SSE UPDATE - ST. CAIMIN'S COMMUNITY SCHOOL

Cycle 1 (2012—2016)

LITERACY

Targets:

- To increase the reading age of students by 6 months

- To increase the percentage of students who report that they find their classes interesting from 70% to 75%

- All subject plans will reflect the common approaches to developing literacy within the school

NUMERACY

Targets:

- To increase the percentage of students who say they are encouraged to estimate answers before carrying out calculations in all of their classes from 54% to 65%

- To increase the percentage of students who successfully answer questions on fractions and percentages from 24.78% to 40.0%

- To increase the percentage of students who successfully answer from 12.82% to 40.0%

- To increase the percentage of students who say they like Mathematics from 54% to 60%

LEARNING TO LEARN

Targets:

- To decrease the % of students not performing to their ability from 24% to 18%

- To take a coordinated approach in helping students learn and retain their learning
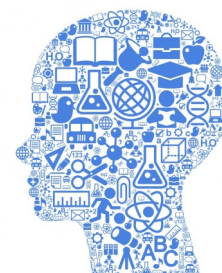
ACTIONS: LITERACY

- Introduce a library period in the timetable for all first years.

- Students will take part in the accelerated reading initiative.

- Increase the reading material available in the school library

- Staff will receive training in order to increase the use of ICT in their lessons.

- Lessons are differentiated

- Cooperative learning CPD for teachers

- Use of Keywords at the start of class

ACTIONS: NUMERACY

- All teachers to introduce estimating as part of returning exams using the cover sheet. Master cover sheets for exams

- Presentation by Mathematics department on common approach to fractions and graphing. Master sheet in all classrooms

- Graph template in the student journal to track results

- Create a Mathematics rich environment in the school using signs and posters

- Continue to promote Mathematics through competitions

- Math's week events

ACTIONS: LEARNING TO LEARN

- Share learning intentions and success criteria with students at the start of a lesson

- Create a good learning culture in the classroom, subject specific learning strategies

- Remind students what is expected of them to create a positive learning environment at the start of the year

- Seating plans will be devised to accommodate students that work well together.

- Classroom exams will incorporate elements of old and new material to help with revision of topics

- Common correction template

Progress made on previously-identified improvement targets — 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. An AP2 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.

The key works strategy is now adopted across all subjects and literacy forms an integral part of subject plans.

Progress made on previously-identified improvement targets — 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 shown on the screen at reception and a 1st year quiz. Numeracy now forms an integral part of subject plans.

Progress made on previously-identified improvement targets — LEARNING to LEARN

Learning to Learn is the ability to pursue and persist in learning, to organise one's own learning through effective management of time and information, both individually and in groups. All students now complete the CAT4 test and are banded according to ability. The Deputy Principal and Year Head track academic progress from Christmas to Summer tests using this data. Students who have been identified as 'underperforming' are aided by the Deputy Principal, the Year Head and their parents to decide and 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 and success criteria with students at the start of each lesson and subject plans include formative assessment techniques. At the start of the year academic study seminars are provided to exam groups. The staff have also been provided with training on formative assessment. SharePoint includes the materials developed by the NCCA on formative assessment.

Actions to be embedded in school practice from Cycle 1

Whole School Level:

- Timetabling of the library class in first year.

- Accelerated reading initiative with first year students.

- Further development of the school library.

- Inclusion of graphing template in the student journal.

- Facilitation of Math's week events and the further development of a numeracy rich environment.

- CAT 4 testing of first year students and use of academic tracking to continue to ensure students are performing to their ability.

Department Level:

- Subject plans include information on the use of key words.

- English, Gaeilge and Modern Foreign Language plans include information relating to common correction templates.

- Subject plans identify areas where the use of percentages and graphing can be developed in the subject.

- Subject departments outline the use of formative assessment strategies suitable for their subject.

- House exams include topics from previous terms to help with revision of material

Classroom Level:

- Teachers share learning intentions, success criteria and key words with students.

- Teachers reference CAT4 results to determine which students are underperforming in their subject area.

- Teachers facilitate the estimation of results when returning class tests, calculating percentages and generate graphs using the common approach demonstrated by the Math's department.

Cycle 2 (2018—2020)

Phase 1- Managing Myself

The focus of this evaluation:

We undertook self-evaluation of teaching and learning during the period *(December 2016)* to *(October 2017)*. We evaluated the following aspect(s) of teaching and learning:

- Junior Cycle Implementation in St. Caimin's Community School
- Junior Cycle Key skills
- Students reflections on their approaches to learning

As part of the data gathering phase of the SSE process we

- Surveyed staff on their hopes for Junior Cycle reform in St. Caimin's Community School
- Explored Junior Cycle Key skills and their development in St. Caimin's Community School
- Surveyed and interview students on the key skill of managing yourself.

Following this review we have decided to focus on the following to improve our practice further

- Development of the key skill –Managing Myself
- Assist and support students in setting targets
- Encourage students to ask for explanations to improve their learning and implement feedback

Targets and Actions of Phase 1 - Managing myself

Target	Action
To increase the % of students who set learning targets for themselves.	- Teachers will share success criteria in their classes and for assignments - Students, with the help of their year head will analyse their results from Christmas and set targets for their Summer exams - Students will participate in 4 target setting workshops to develop study skills and techniques and to develop the keyskill of managing myself - A 40-minute ICT class will be timetabled per week for 1st year students to develop ICT skills and their ability to manage project work and their thinking
To increase the % of students who ask for explanations to improve their understanding.	Assessment for Learning (AfL) techniques to determine students understanding in class will be used e.g. traffic lights, exit tickets etc.

Phase 2 - Reporting and Assessment

The focus of this evaluation:

We undertook self-evaluation of ___assessment and reporting___ during the period *(September 2018)* to

(June 2019). We evaluated the following aspect(s) of assessment and reporting:

- Assessment procedures for Christmas and Summer examinations

- Reporting of results

- Parent-Teacher meetings

As part of the data gathering phase of the SSE process we

- Surveyed teachers and students in relation to continuous assessment practice for the Christmas examinations

- Carried out focus groups with teachers and students and surveyed parents on reporting practices.

- Carried out department audit to review the implementation of targets and actions from previous improvement plans

Following this review we have decided to focus on the following to improve our practice further

- Continuous assessment procedures

- Reporting and feedback practices

Targets and Actions of Phase 2 - Assessment and Reporting

Target	Action
To further develop feedback and reporting practices to ensure students know where improvements can be made.	• Whole school level: 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. • Department level: Subject departments will develop common approaches to feedback for Classroom Based Assessments • Classroom level: Students will receive focused feedback at classroom level linked to learning outcomes and the success criteria.
To develop continuous assessment practices and increase the percentage of students and staff that feel the modes of assessment are effective	• Whole school level: Improve communication between management, staff and students on the topics covered and assessed for the Christmas examinations (activities calendar etc.) • Department level: Subject departments will decide on the three pieces of work students will be assessed on for the Christmas examinations and will provide a timeline for which these pieces will be assessed. • Classroom level: Teachers will communicate and display details and timelines for assessments in their classrooms.

NOTE: all documentation and resources relating to the two cycles of SSE can be found in the SSE folder in the planning channel of the Staff Team