



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2019-2020

- **In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:**
- In the 2018-2019 academic year, we focused on Domain 4 of the Looking at Our School 2016 framework: Teachers' Collective / Collaborative Practice and the Standard: *"Teachers collectively develop and implement consistent and dependable formative and summative assessment practices"*.
- To this end, the Leader of SSE and the Senior Management Team engaged in data collection and consultation and set specific targets through our School Improvement Plan, which was approved by the Board of Management in 2018:
- Staff focused on the practice of Formative Feedback in the context of Assessment for Learning to enable us to move from *Effective to Highly Effective Practice* in the Standard. The Education Committee worked hard to trial strategies and build resources and Staff were provided with information and opportunities to share practice on Formative Feedback. The Leader of SSE and the Education Committee promoted Formative Feedback and regular teach meets were held to promote best practice and methodologies in a variety of areas. In February 2019 we checked in with staff through a survey to assess progress. 95.2% of staff said that they were now thinking more about the kind of feedback they give to students. A final survey in April 2019 illustrated an increase in the amount of Formative Feedback that teachers were giving to students in Our Lady's, as well as a strong understanding among staff of Assessment for Learning and Formative Assessment.
- Changes were made to the Our Lady's Midterm Progress Reports in October 2018 so as to reflect this focus on Formative Feedback. Reports now concentrated on Achievement to Date, Effort and Steps for Improvement in every subject. As part of our evaluation, parents were surveyed in November and December 2018 in relation to the new reporting template. After evaluation and review it was clear that while progress had been made in formative reporting, further changes would be made for 2019-2020 to continue to develop quality formative reporting.
- We set out to achieve greater departmental collaboration through increased use of online sharing platforms. This was promoted through teach meets and through the work of the Education Committee. Results were positive: in our April 2019 survey, 87.1% of staff said that they have an online sharing platform for all of their teaching

subjects.

- We also set ourselves the target of increasing the level of staff peer observation. All departments had the opportunity to engage in classroom observation to further enhance collaboration and sharing of best practice. However, progress was limited in this area as departmental time was focused on other priority curricular areas and as such this target is to be revisited again in 2019-2020.
- Another target was to increase the number of students who attested to receiving Formative Feedback from their teachers. When we checked in on our progress in April 2019 we found some positive results. There was an increase in the number of students who think Formative Feedback is useful and some increases in the students saying that teacher feedback tells them how to improve. When evaluating our progress, we found that there was further scope for improvement in this area and so the target is to be revisited in 2019-2020.
- Finally, we also noted an increase in the awareness of the value of Assessment for Learning and Formative Feedback from the wider school community. This is an area we will continue to develop for 2019-2020.

This is what we plan to do now:

Following on from the progress in our targets last year, for the academic year 2019-2020 we have set the following targets based on the Looking at Our School, 2016 framework:

Within the Domain: Teacher's Collective / Collaborative Practice, the Standard we have chosen to focus on is: *"Teachers collectively develop and implement consistent and dependable formative and summative assessment practices."*

Within the Domain: Teacher's Individual Practice, the Standard we have chosen to focus on is: *"The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs."*

Our School Improvement Targets 2019-2020

- **To further develop our Midterm Progress Reports to provide quality written Formative Feedback.** The template will be adapted to allow for free comment. This will allow for richer and more focused Formative Feedback in all subjects.
- **To further develop the existing practice of Formative Feedback.** We will continue to grow our good practice in the area of Formative Feedback with an emphasis on written Formative Feedback.
- **To build our existing good practice of Differentiation in teaching and learning.** We will further develop our practice in this area through collaboration, sharing of methodologies, teach meets and whole staff CPD.
- **To grow our practice of staff peer observation in Our Lady's.** Following on from last year's target, we will work to grow this practice in Our Lady's and increase the number of staff engaging in peer observation.

- **To build on our already high level of staff online collaboration.** We will aim to further develop our online departmental collaboration so that all subject departments use an online sharing platform.
- **To check in with our broader school community (students and parents) to evaluate and monitor our progress.** Student and parent focus groups will allow us to measure progress in all of our targets.

This is what you can do to help:

- Join the Parent Focus Group (to join email: sgavin@olschool.ie).
- Browse the material available on the school website explaining School Self Evaluation, Assessment for Learning, Formative Feedback and Differentiation.
- Read your daughter's Midterm Progress Report and discuss the Formative Feedback she receives with her.
- Encourage your daughter to pay particular attention to the Formative Feedback she receives from teachers. Your daughter should be clear on where she is achieving in a subject and what are the steps she should take to reach her full potential.
- Encourage your daughter to **take a written note of verbal feedback** she receives from her teachers on a daily basis.
- Discuss the concepts of AfL and Formative Feedback with your daughter and remind her that AfL is a very effective learning approach that compliments Summative Assessment (end of unit exams and grades). Discuss the value of **non-grade feedback** with your daughter.
- Remind your daughter to reflect regularly on her learning and to note areas for improvement on each unit of work she is studying.
- Encourage your daughter to take greater ownership and responsibility for her learning.
- Encourage your daughter to plan her own revision, to set targets and to track her own progress.
- Ensure that your daughter fills in her journal for every subject each night also noting study that she will do.
- Check your daughter's journal regularly and sign weekly.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 26th August to 29th May. Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. YES / NO

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had **5** parent/teacher meetings and **5** staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. YES / NO

All teachers know about the *Procedures* and we have told all parents about them and how we follow them.

YES / NO

Our Designated Liaison Person (DLP) is

Marguerite Gorby

and our Deputy DLP is

Stephen Rhatigan

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES / NO

We reviewed (and updated) our admissions policy on: **24th September 2019**

We keep accurate attendance records and report them as required. YES / NO

We encourage high attendance in the following ways: **Attendance is monitored by Year Heads and Form Tutors. In November 2019 we ran an Attendance drive in the school, promoting the importance of school attendance. We give attendance awards where merited.**

This is how you can help: **Discuss the importance of school attendance with your daughter. Ensure your daughter attends school.**

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and students about it. We do this. YES / NO

Our code of behaviour describes and supports positive behaviour. YES / NO

We have a very clear and high-profile anti-bullying policy in our school. YES / NO