

St Andrews College

School Support and Improvement Plan

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. This plan has been adjusted to reflect the impact of Covid-19 on the school self-evaluation process as per DES Circular 0033/2021.

1.1 Outcomes of our last improvement plan from September 2020 to June 2021

Oral communication

Teacher Focus:

Strategy	2021 Survey Results	Aim for 2022/2023
We have included oral communication strategies into department plans	<p>Yes – 77% used more oral communication strategies.</p> <p>63% used them while remote teaching</p> <p>Only 63% feel they have strategies in their department plans</p>	<p>Add opportunities and shared criteria re oral communication to improve Department plans</p> <p>Increase opportunities for use of oral communications by 5%.</p>

Student Focus: 3rd Years

Strategy	2021 Survey Results	Aim for 2022/2023
Answering questions during class	<p>68% of teachers communicate in some way the learning intentions for the class in every class *(surpassing our aim for year 2)</p> <p>27.8% of teachers said that they never use Traffic lights as a strategy to assess learning/ thumbs up, thumbs down for Covid times*(meeting our targets)</p>	Increase by 5% by August 2023

Assessment for Learning

Teacher Focus:

Strategy	2020 Survey Results	Aim for 2022/2023
I communicate the learning intentions at the start of the class	Yes – 68%	Teachers reporting yes - a minimum of 5% increase per year
I use Traffic lights as a strategy to assess learning/Thumbs up, thumbs down for Covid times	28% of teachers would never use this strategy	Reduce this by 5%

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

- Increasing the number of Assessment for Learning techniques and oral communication strategies that are used within the classroom setting.
- Encourage all teachers to write the learning intentions at the start of the class and to refer back to them during the class.
- Compiling success criteria for key areas.
- Create consistent year plans per subject which clearly identify learning outcomes.
- Create schemes of work highlighting key areas and skills which are consistent across subject department.

1.2 The focus of this evaluation

The DES Circular 0033/2021 allows for flexibility of focus during Covid time. St. Andrew's College chose

- to complete work on both aspects of teaching and learning that they had selected as the focus for self-evaluation in the period 2016-2020. (Oral communications year 3 and assessment for learning year 2).
- to look closely at year plans and schemes of work so that key areas were embedded.
- to create success criteria for students in oral presentations/ graphs/essay writing/ research skills.

2. FINDINGS

2.1 This is effective / highly effective practice in our school

Investigations regarding Assessment for Learning and Oral Communications under the Looking at our School 2016 guidelines showed that the following teaching and learning areas were effective in our school.

Oral Communication:

Learner experience

- Through CBA marks and feedback provided by SLAR meetings it has become clear that the students are becoming more confident in their oral delivery of content.
- Clear direction is being given through shared criteria and teacher instructions.
- Increased sign up in debate club.
- Increased participation in MUN.

Teachers individual practice

- Teachers are working in departments with clear guidelines for CBAs and agreed success criteria for oral presentations.
- A success criteria is now embedded in school practice.
- Departments are using the criteria in diaries and classroom posters.

Assessment for Learning:

- As the success criteria are being implemented in all areas assessment has become more focused.
- Reflection as core element of the CBA embedded.

Learner experience

- Students grow as learners through use of activities such as collaborative work and other assessment for learning techniques.
- Students are acutely aware of how teacher feedback helps with learning.
- Students experience opportunities which involves them in assessment for learning opportunities.
- Students are keenly aware of the value and important role of assessment for learning as a tool for reviewing learning.

Teachers individual practice

- The teacher selects and uses planning, preparation and assessment practices that progress students' learning.
- Teachers strategically select and use approaches to match the learning intentions of the lesson, meet the learning needs of students, and open up further learning opportunities.
- Teachers recognise that providing student feedback has a significant and positive impact on teaching and learning.
- Teachers engage in a wide range of assessment for learning techniques.
- Teachers give students a voice in their own assessment.

2.2. This is how we know

The oral communication teacher survey carried out revealed that:

- 77 % of teachers used oral communication strategies.
- However, 37% of teachers feel that they do not have oral communication strategies in their department plans.

The oral communication focus group revealed that:

- 98% of students answered that they have used some or all of these oral communication techniques.

The assessment for learning teacher survey carried out that:

- 56% of teachers said that there has been a small increase in their use of assessment for learning techniques both in class and online between September 2020 and April 2021.

The assessment for learning survey with second year students carried out revealed that:

- 53% of students say that their learning is assessed at the end of the class.

2.3 These are a summary of areas for improvement with regard to Oral Communication/ Assessment for Learning and Schemes of Work

The following findings were identified as areas for improvement:

- Staff would like more oral communication strategies for their department plans to help them to embed oral communication.
- We would like to improve assessment for learning strategies and increase the number of teachers showing the learning intentions in EVERY class.
- Students would like access to unit plans by subject by year.
- There is a consistent scheme of work across all subject areas with AFL techniques, oral communication strategies and learning outcomes clearly labelled.

3. OUR IMPROVEMENT PLAN

On the next page we have recorded:

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

As we implement our improvement plan, we will record:

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

Our Improvement Plan – Assessment for Learning/Oral Communications/ Unit Plans/ Schemes of work

Timeframe of this improvement plan is from August 2018 to May 2022

Targets	Actions	Persons / groups responsible
<ul style="list-style-type: none"> • Update staff on the self evaluation initiatives • Teachers to use a wider range of AfL methods in their lessons in 1st -3rd year classes • Traffic light smiley faces • Increase the amount of classes that the learning intentions are written on the board at the start of class • Oral communication • All subject departments will have year plans that can be shared clearly stating learning outcomes • All subject departments will have schemes of work that are consistent across departments with key terminology in place • Create success criteria for oral presentations/ graphs/essay writing/ research skills 	<ul style="list-style-type: none"> • Provide information on the initiatives to staff at a staff meeting in Aug 2019 - DONE • Ensure all staff have access to AfL strategies by furnishing every class room with an AfL toolkit box - DONE • Distribute traffic light smiley faces to all 1st year students - DONE • Install learning intention boards into all classrooms – August 2022 - DONE • Request that every department embeds 2/3 oral communication strategies into their schemes of work • One page document per year for each subject stating clearly strand, element and learning outcome - DONE • Request that every department using the same template for detailed schemes of work per unit – work started with 1st year which will be completed 2022/2023 • Agreed success for these four key areas which will then be placed in student diaries - DONE 	<ul style="list-style-type: none"> • SSE Assessment Committee • SSE Assessment Committee • Subject Coordinators • Subject Teachers • SSE Assessment Committee • Subject Coordinators • Subject Teachers • SSE Assessment Committee • Subject Coordinators • Subject Teachers • SSE Assessment Committee • Junior Cycle Co-ordinator • Digital Co-ordinator • Subject Coordinators • Subject Teachers • SSE Assessment Committee • Junior Cycle Co-ordinator • Digital Co-ordinator • Subject Coordinators • Subject Teachers • SSE Assessment Committee • Junior Cycle Co-ordinator • Digital Co-ordinator • Subject Coordinators • Subject Teachers
Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> • Survey teachers and students with targeted questions regarding Assessment for Learning • Survey teachers and students towards the end of each academic year • Focus group with third year students regarding oral communications • Unit plans per year for each subject area 	<ul style="list-style-type: none"> • Adjusted oral communication strategies for online teaching and learning • Updated staff of assessment for learning strategies at staff meeting to cater for both in class and remote teaching and learning 	<ul style="list-style-type: none"> • Increase in students answering random questions in class • Increase in teachers relaying the learning intentions • Increase in teachers using assessment for learning techniques • Consistent delivery of learning outcomes

