College



Digital Learning Policy

Introduction

In an increasingly digital world, our school is committed to ensuring that our students are equipped with the skills, knowledge, and ethical understanding they need to thrive as digitally literate citizens. Guided by our core values, we recognise the pivotal role that digital technologies play in shaping both the present and future of education.

This Digital Learning Policy reflects our vision to provide students with rich, meaningful learning experiences that prepare them for success in an interconnected, technology-driven society. As a school, we are dedicated to integrating digital technologies into all aspects of teaching, learning, and assessment.

In line with our commitment to safeguarding and responsible use of technology, this policy also emphasises the importance of online safety and digital citizenship. As part of this, we will explore the ethical considerations surrounding emerging technologies, such as artificial intelligence (AI), and ensure that our students understand their implications for both personal and academic life.

Planning

Digital Learning planning is an integral part of school development. This Policy has been developed in conjunction with the Acceptable Use Policy, Social Media Policy, Harassment and Sexual Harassment Policy, Anti-Bullying Policy, BÍ Cinealta and the Code of Behaviour and is informed by the School Mission Statement.

- The Digital Learning Team develops the digital learning plan for the school in collaboration with all stakeholders.
- **Implementation Strategy (4P Approach):** The planning and implementation of digital technologies, including Artificial Intelligence, will be guided by the **4P Approach (Purpose, Planning, Policies, Practice)** framework. This ensures that AI integration is purposeful, aligned with teaching goals, and reviewed systematically.

Aims of the Digital Learning Policy

- To achieve the highest possible standards of education.
- To help students and staff become autonomous users of ICT.
- To adequately support teachers in the use of ICT as a teaching tool.
- To foster a positive supportive ICT structure throughout the school.
- To ensure that AI tools complement and support human output and judgement, but not replace it.

Additional Educational Needs

Moyle Park College strives to foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil. We strive to facilitate students with additional physical and educational needs with the provision of access and appropriate equipment including the use of assistive technology where warranted. This includes making students and staff aware of the potential of A.I. tools to offer differentiated and personalised learning supports, particularly for those students with additional learning needs.

Budgetary Provision

Management strives to manage the school's human, physical and financial resources so as to create and maintain a digital learning environment that continues to evolve to meet the needs of the school and the students.

Continuous Professional Development (CPD)

Management promotes a culture of reflection, improvement, collaboration, innovation and creativity in digital learning teaching and assessment.

- Management promotes professional learning that enriches teachers' and pupils' learning.
- CPD will be planned to cover the ethical use of AI, including the risks, limitations, and ethical challenges of Generative AI.
- Training will reinforce that AI models can reflect **bias** and are subject to **hallucinations** (factually incorrect outputs). Staff will be offered training to act as the **final checkpoint**, systematically reviewing and validating all AI-generated outputs for accuracy and reliability.
- Training must ensure teachers understand their critical role in the **authentication process** for coursework, involving regular monitoring and oversight of candidates' work to ensure it is authentic and individual.

Academic Integrity and Assessment

The use of digital tools, including AI, in all school-based assessment and external coursework is subject to the highest standards of academic integrity.

• **Governing Rules:** The use of AI in any coursework component is strictly governed by the **State Examinations Commission (SEC) Coursework Rules and Procedures.**

- **Defining Misuse:** Inappropriate use of AI software or web applications (e.g., generating unacknowledged content) is considered plagiarism and constitutes a breach of regulations.
- **Consequences:** In the case of state examinations, consequences and penalties for misuse are outlined in the SEC Coursework and Procedures Guidelines. For internal exams, misuse may include the loss of marks for the coursework or no marks given.
- **Acknowledgment and Credit:** In line with the SEC guidelines, candidates must reference and acknowledge their research sources, including any use of AI.

- The use of all AI tools must be documented in a dedicated section (e.g., an appendix), including the name and version of the tool, the developer, the date of output, and a description of how it was used.
- Where any material generated by AI software is included in a coursework submission and is properly referenced, no credit will be awarded for any of that material itself. Credit is only awarded for the effective use of this material in the support or development of the candidate's own work.

Privacy and Data Governance

Moyle Park College strives to emphasise best practice around personal data and ensure compliance with relevant data protection laws (e.g., GDPR).

- **Data Confidentiality:** The content used in a request to Generative AI is generally not confidential by default. Information provided to the system can be used to train the model, meaning that all data provided should be considered public.
- **Prohibition on Input:** The inputting of sensitive, proprietary or personal data should be avoided.
- **Age Restrictions:** Staff and students must be aware that Generative AI tools requiring an account have minimum age requirements (which can range from 13, 16, and up to 18 years old), and often require **parental consent for under 18s**. The relevant platform's current age restrictions and parental consent requirements must be checked.

ICT Provision

As a school we continue to invest in ICT infrastructure to support teaching, learning and assessment. We continue to invest in hardware and software to meet the vision for digital learning in our school.

Evaluation / Renewal

Teaching staff will continue to review all teaching and learning in line with current Digital Learning good practice and may identify areas for future development. These guidelines should be reviewed and amended regularly to account for feedback from stakeholders and key developments in the field of A.I..

Sanctions

- Misuse of Digital Learning platforms and forums may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.
- This policy should be read in conjunction with the School Anti-Bullying Statement, Bí Cineálta, Anti-Racism Statement, Harassment and Sexual Harassment Policy, the Code of Behaviour, the Social Media Policy, the Moyle Park College Guidelines for the Use of A.I. Tools, the Digital Learning Policy, and the State Examinations Commission (SEC) Coursework Rules and Procedures (specifically Appendix 2: Rules for the Use of AI in SEC Examination Coursework).

This policy is subject to periodic review by the Board of Management

Appendix 1: The Digital Learning Vision for Moyle Park College:

Our Digital Learning Vision 2024 (Updated to address AI)

Our vision as a school is to use digital technologies to provide our students with opportunities to engage in 21st-century learning experiences as digitally literate citizens. We strive to proactively nurture and educate students in line with the religious ethos of our school. With society becoming increasingly digitally-based we feel that it is important that our students are being provided with meaningful opportunities to develop their digital competencies so that they will have the knowledge and skills needed to succeed in this society.

As a school community, we recognise the ability of digital technologies to support and enhance teaching and learning. As a staff, we aim to upskill ourselves and support each other in the area of digital technologies so that we can support our students through the sharing of effective pedagogical approaches, as well as, utilising AI, digital assessment and feedback tools. We aim to ensure that **AI tools are used to complement and support human output and judgement.**

We are living in a digital society, we also feel it is important that we equip our students with the skills and knowledge they need to work safely and responsibly in this environment. We aim to incorporate aspects of online safety into our digital work to address this need including the need to **understand artificial intelligence and the ethics and in school expectations around its use.**

Lastly, we, as a school, can see the benefits of integrating digital technologies into our everyday work. We aim to increase confidence in this regard and extend our use of digital technologies to communicate more efficiently with all stakeholders, moving from paper-based to online methods of communication.

Acknowledgement of Assistance in Policy Drafting

Note on Policy Development Assistance:

The editing, review, and drafting suggestions incorporated into this updated **Digital Learning Policy** were developed with assistance from Generative Artificial Intelligence (AI) tools. In line with the principles of transparency and ethical use of technology, this support is formally acknowledged as follows:

AI Tool Used	Developer/Publisher	Date of Output	Purpose of Use in Document
Chat GPT - OpenAI	Open AI	2025	<i>Introduction to the Digital Learning Policy</i> . Retrieved from ChatGPT (https://chat.openai.com)
NotebookLM/ Gemini	Google	Current date of revision	Used to systematically analyze policy sources (SEC Coursework Rules, Guidance on AI in Schools, and AUP) and synthesize the required structural and textual updates to ensure policy alignment.

Rationale: The use of these tools was limited to generating ideas, structuring the policy update, and clarifying the alignment between mandatory SEC regulations and school digital guidelines. All final policy decisions and content were reviewed and approved by human agency, upholding the principle that AI tools complement and support human judgment, but do not replace it.