

St. Andrew's College
Our Self-Evaluation Report 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.

1.1 Outcomes of our last improvement plan from August 2018 to May 2019

Assessment

Summary of 2018/2019

- Subject departments continued to provide one-to-one feedback on major assessments

Plans for 2019/2020

- Gather evidence on the use of AFL techniques in each class
- Devise strategies to encourage staff to use 2/3 specific AFL techniques in every class every day for first years
- Provide staff with AFL resource packs
- Survey first year students mid-way through the year for feedback on AFL techniques in class
- Re-survey staff at the end of the year to see if they have increased their use of AFL techniques

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *August 2018 to May 2019*. We evaluated the following aspect(s) of teaching and learning:

- Oral communication

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning – oral communication

- In general, teachers are aware of oral communication strategies and have incorporated them into some of their classroom lessons
- The majority of student's demonstrate a willingness to engage in oral communication, although a number of factors can hinder this engagement
- First Year student focus groups indicated that there was some level of oral communication use in classroom practice

2.2. This is how we know

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

- A list of questions about oral communication was sent to subject co-ordinators to determine to what extent oral communication is currently being used for teaching and learning
- The survey results indicated:
 - There is good use of some oral communication strategies in teaching and learning, especially at junior cycle
 - 2/3 of subjects reported using oral communication as a form of assessment; half of this was for CBAs

- The results also pointed towards some limitations: group dynamics, students' lack of confidence in public speaking skills, and the difficulty of facilitating oral communications in a whole class setting
- The second aspect of evidence gathering involved holding focus groups with first year students. The finding of the focus groups indicated:
 - Students had wide-ranging experience in a classroom setting with presentations, reading aloud, pair work and, to a lesser extent, small-group work however, the regularity of the use of these techniques within each class was unclear
 - Student feedback indicated that the larger the group they were addressing, especially from the front of the room, the more anxiety associated with oral communication
 - Student's mentioned strategies that might help them engage more in oral communication techniques included:
 - Speaking in pairs with some support
 - More fun topics

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- A document of strategies to facilitate oral communications was disseminated to staff in March 2019.
- In August we will ask teachers to discuss oral communication techniques which worked well and which ones did not.
- A survey was distributed to staff in May 2019 to identify the success of these new strategies.
- Teachers will then embed oral communication techniques in their schemes of work.
- The goal for next year is to continue to improve the confidence of students in terms of oral communication

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 – Oral Communication

Timeframe of this improvement plan is from 2018 to 2019

Targets	Actions	Persons / groups responsible
<ul style="list-style-type: none"> To improve oral communication techniques in all 1st year classes To evaluate the effectiveness of oral communication towards contributing to an overall improvement in teaching and learning. 	<ul style="list-style-type: none"> Implement the following oral communication strategies devised by the committee across all departments <ol style="list-style-type: none"> 1. Pair Work <ul style="list-style-type: none"> Think, Pair, Share (5-10 mins) Take Five (5-10 mins) 2. Group Work <ul style="list-style-type: none"> Determining Key Ideas (5-10 mins) Group Roles (10-20 mins) 3. Whole Class <ul style="list-style-type: none"> Discussion Etiquette (10-20 mins) Four Corners (10-20 mins) Provide results from re-surveying staff and ask staff to embed strategies in their department plans 	<ul style="list-style-type: none"> SSE Committee Subject Coordinators Subject Teachers
Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> Build confidence of current first year students in oral communication 	<ul style="list-style-type: none"> Results from second staff survey to be distributed at first staff meeting 	<ul style="list-style-type: none"> Oral communication to be discussed and reflected on in subject dept meetings. Strategies implemented across all departments following first staff meeting

Our Improvement Plan - Assessment

Timeframe of this improvement plan is from 2018 to 2019

Targets	Actions	Persons / groups responsible
<ul style="list-style-type: none"> To further improve in assessment focusing on teacher/student feedback 	<ul style="list-style-type: none"> Continue to implement the following feedback strategies devised by the SSE committee across all year groups. <ol style="list-style-type: none"> One to one feedback: Teacher gives individual feedback to each student, each student must then write/ record a summary of feedback and come up with one target/goal they will work towards as a result following house examination. Students fill in a Reflection Sheet during the marking process Targeted feedback written on the exam Giving precise written feedback recorded on the exam paper. This could be short comments throughout the exam paper with a more substantial targeted written feedback at the end of the exam. Students' feedback indicated this would be particularly useful for subjects where it is more difficult to understand the marking scheme e.g. essay-based subjects Evaluate effectiveness of these strategies on a department and whole school basis. 	<ul style="list-style-type: none"> SSE Committee Subject Coordinators Subject Teachers
Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> Uniform feedback criteria across subject departments Evaluation on effect of strategies on teaching and learning. 	<ul style="list-style-type: none"> Feedback strategies implemented across all department for 3rd and 6th years following the mock examinations. All years to be targeted during the Christmas examinations. Feedback/reflection sheets have been shared with parents in PT meetings in a number of departments. 	<ul style="list-style-type: none"> Feedback discussed and reflected on in subject dept meetings. Strategies implemented across all departments following mock examinations Strategies evaluated in subsequent subject dept meetings.

Our Improvement Plan – Numeracy

Timeframe of this improvement plan is from 2018 to 2019

Targets	Actions	Persons / groups responsible
<ul style="list-style-type: none"> To continue promotion a cross curricular approach to numeracy To help students to recognise the use of mathematics within science, language classes and eth arts To encourage students to increase their use of ICT as a valuable aid to supplement their learning 	<ul style="list-style-type: none"> Demonstration to students of the wealth of resources specifically designed to promote numeracy Design videos showing best practice methods to help parents assist their children with homework Encourage teachers to utilise ICT in the classroom to engage pupils with number rich material Cross curricular numeracy approach adopted and fostered throughout the education and ancillary staff. All departments adopting numeracy into their scope and sequence planning. Visual displays of numeracy in action on posters and noticeboards positioned strategically throughout the College campus. Regular promotion of the use of numeracy through competition such as Math-letes and in-house competition and quizzes. Maths club Scifest Seek to appoint student “Numeracy Leaders” from the student council. The students’ responsibility would be to promote numeracy during year specific events (e.g. 2nd Year Copper Crawl, etc.) 	<ul style="list-style-type: none"> Headmistress Deputy Principals Numeracy Link Teacher Numeracy prefect Subject Teachers
<p>Criteria for success</p> <ul style="list-style-type: none"> Student feedback via numeracy student team Student feedback via maths club Staff feedback Increased number of students borrowing in library. Increased numbers involved in student clubs. 	<p>Progress and adjustments</p> <ul style="list-style-type: none"> Progress overall very positive. Increased awareness of whole school numeracy initiatives due to work of Numeracy team, student-led committee Numeracy more visible and distinctive. Student voice given more prominence this year via committee. <ul style="list-style-type: none"> Next year, focus will be on Numeracy Prefect in leadership role for piloting student-led initiatives. 	<p>Targets achieved</p> <ul style="list-style-type: none"> Student feedback continuous via mouthpiece of student-led committee. We would like to see this develop even further next year. Student feedback positive in lunchtime maths club

Our Improvement Plan - Literacy
Timeframe of this improvement plan is from 2018 to 2019

Targets	Actions	Persons / groups responsible
<ul style="list-style-type: none"> • To continue promotion of interest in reading among all Junior Cycle students through literacy initiatives. • To continue provision of opportunities for students to learn in class in small groups • To encourage pre-teaching of key vocabulary on an ongoing basis • To further encourage use of the College library • To continue to purchase a wide variety of books, magazines and newspapers as well as e-books. • To focus on student-led Literacy Committee as cornerstone of the ongoing Literacy Programme in the school. 	<ul style="list-style-type: none"> • To continue to implement cross-curricular Literacy strategies e.g. Keywords, Drop Everything and Read, Guess who's reading, Book of the Year etc. • To implement library specific initiatives such as Blind Date with a Book, Reading Challenge, etc. • To link with other events in the school – Wine Dark Sea launch, Intercultural Week, International Night (etc.) • To further develop Afl strategies • To continue to encourage participation in Book Club, Writing Club, Grapevine, Debate Club, Wine Dark Sea etc. • To continue to share literacy resources with subject coordinators to illustrate examples of good practice and further increase awareness • To utilise the literacy noticeboard in order to raise awareness of current initiatives • Subscription to Accelerated Reader - a progress monitoring tool designed to motivate students to practice their reading through success. 	<ul style="list-style-type: none"> • Headmistress • Deputy Principals • Literacy Core Team • Literacy prefect • Subject Teachers including coordinators of Debate Club, Book Club and Creative Writing Club • College Librarian & PTA.

Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> • Student feedback via literacy student team • Student feedback via lunchtime clubs. • Staff feedback. • Increased number of students borrowing in library. • Literacy Noticeboard used in Collen building more frequently. • Increased numbers involved in student clubs. 	<p>Progress overall very positive. Increased awareness of whole school literacy initiatives due to work of Literacy Core team, student-led committee</p> <ul style="list-style-type: none"> • Student engagement with Literacy noticeboard increased • Student-led literacy team involved in monthly notices on Literacy Board. • Literacy Board more visible and distinctive. • Student voice given more prominence this year via committee. • Next year, focus will be on Literacy Prefect in leadership role for piloting student-led initiatives. 	<ul style="list-style-type: none"> • Student feedback continuous via mouthpiece of student-led committee. We would like to see this develop even further next year. • Student feedback positive in lunchtime literacy-based clubs (Debate, Writers, etc) and more emphasis on teachers as facilitators and students in leadership roles in these clubs. • Introduction of Literacy Prefect was exceptionally positive and streamlined the communication between staff and student committees. • Reported borrowing and engagement with library high, in part due to library class embedded into Wellbeing in first year.