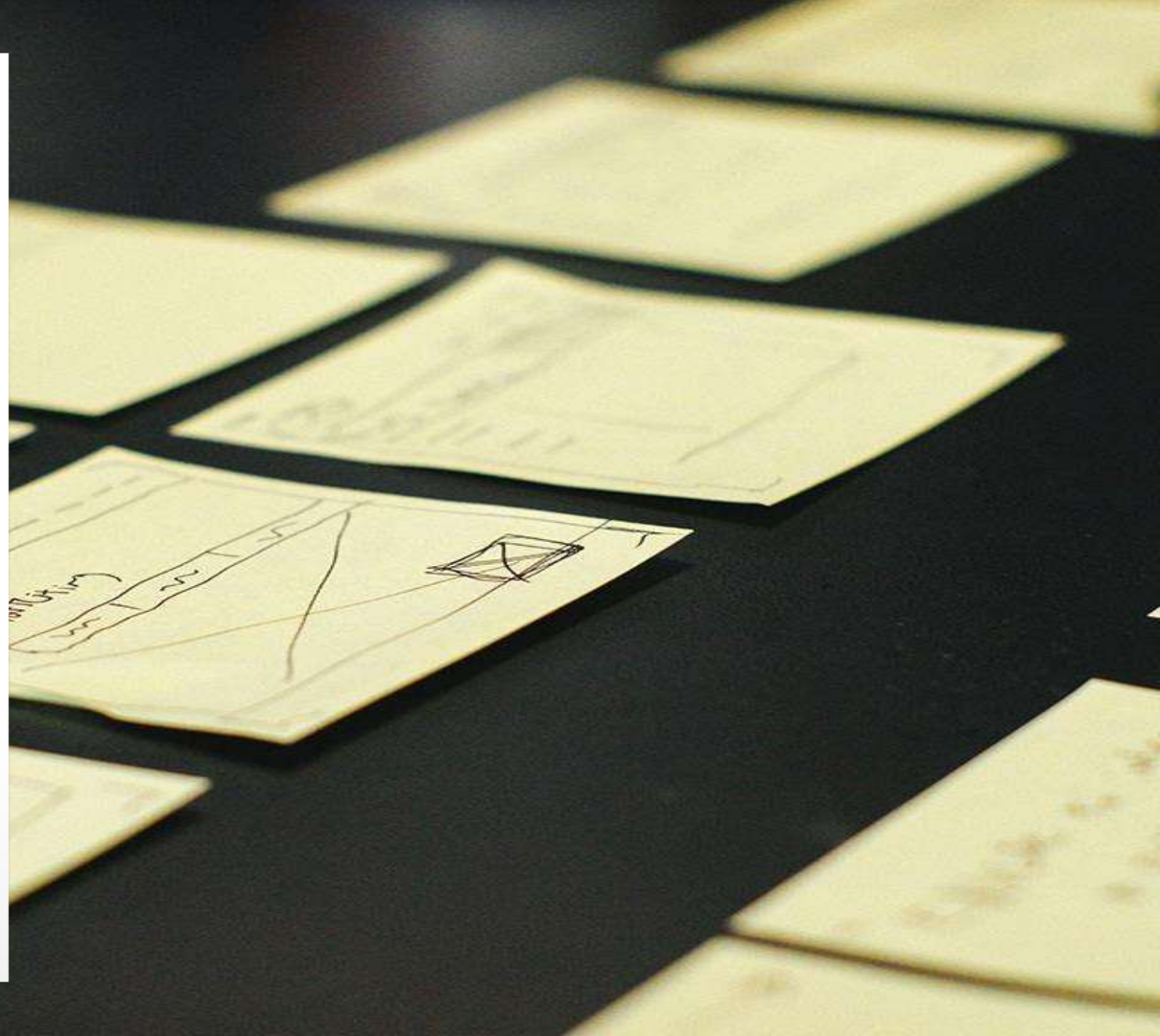
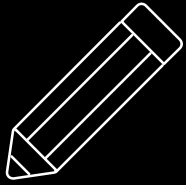


School Self-Evaluation



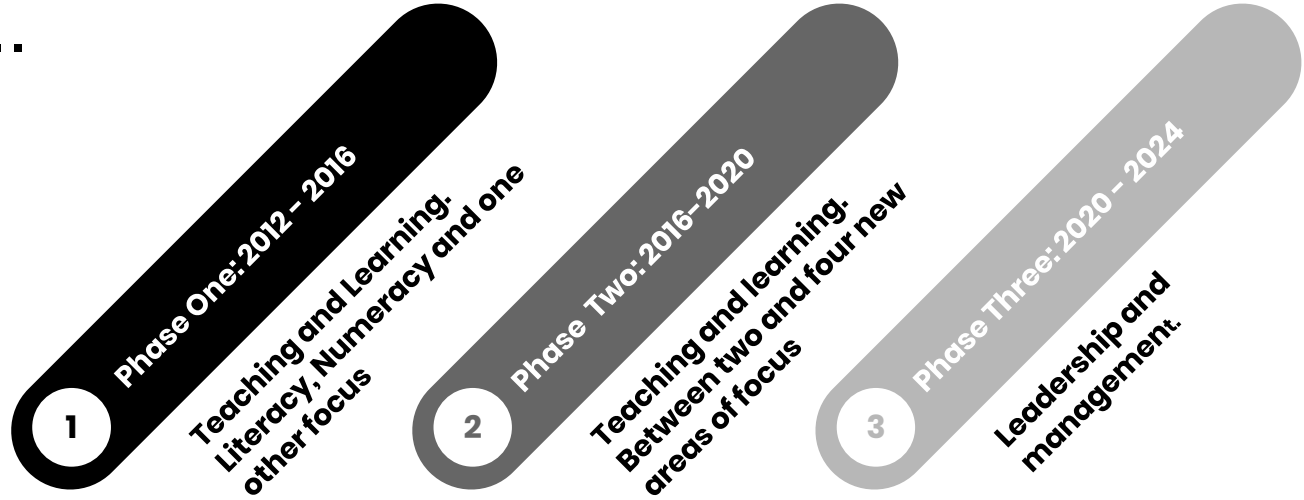


Purpose of today:

- Review research.
- Identify a focus for SSE.
- What next ?



SSE so far...





1

Data Review

Sources of data

- **Teacher workshop**
- **Teacher survey**
- **Students survey**
- **Student focus group**



Teacher Workshop - Strengths

Strengths

Key Skills:

- Being Creative
- Working With Others
- Communicating

Looking at Our School

- Staff generally felt that students demonstrate good levels of motivation to learn and have high expectations for their learning.
- Staff were generally confident that students are attaining the learning outcomes as outlined for subjects and



Teacher Workshop - Challenges

Key Skills:

- Staying Well
- Managing Information and Thinking
- Managing Myself



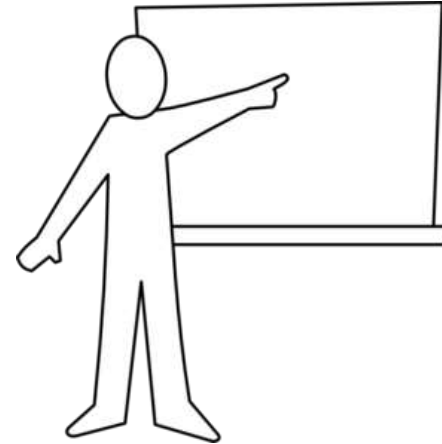
Looking At Our School:

- There is a general concern highlighted about our students' knowledge and skill to understand themselves and their

Teacher Survey on Individual Practice

Strengths

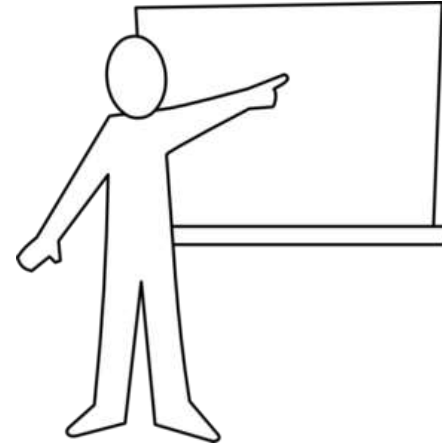
- Teachers have a high level of expectation for their students and this is communicated to them.
- Teachers have a high level of enthusiasm and enjoyment in their subject and this helps to motivate students
- Teachers are confident that they engage in effective questioning generating a deeper response from pupils
- Teachers create for and co-create success criteria with students to assess learning



Teacher Survey on Individual Practice

Challenges

- The differentiation of learning intentions and activities in planning to meet the needs of individual students in an incremental and developmental way
- The tailoring of assessment strategies to meet the needs, to assess the skills and dispositions of individual students
- Achieving deep student engagement, getting students own input, to help promote participation and response
- Being able to extend learning beyond the lesson for the student



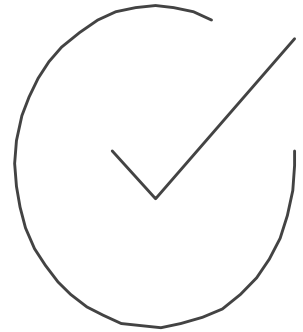
Student Survey-Feedback

Strengths

- Pupils were generally satisfied with feedback and felt teachers were encouraging.
- They felt feedback was clear and they knew how to improve as a result

Challenges

- Peer feedback - 44% felt that this that this was a 'very rare' occurrence
- Speaking directly with a teacher about work - 57% felt that this that this was a 'very rare' occurrence





“

“Parent/teacher meeting provided very useful info, information was specific”

“Homework is relevant, gives me a good idea where I am

From this students know how to improve”

“Homework is corrected well, If comments are not written then there has been oral feedback”



“

‘Well done’ is not useful feedback”.

**“Vague, general nonspecific
comments are given and hard to
improve from them”**

**“Just a grade can be too easy to give,
want to know why the grade was
given”**

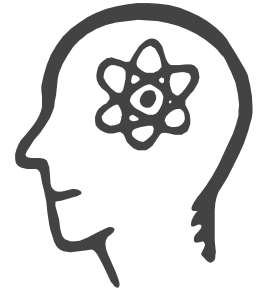
Student Survey Reflecting on Learning

Strengths

- Students feel very confident that they know their own areas for improvement
- Most students feel comfortable about looking for help when they need it

Challenges

- 81% of students do not think there is time dedicated at the end of a class to reflect on learning.
- Only 50% of students agree that they are aware of the skills they are developing.
- 68% of students do not think that they get a chance to set personal targets with their teacher



SSE Focus 2019-2020

Two areas:

- **Students reflecting on their learning**
- **Learning intentions and success criteria**



❖ Focus 1: Learning intentions and success criteria

Target 1.

1. We target an increase in the frequency of student response claiming that learning intentions are 'almost always' made clear from a percentage of 38%

Actions

1. Visual prompt in every classroom to remind teacher to share learning intention
2. Subject planning at the start of the year will include subject specific strategies in subject programmes: (Eg. Walt and Wilf, devising student friendly subject plan, DLP link - share intentions on Google classroom)
3. Internal CPD on effective strategies

❖ Focus 1: Learning intentions and success criteria

Target 2..

We target an increase in the frequency of student response claiming that success criteria are given and/or co-created 'almost always' from a percentage of 13%

Actions

1. Visual prompt in every classroom to remind teachers to create success criteria
2. Subject planning at the start of the year will include subject specific strategies in subject programmes:(Eg. Walt and Wilf, modelling, self and peer assessment, DLP link - apps, Mentimeter, Padlet, share success criteria on Google classroom)
3. Internal CPD on effective strategies

❖ Focus 2: Students reflecting on learning

Target 1..

Actions

Increase students' ability to reflect on their own learning and develop a sense of ownership for that learning

- 1. A 10% allocation of marks in internal assessments to reflective questioning (skills, dispositions, effecting change, using feedback, self-assessment etc.)**
- 2. Subjects departments to plan for devise plenary strategies to help students reflect on learning at end of each lesson (eg traffic lights, student review sheets, KWL, Exit slip. DLP link- Padlet, forums, learning log etc)**
- 3. Internal CPD on effective strategies**



The Next Steps

- 1. Individual subject planning to achieve SSE targets**
- 2. Begin to Implement strategies in or daily practice**
- 3. Continue to collaborate and share effective practice**
- 4. Identify next area of focus (T&L)**



3

WHAT
NEXT?



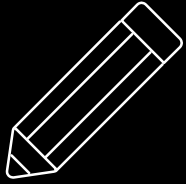
The Next Steps

1 Draft School Improvement Plan and SSE Report

- Specific targets
- Strategies identified

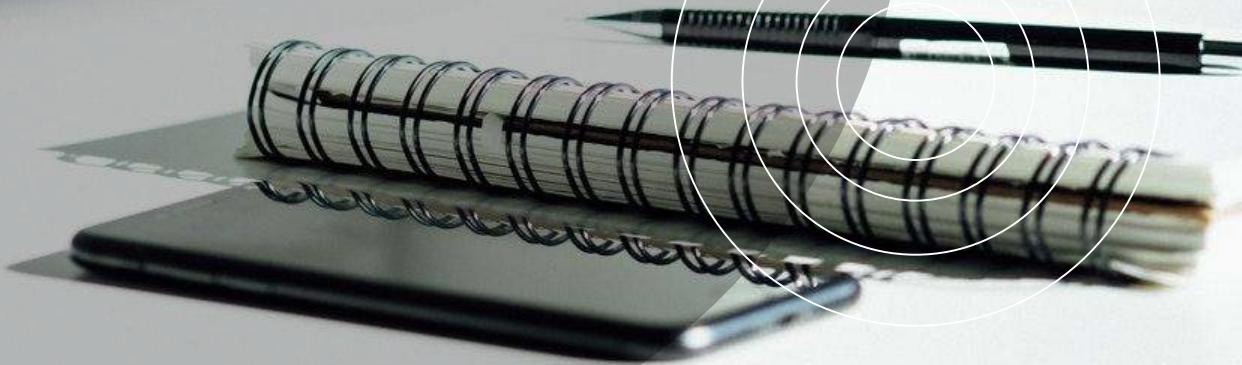
2 BofM adopts the SIP

3 August – planning at subject level and whole-school approach, cycle of implementation and review



Purpose of today:

- Introduce School Improvement Plan (SIP)
- Highlight key actions of the plan.
- Individual subject planning for SSE



School Improvement Plan (SIP)

<https://docs.google.com/document/d/1S31whBqbsJvL>

[C_YnhS7dOvbBI4UlvkYYkgpeDSW88f4/edit](https://docs.google.com/document/d/1S31whBqbsJvL/edit)



Action Plan

Combination of:

1. School-wide actions

1. Individual and subject strategies



Edmund Rice College
Carrigaline

SSE Report and
School Improvement Plan
2019/2020



Learning intention and success

criteria: Strengths

- 38% of students felt that the learning intention was almost always made clear in the lesson being taught.

Challenges

- Learning intention not made clear in all classes
- Only 21% of students felt it was always explained why a topic was being taught and its context within the course.
- 48% of students felt that they 'very rarely' were given or created success criteria with their teacher. . only 13% felt it 'almost always' happened.





Q. Do you always know *why* you are learning something?

“

“Not really explained”

“Usually it’s just said that because it is in the Junior Cert”

A large white circle is centered on a black background. To its left, there is a series of overlapping circles in shades of gray, with the number '2' in white on the innermost circle. To its right, there are several concentric white circles of varying sizes.

2

SSE FOCUS

Themes

SSE 2019–20, Focus One

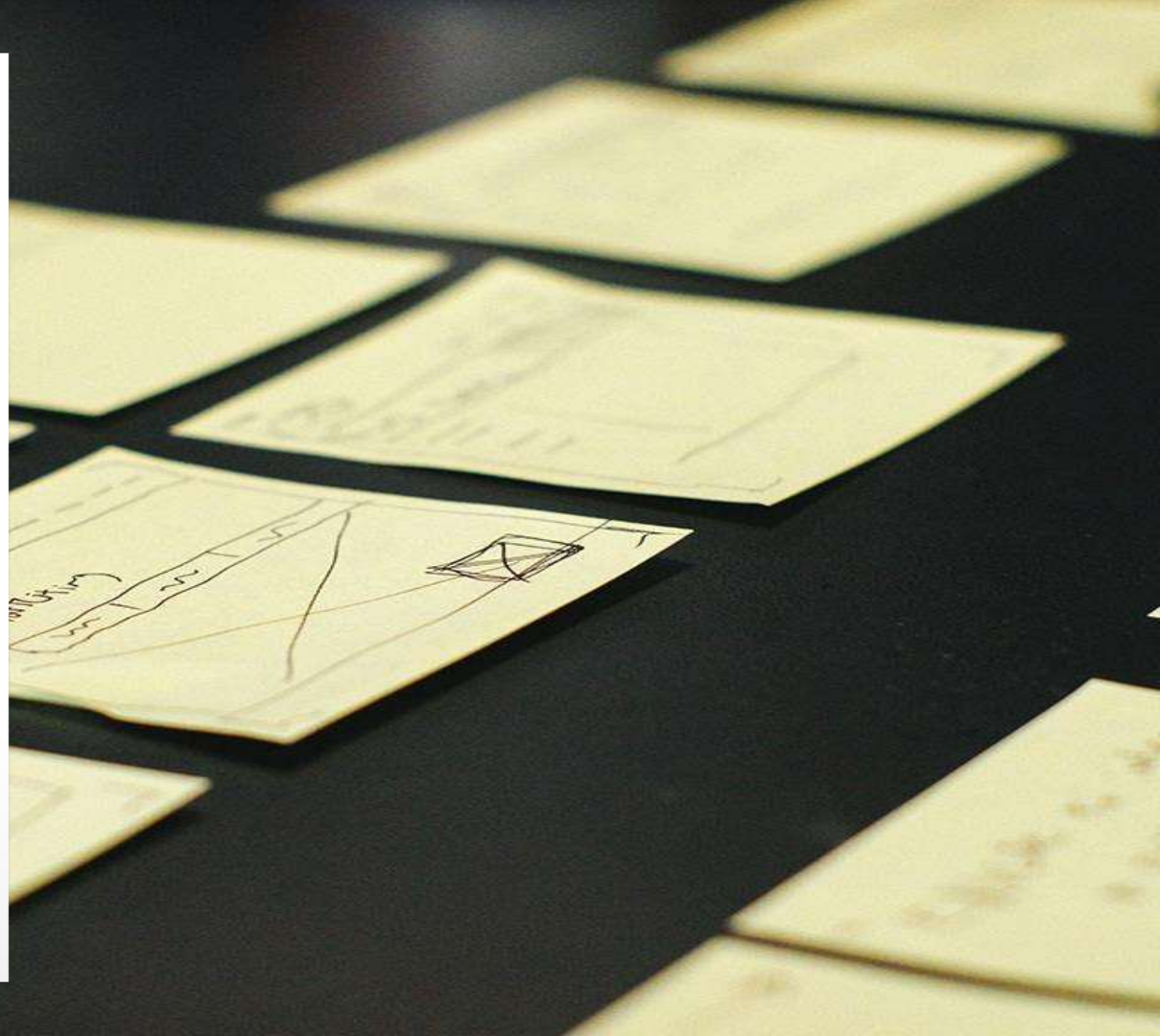
- **Students reflecting on their learning**
- **Learning intentions and success criteria**

Future Themes– Focus Two?

- Well being.
- Differentiation
- Personal target setting.
- Problem solving, self directed. Learning.
- Peer and self-assessment

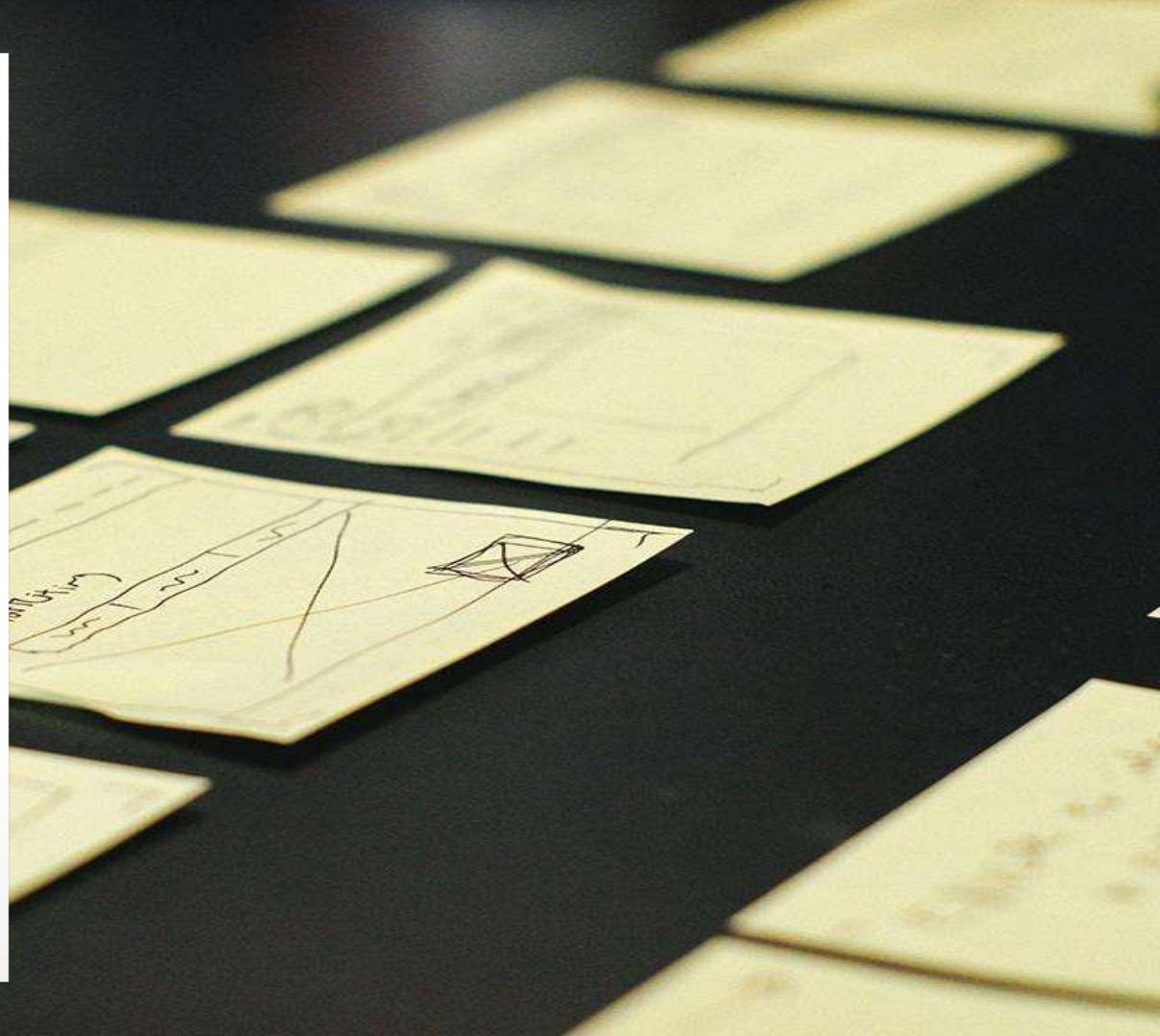


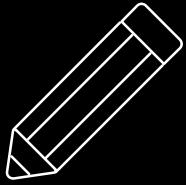
School Self-Evaluation



SSE Update

March 2020





Purpose of today:

- Review targets of SIP and monitoring of progress made.
- Feedback on strategy



1



Review of SIP targets
& progress made



❖ Focus 1: Learning intentions and success criteria

Target 1.

1. We target an increase in the frequency of student response claiming that learning intentions are 'almost always' made clear from a percentage of 38%

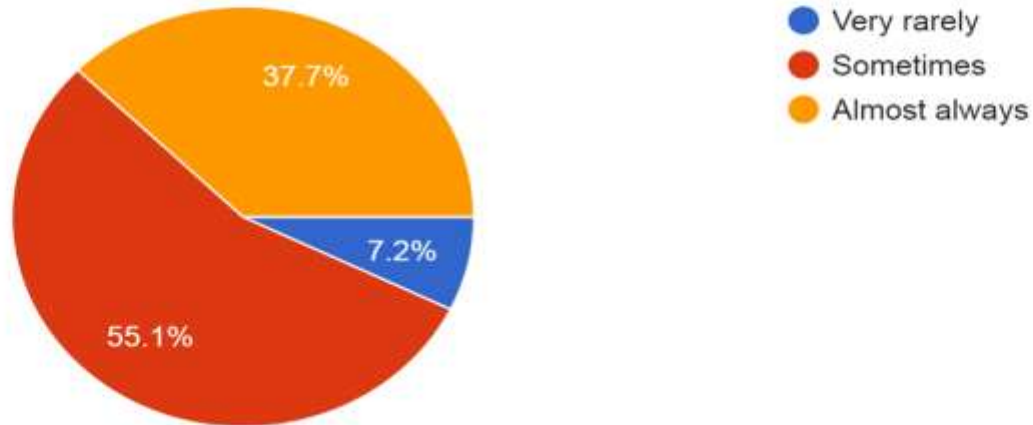
Actions

1. Visual prompt in every classroom to remind teacher to share learning intention
2. Subject planning at the start of the year will include subject specific strategies in subject programmes.
3. Internal CPD on effective strategies

Survey 2019

1. In class, I am clear what is being taught in that lesson and it has been explained to me what I am supposed to learn

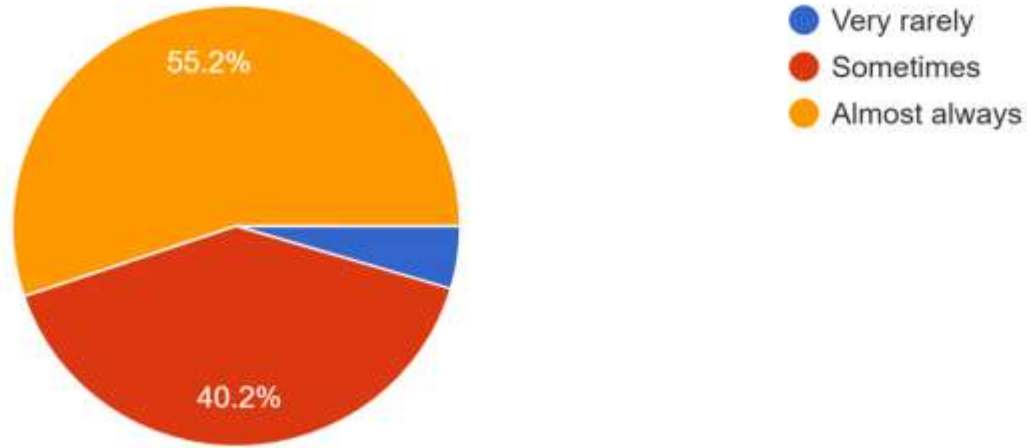
69 responses



Survey 2020

1. In class, I am clear what is being taught in that lesson and it has been explained to me what I am supposed to learn

87 responses



❖ Focus 1: Learning intentions and success criteria

Target 2..

We target an increase in the frequency of student response claiming that success criteria are given and/or co-created 'almost always' from a percentage of 13%

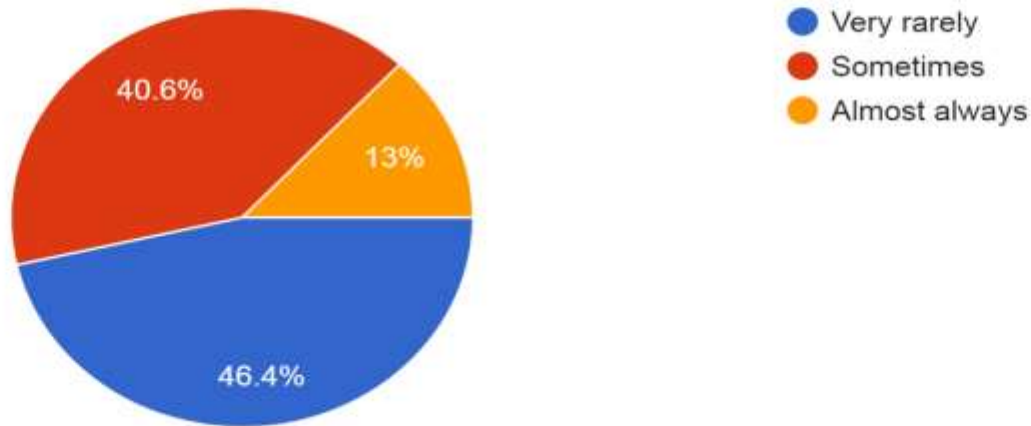
Actions

1. Visual prompt in every classroom to remind teachers to create success criteria
2. Subject planning at the start of the year will include subject specific strategies in subject programmes.
3. Internal CPD on effective strategies.

Survey 2019

3. Before you are asked to complete an exercise, there is a discussion in class and a maybe an agreed list made...d what will be considered good work.

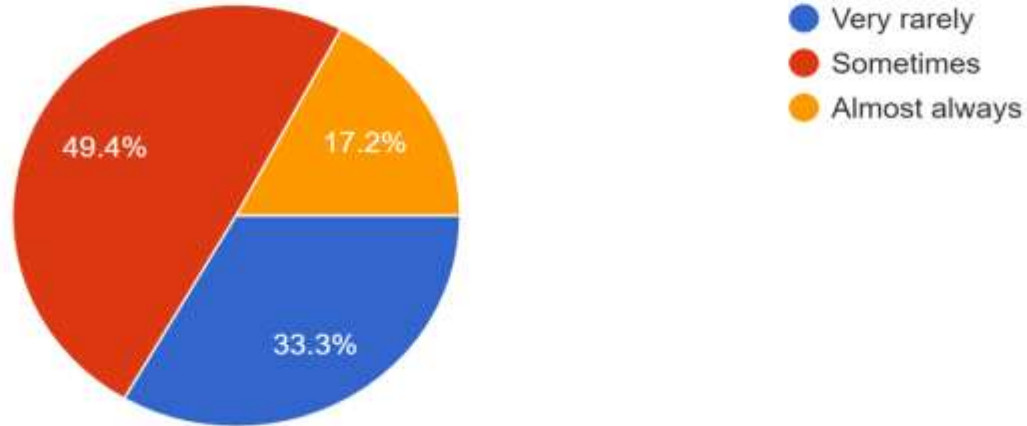
69 responses



Survey 2020

3. Before you are asked to complete an exercise, there is a discussion in class and a maybe an agreed list made about what you are expected to do and what will be considered good work.

87 responses





2

Teacher Feedback

❖ Focus 2: Students reflecting on learning

Target 1..

Increase students' ability to reflect on their own learning and develop a sense of ownership for that learning

Actions

1. A 10% allocation of marks in internal assessments to reflective questioning (skills, dispositions, effecting change, using feedback, self-assessment etc.)
2. Subjects departments to plan for devise plenary strategies to help students reflect on learning at end of each lesson
3. Internal CPD on effective strategies

10% Assessment Allocation - Aims

- To create a classroom dialogue around the importance of reflection
- To increase students' and teachers' awareness of the importance of ***Reflection*** in the AFL process
- To give value to the process of student reflection

