



## OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2020 - 2021

**In the last year, we have looked at teaching and learning in our school to find out what we are doing well. What we did to find out what we were doing well, and what we could do better:**

During the period *August 2019 – May 2020* we evaluated the following aspect(s) of teaching and learning:

- ❖ The practice of reporting through Midterm Progress Reports.
- ❖ Teacher engagement with Formative Feedback.
- ❖ Subject department engagement with Formative Feedback in subject planning.
- ❖ Teacher practices of differentiation.
- ❖ Teacher engagement with peer observation.
- ❖ Departmental online sharing and collaboration practices.
- ❖ Student awareness and recognition of Formative Feedback and differentiation practices
- ❖ Parent awareness and recognition of Formative Assessment practices and differentiation.

Data collection took the form of surveys of staff, students and a focus group from the parent body. In response to our findings, we decided to focus on two main areas within the *Looking at Our School 2020* Framework:

1. Domain 4: Teacher's collective / collaborative practice.

Standard: Teachers collectively develop and implement consistent and dependable Formative and Summative assessment practices.

2. Domain 3: Teacher's individual practice.

Standard: The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs.

Specific targets were then set through our School Improvement Plan, which was approved by the Board of Management in 2019:

- ❖ **To further develop our Midterm Progress Reports to provide quality written Formative Feedback.** The reporting template was adapted to allow for free comment. This allowed

for richer and more focused Formative Feedback in all subjects.

- ❖ **To further develop the existing practice of Formative Feedback.** The Education Committee was very active in developing resources and sharing good practice with staff. Teach meets provided opportunities for on-site learning and sharing of skills and methodologies among staff. Overall there was found to be an increase in teacher engagement with Formative Feedback. The May 2020 staff-survey showed a >10% increase in those currently giving explicit written or verbal Formative Feedback in every lesson.
- ❖ **For subject departments to include approaches to oral and written Formative Feedback in their plans:** The May 2020 staff-survey indicated that more subject departments are now discussing common approaches to developmental oral and written feedback in department meetings. A high number of subject departments are including approaches to feedback and differentiation in their subject plans, but a drop was seen here in May 2020. This is an area for improvement next year.
- ❖ **To build our existing good practice of Differentiation.** To this end we engaged in whole-staff CPD as well as a sharing of tips, methodologies and resources via the Education Committee. The May 2020 staff-survey showed an increase in the number of staff employing differentiation strategies daily, as well as evidence that staff are incorporating new differentiation strategies into their practice.
- ❖ **To grow our practice of staff peer observation in Our Lady's.** Here we operated a partner system within the Education Committee whereby regular peer observation took place. Insights were shared with the whole staff. The staff survey in May 2020 pointed to a significant increase in staff engagement with peer observation. >60% of staff reported having both observed a lesson and hosted a colleague in observing one of their lessons by May of this year.
- ❖ **To build on our already high level of staff online collaboration.** To achieve this we promoted online departmental collaboration through teach meets showcasing different platforms. This allowed for all subject departments to collaborate online.
- ❖ We **checked in** with the broader school community (students and parents) to evaluate and monitor our progress. The student survey in May 2020 indicated a strong increase in the teacher practice of verbal Formative Feedback, with >70% of students surveyed stating that they receive verbal Formative Feedback from their teachers every week. More students are also experiencing differentiation and choice (where needed) in homework (7.9% always and 55.3% sometimes) but work remains to be done on this target.

*A detailed report on the individual targets is available in the School Self Evaluation Report 2020.*

**This is what we plan to do now:**

For the academic year 2021-2021, our aim is to remain within the same Domains, Standards and Statements of the Looking at Our School, 2016 framework so as to consolidate progress made to date and maximise the potential for development in some key areas particular to our current context.

### **Our School Improvement Targets 2020-2021**

1. **To further refine our Midterm Progress Reports to incorporate a combination of summative grades and Formative Feedback.** The template will be adapted to allow for both grades and free-form formative comment.
2. **To further develop the existing good practice of teachers giving Formative Feedback, with an emphasis on written Formative Feedback.**
3. **To further develop teacher engagement with digital technologies for Formative Feedback.**
4. **To grow our use of active learning methodologies** in the context of one-hour lessons.
5. **To identify and support students in need of additional support** following the period of online learning (March - May 2020.)
6. **To incorporate approaches to Oral and Written Formative Feedback and Differentiation into planning across all subject departments.**
7. **To further develop our teaching practice of learning differentiation.**
8. **To further grow a school culture of peer observation through staff lesson observations.**
9. We will invite responses from students and parents so as to measure the impact of these initiatives through student and parent focus groups.

### **This is what you can do to help:**

- Participate in the Parent Focus Group via an invitation on the school app.
- 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.