



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2021 - 2022

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:

During the period *August 2020 – June 2021*, we evaluated the following aspects of teaching and learning:

- The provision of quality, data-based reporting through Midterm Progress Reports.
- Teachers' engagement with Formative Feedback
- Teachers' use of digital technologies for the provision of regular Formative Feedback
- Teachers' practice of incorporating active methodologies into one hour lessons, in the context of a socially-distanced classroom.
- Teachers' identification of students in need of additional support following the period of remote learning in 2020.
- Subject department inclusion of approaches to oral and written Formative Feedback and Differentiation in subject planning.
- Teacher's differentiation practices.
- Teachers' engagement with peer observation
- Student acknowledgement of Formative Feedback, Differentiation practices and Active Methodologies in the context of the one-hour lesson.
- Parent recognition of Formative Feedback, Differentiation practices and Active Methodologies in the context of the one-hour lesson.

In the 2020-2021 academic year we focused on two main areas within the Looking at Our School 2016 Framework:

1. **Domain 4:** Teacher's collective / collaborative practice. **Standard:** Teachers collectively develop and implement consistent and dependable formative and summative assessment practices. **Statement 3:** *Teachers have collectively developed a whole school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.*
2. **Domain 3:** Teacher's individual practice. **The Standard:** The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs. **Statement of highly effective practice 4:** *Teachers meaningfully differentiate content and activities in order to cater for the varying needs and abilities of students /*

Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners.

- 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 2021.
- To further develop our Midterm Progress Reports. Midterm Progress Reports in December 2020 consisted of free-form comments. Teachers used this facility to give detailed Formative Feedback to students. This allowed for richer and more focused Formative Feedback in all subjects.
- To further develop the existing practice of Formative Feedback we focused on growing our good practice in the area of Formative Feedback with an emphasis on written Formative Feedback.
- To ensure subject departments have included approaches to oral and written Formative Feedback in their plans.
- To build our existing good practice of Differentiation in teaching and learning we engaged in whole-staff CPD as well as a sharing of tips, methodologies and resources, via the Education Committee.
- To grow our practice of staff peer observation in Our Lady's we operated a partner system within the Education Committee whereby regular peer observation took place. Insights were shared with the whole staff.
- To build on our already high level of staff online collaboration we promoted online departmental collaboration through teach meets, allowing for all subject departments to collaborate online.
- We will aim to further develop our online departmental collaboration so that all subject departments use an online sharing platform.
- We checked in with the broader school community (students and parents) to evaluate and monitor our progress.

A detailed report on the individual targets is available in the School Self Evaluation Report June 2021.

This is what we plan to do now:

Following on from the progress in our targets last year, for the academic year 2021-2022 we plan to maintain our focus on 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 2021-2022

1. To increase teachers' understanding of Bloom's Taxonomy
2. To grow our use of applying Bloom's Taxonomy in classroom questioning (verbal / written) every day
3. To encourage teachers to apply Bloom's differentiation of questioning to homework tasks every day.
4. Leader of SSE (AP1), SEN Coordinator (AP1) and Assessment and Reporting Coordinator (AP2) to meet on a termly basis for collaboration and alignment.
5. Whole staff engagement with one hour introductory CPD session on Restorative Practice.
6. All staff to become familiar with the basic language of Restorative Practice
7. Pilot Group of staff to take part in Restorative Me training.
8. Staff members to engage with the Athena Tracker
9. Every department to upload 2 in-class assessment results throughout the year for each of their classes.

This is what you can do to help:

- Participate in the Parent Focus Group via the school app.
- Browse the material available on the school website explaining School Self Evaluation, Assessment for Learning, Formative Feedback and Differentiation.
- Check your daughter's homework to see if there is a **choice of homework** tasks available to 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 your daughter tracks her academic performance for each of her subjects in her journal or her academic tracking booklet.
- 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:

2nd September 2021

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.**

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