

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.

1.1 Outcomes of our last improvement plan from September 2017 to June 2018

Assessment

Summary of 2017/2018

- Area of focus of feedback was established based on staff surveys
- Student data on feedback was gathered and strategies to address feedback were implemented across subject departments.
- Adapted strategies were evaluated and reviewed by subject departments.

IT :

Summary of 2017/2018

- Continued the induction for First Year students on basic skills and using ICT
- Implemented the OneDrive screencasts into the Digital Literacy Programme for First Year students
- As a result of the teacher survey carried out in 2016/17, we have:
 - Delivered basic skills on how to use OneDrive to all staff by developing screencasts specific to our school platform
 - Offered 1:1 tutorials for all staff on how to use OneDrive
 - Set up a Digital Leaders group (spanning across most subject departments) and provided more advanced training with an outside agency

Plan for 2018/2019

- Continue to deliver the Digital Literacy Programme to all First Year students with a possibility of changing it to a two-week rotation
- Continue CPD training with Digital Leaders from individual departments
- Create a school ICT plan based on the teaching and learning domains of the New Digital Learning Framework for Post-Primary Schools
- Investigate the concept of students having their own devices on the basis of the current and future demands of subjects in the Junior Cycle (Seek feedback from: ICT experts/ 1:1 device schools/ teachers/ students)

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *August 2017 to May 2018*. We evaluated the following aspect(s) of teaching and learning:

- Assessment for learning with a focus on feedback
- The effectiveness of feedback in the enhancement of teaching and learning.

2. Findings

2.1 This is effective / very effective practice in our school

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

- Teachers use student feedback to inform teaching practice?

- In general, teachers are aware of AFL techniques and have incorporated them into their department plans.
- A high proportion of written and oral feedback is given to students
- A number of teachers share and co-create success criteria with students, so they can access their own learning through self-assessment giving them the opportunity to identify areas for improvement.

2.2. This is how we know

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

- May 2017 a staff survey on AFL techniques and assessment was compiled by the committee and all staff were invited to participate.
- This gave an insight and understanding of assessment practices that staff were already using.

The findings of the survey were that:

- 82% of teachers confirm that AFL strategies are incorporated into their department plans
- 47% of teachers use student self-assessment
- 73% of teachers give detailed written feedback to their students
- 96% give verbal feedback regularly.
- 36% often or always pose written questions to students in their feedback.
- 60% give students written targets of what to improve.
- 34% of students correct/edit points that the teacher has identified in feedback

As a result of the survey the committee decided to focus on feedback to students.

The SSE assessment group devised the following 5 questions on feedback that would be posed to students.

1. What kind of feedback do you receive from your teachers?
2. What is your understanding of what feedback is?
3. What kind of feedback do you find effective?
4. What do you do with the feedback?
5. What other types of feedback could teachers give that could help you?

The group then interviewed (and recorded) 30 students randomly selected in 2nd and 5th year.

The findings were that:

- Students were generally happy with the feedback they received from their teachers
- Senior students especially liked 1:1 feedback, emphasis was placed particularly on the value of the relationship between the student and teacher in this interaction and how it 'made them want to do even better'
- Some liked written feedback with specific comments especially in English.
- All said that they liked targeted feedback.

The findings from the student interviews were presented to the staff and the following recommendations were made to subject departments.

1. 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. It is recommended that this feedback take place during class time while other students have work set for them.
2. Students fill in a Reflection Sheet during the marking process.
3. Targeted feedback written on the exam.
4. Giving precise written feedback 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. Student feedback indicated this would be particularly useful for subjects where it is more difficult to understand the marking scheme e.g. essay-based subjects.

These recommendations were to be implemented in 3rd and 6th year following the mock examinations

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.

- Subject departments implement the feedback recommendations across all years following the midterm and Christmas exams
- They will evaluate and streamline the most effective forms of feedback and embed them into their schemes of work.
- They will examine the most effective form of feedback for each year group in striving to improve student experiences and outcomes.
- Students will be interviewed again to ascertain if feedback more effective for them

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

Timeframe of this improvement plan is from 2017 to 2018

Targets	Actions	Persons / groups responsible
<ul style="list-style-type: none"> To further improve in assessment focusing on teacher/student feedback To adapt uniform feedback strategies across subject departments To evaluate the effectiveness towards contributing to an overall improvement in teaching and learning. 	<ul style="list-style-type: none"> 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. Re-survey staff and students on feedback strategies 	<ul style="list-style-type: none"> SSE Assessment 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 in midterm and 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 - IT

Timeframe of this improvement plan is from 2017 to 2018

Targets	Actions	Persons / groups responsible
<ul style="list-style-type: none"> To transform the structured ICT induction for First Years 2016/2017 into a Digital Literacy Programme To develop screencasts on the basic skills of how to use OneDrive specific to St. Andrew's College To set up a Digital Leaders team strategically selected from across subjects based on the feedback of the teacher survey 	<ul style="list-style-type: none"> To deliver a Digital Literacy programme to First Years on a three-week rotation throughout the academic year. Implement the teaching of OneDrive skills into the Digital Literacy Programme for First Years To create 4 easy to use screencasts on how to use OneDrive to cover the following skills (agreed by the ICT committee): <ol style="list-style-type: none"> How to access OneDrive How to create a group on OneDrive (e.g. A department/committe/class) How to upload files to OneDrive groups How to use office features in OneDrive (e.g. microsoft word, Powerpoint etc) To offer 1:1 tutorials on the use of OneDrive To create a Digital Learners team – offer teachers the opportunity and select volunteers spanning across as many subjects as possible. Provide more advanced training (CPD) on Microsoft 365 for the Digital Leaders with Wriggle 	<ul style="list-style-type: none"> Headmistress Deputy Principals ICT Link Teachers ICT SSE Team Digital Leaders Team
Criteria for success	Progress and adjustments	Targets achieved
<ul style="list-style-type: none"> To increase the extent staff use ICT and the school platform (Microsoft 365) in their teaching To increase the provision of CPD available so ICT can be used effectively in teaching and learning To continue to improve student's access to basic skills. 	<ul style="list-style-type: none"> Delivered the digital literacy module for incoming First Years. Possibly change it to a two-week rotation depending on timetable for 2018/2019. Screencasts were created and sent out to all teachers. We have also created a OneDrive Resources Tab on the school Intranet where the screencasts and future ICT related resources will permanently be available to staff. Staff were also offered 1:1 tutorials from the ICT committee on the basic skills of using OneDrive The Digital Leaders team was created and spans across various subjects. Training sessions started in February and is ongoing Reviewing the Digital Learning Framework as a support to continue an improvement plan with the use of ICT 	<ul style="list-style-type: none"> Increased frequency of use of: <ul style="list-style-type: none"> School Email One Drive. Implemented a Digital Literacy programme for First years to continue to cover basic ICT skills: <ul style="list-style-type: none"> Formatting a document Using images and documents Creating a presentation Using hyperlinks Using an email Providing CPD on ICT use for teachers

Our Improvement Plan - Numeracy

Timeframe of this improvement plan is from 2017 to 2018

Targets	Actions	Persons / groups responsible
<p>Third Year students</p> <ul style="list-style-type: none"> • 4% of students are using the library as a resource to supplement their progress in areas of numeracy <ul style="list-style-type: none"> ○ Increase this to 10% • 41% of students are not using the internet as a valuable resource for numeracy progression <ul style="list-style-type: none"> ○ Decrease this to 25% • 75% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion <ul style="list-style-type: none"> ○ Reduce this to 60% • Only 15% of students feel that teachers utilise ICT to better numeracy in the classroom <ul style="list-style-type: none"> ○ Increase this to 20% <p>Second Year students</p> <ul style="list-style-type: none"> • 4% of students are using the library as a resource to supplement their progress in areas of numeracy <ul style="list-style-type: none"> ○ Increase this to 15% • 63% of students are not using the internet as a valuable resource for numeracy progression <ul style="list-style-type: none"> ○ Decrease this to 50% • 89% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion <ul style="list-style-type: none"> ○ Reduce this to 80% • Only 10% of students feel that teachers utilise ICT to better numeracy in the classroom <ul style="list-style-type: none"> ○ Increase this to 20% <p>First Year students</p> <ul style="list-style-type: none"> • 6% of students are using the library as a resource to supplement their progress in areas of numeracy <ul style="list-style-type: none"> ○ Increase this to 15% 	<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. • Surveys to be undertaken of education staff and parents/guardians to establish where specific improvements are required and to form the basis of further action plans for improvement. • Develop an online resource for parents including; scope and sequence for mathematics; links to useful videos showing best practice methods to develop numeracy key skills. • Pilot an evening with parents where the key skills which first year pupils will encounter are demonstrated to enable parents to assist their child. • Continue evenings with parents where the key skills which pupils will encounter are demonstrated to enable parents to assist their child. Both evenings were well attended and received. • Pilot a "Maths Drop in Clinic" where students from first to third year can ask questions on material 	<ul style="list-style-type: none"> • Headmistress • Deputy Principals • Literacy Link Teacher • Numeracy Link Teacher • Literacy & Numeracy Core Team • Subject Teachers

<ul style="list-style-type: none"> 72% of students are not using the internet as a valuable resource for numeracy progression (This figure has increased over the academic year) <ul style="list-style-type: none"> Decrease this to 50% 89% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion <ul style="list-style-type: none"> Reduce this to 80% Only 14% of students feel that teachers utilise ICT to better numeracy in the classroom (Increase of 4%) <ul style="list-style-type: none"> Increase this to 20% 	<p>that has confused them. Use of CAS students would be favourable with suitable supervision.</p> <ul style="list-style-type: none"> 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.) 	
<p>Criteria for success</p> <ul style="list-style-type: none"> Surveys should demonstrate increased levels of use of numeracy for problem solving in real life situations. Students, parents and teachers to be surveyed to show effective adoption of methodologies and appreciation of numeracy throughout the school body. Increased numbers of students using library / borrowing books for numeracy. 	<p>Progress and adjustments</p> <ul style="list-style-type: none"> The number of students using the library as a resource has remained low at approximately 4%. Students seem reluctant to use the library as a numeracy resource. Response from teachers suggested research elements were completed by the students on the internet, which in hindsight was to be expected. There was a marked increase in the number of students using the internet as a resource for numeracy. The students being in an exam year with a focus on exam papers and other useful sites may account for this increase. There was a significant reduction in the number of students agreeing with the statement "My parents use different methods to solve problems to the ones taught in school". It is unlikely that the parents' evening in First Year had any meaningful effect on this. The sentiment from PT meetings was, in a lot of cases, the parents were no longer able to help with the maths homework There was a 5% increase in the feeling that teachers utilised ICT to better numeracy in the classroom. Increased from 10 to 15%. Increase of 2% in use of the library as a resource. Students seem reluctant to use the library as a numeracy resource. Specific homework could be given to promote the use of the Library. 	<p>Targets achieved</p> <ul style="list-style-type: none"> Progress in use of Library and ICT in promoting and improving numeracy in the college.

	<ul style="list-style-type: none">• From the survey in May students' use of the internet as a resource has decreased by 11% this is despite 3 pilot classes using Khan Academy's LearnStorm maths in class and at home. Students may not have understood the question.• There was no change to the feeling that parents and guardians use methods different to those taught in their maths lessons. It remained at 89%.• There was a 4% increase in the feeling that teachers utilised ICT to better numeracy in the classroom. Increased from 10 to 14%.	
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Our Improvement Plan - Literacy

Timeframe of this improvement plan is from 2017 to 2018

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 continue to embed Assessment for Learning (AFL) techniques in teaching and learning plans in order to improve levels of motivation, learning and student engagement (link with Assessment SSE). 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 – Wind 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 Link Teacher Literacy Core Team 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 Committee. 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 and inclusion of Literacy presentation at incoming parents' evenings.</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. Weekly engagement perhaps a loss for some students as instead of weekly library class it is now once every 3 weeks – based on staff feedback.