

School SSE process 2019/20
Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan from September 2017 to September 2018

- A new WIFI System was networked throughout the school to facilitate C.B.A.s and the use of Digital Technologies to enhance T.L & A.
- 15 new P.C.s were purchased
- A draft AUP has been prepared and is being ratified by the B.O.M, teachers, parents and students

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2018 to September 2019*. We evaluated the following aspect(s) of teaching and learning:

- Self Assessment Practices, Peer Assessment Practices and the use of Success Criteria in our school
- The use of Homework Journals in how often they are being used to record and organise homework
- The use of teachers feedback as a means of promoting reflection and encouraging conversations between students and parents

2. Findings

2.1 This is effective / very effective practice in our school

- Effective subject department planning
- Culture of active teaching strategies being experienced by students and being shared with teachers through Peer Observation, Team Drive Resources Folder and Professional Conversations
- Teachers are actively developing the culture of formative assessment, through the use of Success Criteria, Self Assessment and Peer Assessment in the school
- Growing familiarity with and experience of formative assessment among students.
- The results of State examinations are generally in line with or above national averages for most subject areas and consistently significantly above in some subject areas(see Department plans for details)
- The number of students undertaking higher level in Irish, English and Maths at Junior Cycle and Senior Cycle level has increased over the past three years.

2.2. This is how we know

- Focus group with staff on Teaching, Learning and Assessment
- Student survey:
 - 35% of students use their diary each class, 37% of students use their diary in most lessons and 28% less often
 - 21% of students discuss teacher feedback and diary notes with parents weekly, 18% of students discuss teacher feedback with their parents monthly
 - In teacher taking feedback on board, 36% of students consciously attempt to structure their homework with grades in mind most of the time, 12 % always, 11% never, 11% rarely & 30% sometimes.
 - In Class 48% of students regularly compare their work to their peers to seek a better grade, 18% rarely of ever do this

- 7% of students discuss daily progress with parents, 31% discuss weekly progress and 15% never discuss progress in each subject
- 26% of students have attempted to use a personal progress tracker
- Full staff team have engaged in one CPD session on sharing effective Formative Assessment strategies during a Staff meeting. The full staff team will engage in at least one other CPD sessions on Formative Assessment
- The staff survey identified the following areas as the greatest priority for 2019/2020:
 - 90% Teaching and Learning Strategies,
 - 81% Subject Planning,
 - 36% Digital Development,
 - 36% Wellbeing,
 - 18% Literacy,
 - 18% Numeracy and
 - 9% communications skills development.
 - 34% of staff have used a student progress tracker with 49% using it with 1 to 2 class groups.
- Parent survey:
 - 12% of parents check their child's copy for feedback daily
 - 16% check their diary daily
 - 40% of parents check the copies weekly
 - 60% check diaries weekly,
 - 48% check copies less often
 - 19% check diaries less often.
- Analysis of State Examination results and trends over time (See Appendix)

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Develop a cohesive approach to formative assessment in the school through the development of an assessment policy
- Develop the confidence of staff to provide formative assessment to students through focused CPD sessions and clarification of best practice.
- Develop the culture of student engagement in formative assessment processes and in doing so develop their skills as independent learners and reflective practitioners.
- **Staff will engage with further C.P.D on methodologies of "through the eyes of the learner" in a simulated lesson, delivered by our staff.**
- **Staff will continue to engage with two lessons of Peer Observation per Academic Year and complete a Reflection Sheet.**
- Staff are encouraged share best practice so that this can be integrated to other Subject Departments .
- We will develop our current Team Drive of T. L. & A. resources for staff in the areas of:
 - Cooperative Learning Strategies,

- Differentiated Homework strategies,
- Graphical Organisers,
- Assessment approaches,
- Digital Aids.
- The school diary will be starting point to target homework, record feedback, develop study skills, positive learning comments and a reflective tool for parents.

3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- 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**

Our Improvement Plan

Timeframe of this improvement plan is from September 2019 to September 2020

Targets	Actions	Persons / groups responsible	Criteria for success/ deadlines
<p>To increase the number of students who experience formative assessment in the classroom as follows:</p> <ul style="list-style-type: none"> - Learning Intentions from 33% to 50% - Peer Assessment from 10% to 30% - Self Assessment from 5% to 20% - use of success criteria from 20% to 50% <p>By May 2022, we aim to have 70% of students using their diary effectively. Homework, study skills, Personal trackers: 26% to 40%, key words: 65% to 65%, with parents using feedback as a reflective tool to increase from 35% to 50%</p> <p>Currently 35% of students use teacher feedback to improve their grade. We aim to increase this to 50% with the use of the diary as a reflective tool.</p>	<ol style="list-style-type: none"> 1. Develop a school wide policy and a common approach to assessment, to include formative assessment 2. Provide further focused CPD on Formative Assessment for teachers based on an analysis of needs 3. Devise a plan to scaffold a school wide systematic introduction of key Formative Assessment strategies 4. Develop a programme to train students how to engage in formative assessment strategies to improve their learning experience and outcomes 5. Encourage the use of the Personal Tracker, Recording of Homework in Student Journals and having conversations at home around feedback to improve reflection (Instructor of own Learning) 	<ol style="list-style-type: none"> 1. Action leader: Mr. Kieran McTaggart in conjunction with staff team re Student Journals 2. Action leader: Ms. Bella Mullen DP in conjunction with Staff re Formative Assessment. in association with T, L& A Committee. 3. Action leader: Mr. Noel Scott DP re Personal Tracking To be agreed by staff team. 	<ol style="list-style-type: none"> 1. Policy developed through consultative process (Dec '20) 2. CPD provided ('18/19, '19/'20, '20/'21) 3. Detailed and focused plan devised (May '19, and implemented across following two years) 4. Improvements in targets when student surveys and focus groups repeated April '20, April '21, April '22. 5. Measurable increase in the confidence of teachers in the use of formative assessment strategies, using focus groups and surveys in April '20 and April '21, April '22

Total Percentage of Students undertaking Higher Level in the Junior Certificate

Core Subject	Loreto 2016 - 2018	National Average 2016 - 2018	Compared to National Average
Irish	58%	58%	On Target
English	81.3%	78%	Above average
Maths	50%	56%	Below Average

Total Percentage of Students achieving Higher A, B,C in the Junior Certificate

Subject	Loreto 2016 - 2018	National Average 2016 - 2018	Compared to National Average
Irish	50%	48%	Above average
English	66%	61%	Above average
Maths	36%	42%	Below average

Total Percentage of Students undertaking Higher Level in the Leaving C

Core Subject	Loreto 2016 - 2018	National Average 2016 - 2018	Compared to National Ave
Irish	52%	45.6%	Above
English	84%	70.6%	Above
Maths	16%	30%	Below

Total Percentage of Students achieving Higher A, B,C in the Leaving C

Subject	Loreto 2016 - 2018	National Average 2016 - 2018	Compared to National
Irish	16.5%	22%	A higher percentage of stu the subject at Higher Le compared nationally and s account for the appear deficit
English	34.6%	24%	Above
Maths	7% (9% over 2 yrs)	10.6%	