



## St. Caimin's Community School, Shannon, Co. Clare

### Our Self-Evaluation Report and Improvement Plan 2018 - 2019

#### 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.

##### **1.1.1 Outcomes of Cycle 1 SSE (September 2012 to September 2016):**

- ***Literacy***: The first year timetable now includes a library period in addition to four periods of English. During this period students take part in the *accelerated reading* initiative. Analysis of students pre and post tests indicate that students, on average, have increased their reading age by 6.39 months. The reading material in the school library has been increased over the last three years and the opening times of the library have also increased. A special duties post is in place to facilitate the administration of the school library. A common correction checklist was developed and presented to the staff. It is in use by all members of the English, Gaeilge and Modern Foreign Language departments.
- ***Numeracy***: All teachers have introduced estimating as part of returning exams and calculation of percentages in their lesson. A presentation was made by the Math's department on the agreed approach to calculating percentages and plotting graphs. The student journal includes blank graphing templates from students to track results in their different subjects. A numeracy rich environment has been created in the school. Sign posts are used to highlight the distances to various destinations and heights in the school. Math's week events are organised by the Math's department and include 'crack the code', locker treasure hunts, daily puzzles displayed on the screen at reception and a 1st year quiz.
- ***Learning to Learn***: All students now complete the CAT4 test and are banded accordingly. The Deputy Principal and Year Head track academic progress in Christmas and Summer assessments using this data. Students who have been identified as 'underperforming' are aided by the Deputy Principal, the Year Head and their parents to put in place actions that will see an increase in their grades from Christmas to Summer. Subject teachers also use these bands to help identify students who are underperforming in their subject area. Teachers share learning intentions with students at the start of each lesson and subject plans include formative assessment techniques. The staff has also been provided with training on formative assessment. The Staff Teams site includes the materials developed by the NCCA on formative assessment.
- A subject department audit carried out during this phase of SSE shows that 15 out of 16 departments had embedded Literacy and Numeracy targets and actions into their subject plan. 10 out of 16 departments had embedded actions and targets from learning to Learn in their department plan.

### 1.1.2 Outcomes of Cycle 2 (September 2016 – September 2018):

- A series of target setting workshops (4 sessions) have been developed for first year students. These sessions were delivered by the Year Head for 1<sup>st</sup> year over the course of year. Resources for these sessions have been included as part of the student journal for 2019 - 2020. They were also shared electronically with first year parents to help parents and students continue target setting at home.
- Teachers share success criteria with students for project, class and home work. These success criteria link with the learning outcomes shared at the beginning of classes or a unit of work (link with cycle 1, phase 3 SSE). During feedback from the teacher focus group it was reported that teachers feel sharing learning intentions and success criteria help students to know what they need to know and that it gives them a focus. Teachers share learning intentions and success criteria in a number of ways:
  - Stated clearly at start of class
  - Written down or
  - Included on first slide of PPTTeachers also reported that sharing learning intentions and success criteria helps students correct and improve their own work which in turn allows for greater independence
- As part of the Christmas assessments student were awarded marks for class work, project work and end of term work (continuous assessment).
- Assessment for Learning Techniques were discussed in staff meetings and suggestions were included in the teacher handbook.
- A subject department audit carried out during this phase of SSE shows that 7 out of 16 departments had embedded targets and actions related to developing the key skill of Managing Myself and target setting into their subject plan.

### 1.2 The focus of this evaluation

We undertook self-evaluation of ***assessment and reporting*** during the period (*September 2018*) to (*June 2019*). The aspects of assessment and reporting that data was gather on and how that data was gathered is summarised below.

Aspect of assessment and reporting	Data Gathered by
Assessment procedures for Christmas	Survey of 1 <sup>st</sup> year parents, 2 <sup>nd</sup> year & LC1 students and teachers
Reporting procedures (including parent teacher meeting protocols and procedures)	Survey of 1 <sup>st</sup> year parents
Feedback in the classroom	Focus groups of students and teachers
Review of SSE phase 1 and 2	Subject department audit

## 2. Findings

### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

1. Parents are satisfied with the manner in which their child's progress is reported.
2. Most teachers prefer the new format for the Christmas Assessments and feel that it reduces stress levels. 14% are still unsure about the new arrangements for Christmas assessments. Most teachers also felt that students performed better in the new arrangements for the Christmas assessments.
3. The majority of students found the new format for Christmas assessments more effective than a once off Christmas exam for their learning.

## 2.2 This is how we know

List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.

1. On analysis of the submissions from the parent surveys on reporting and assessment the following was noted:
  - 100% of parents either agreed or strongly agreed that reports on their child's learning are written in clear and accessible language
  - 95.3% of parents either agreed or strongly agreed that reports on their child's learning give them a clear insight on how he/she could progress in their learning
  - 95.2% of parents either agreed or strongly agreed that reports on their child's learning help them talk to their child about their progress
  - 85.7% of parents either agreed or strongly agreed that reports on their child's learning helped them to engage with their child's learning
  - 92.7% of parents either agreed or strongly agreed that the school is open to two-way communication about their child's learning
2. On analysis of the submissions from the student and teacher surveys the format of the Christmas assessments the following was noted:
  - 54% of teachers and 58% of students found the new format of continuous assessment for Christmas more effective than a once off Christmas exam to demonstrate student learning
  - 50% of teachers and 40% of students prefer the new format of continuous assessment for Christmas to a once off exam (NOTE: 29% of student were undecided on this and selected the 'don't know' option)
  - 54% of teachers and 31% of students felt student's results were better using this method (Note: 40% of student were undecided on this and selected the 'don't know' option)
3. Student reflections on their learning was also examined.
  - Activities that students find help their learning include: project work, PowerPoint, group work, games, films, quick fire revision, teacher doing first exercise on board, rhyme, pair work, getting breaks, research, quizzes, kahoot.
  - Students understand and can explain the purpose of the learning tasks they are engaged in as a result of the sharing or learning intentions and success criteria.

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

Specify the aspects of assessment and reporting the school has identified and prioritised for further improvement.

- Arrangements for continuous assessment
- Feedback provided in class and on school reports
- Arrangements for parent teacher meetings

## 3. Our improvement plan

On the next page we have recorded:

1. The **targets** for improvement we have set
2. The **actions** we will implement to achieve these
3. **Who is responsible** for implementing, monitoring and reviewing our improvement plan
4. How we will measure **progress** and check **outcomes**(criteria for success)

As we implement our improvement plan we will record:

1. The **progress** made, and **adjustments** made, and **when**
2. **Achievement of targets** (original and modified), and **when**

## Our Improvement Plan

Timeframe of this improvement plan is from 2018 to 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To further develop feedback and reporting practices to ensure students know where improvements can be made.</p>	<p><b>Whole school level:</b> School reports will be adapted to ensure a greater number of feedback options are available. These comments will be structured so students can improve their grades and drive their learning forward.</p> <p><b>Department level:</b> Subject departments will develop common approaches to feedback for Classroom Based Assessments</p> <p><b>Classroom level:</b> Students will receive focused feedback at classroom level linked to learning outcomes and the success criteria.</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• School improvement team</li>   <li>• Subject departments</li>   <li>• Subject teacher</li> <li>• NCCA material on formative feedback will be accessed and explored by staff and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will receive reports that explain where improvements in each subject are outlined.</li> <li>• Students will receive a greater variety of comments on their report cards.</li>   <li>• Students will receive focused feedback on their Classroom Based Assessment.</li>   <li>• Students will be provided with focused feedback and will be clear on where mistakes were made and how work can be improved.</li> </ul>		

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p>To develop continuous assessment practices and increase the percentage of students and staff that feel the modes of assessment are effective.</p>	<p><b>Whole school level:</b> Improve communication between management, staff and students on the topics covered and assessed for the Christmas examinations.</p> <p><b>Department level:</b> Subject departments will decide on the <b>three</b> pieces of work students will be assessed on for the Christmas examinations and will provide a timeline for which these pieces will be assessed.</p> <p><b>Classroom level:</b> Teachers will communicate and display details and timelines for assessments in their classrooms.</p>	<ul style="list-style-type: none"> <li>• Electronic calendar will be updated regularly by management and staff.</li> <li>• Subject departments</li> <li>• Assessment posters will be designed and provided to each teacher for their subject area. These will be displayed in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Management, teaching staff and students are aware of the different periods in the school year when assessment is taking place.</li> <li>• Subject plans will include information about continuous assessment</li> <li>• Classroom walls will display assessment information for the Christmas and Summer terms.</li> </ul>		