

## St. Vincent's Castleknock College

### Our Self-Evaluation Report and Improvement Plan 2017-2020 (Student)

#### 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 [Sept. 2014] to [June 2017]

- Embedding literacy and numeracy across the school community through LAPC.
- Student poster displays, “drop everything and read” events. Increase in use of library by students.
- Improvement shown in mental arithmetic through increased emphasis on “times tables” and attendance at Maths Club.
- Digital strategy: all teachers were supplied with a Surface Pro device and received training in said device, the use of Office 365 and EPortal.
- Students’ use of digital devices has increased due to the extra provision of surface pro devices.

##### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning in January 2018. We evaluated the following aspect(s) of teaching and learning:

Dimension: Teaching & Learning	
Domain 2: Learner Experiences	Domain 2: Learner Experiences
<p><b>Standard:</b></p> <ul style="list-style-type: none"> <li>- Students engage purposefully in meaningful learning activities (D2, S1).</li> </ul> <p><b>Statement:</b></p> <ul style="list-style-type: none"> <li>- Students are able to report on, present, and explain the process and outcome of learning activities to a <b>highly competent</b> level (highly effective).</li> </ul>	<p><b>Standard:</b></p> <ul style="list-style-type: none"> <li>- Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning (D2, S3)</li> </ul> <p><b>Statement:</b></p> <ul style="list-style-type: none"> <li>- Students have a <b>sense of ownership of their work</b>, take pride in it, and <b>take responsibility for improving it</b> (highly effective).</li> </ul>

#### 2. Findings

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

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

- 101 students completed the online questionnaire in January 2018, giving a response rate of 94%. The focus of this survey explored the learning experiences of 1<sup>st</sup> year students when making presentations.
- Identified strength: Since commencing in SVCC, all First-Year students (2017-2018 cohort) have presented on at least one occasion, 38% have presented on four or more occasions. Students engage purposefully in meaningful learning activities and are able to report on and to present to a competent level. (Effective practice).
- Room to improve: students should be able to explain the process and outcome of learning activities to a highly competent level.

- Identified strength: 75% reported getting clear instructions from teachers and no student reported getting no instruction.
- Identified strength: 97% reported that after presenting in class they received feedback from their teachers.
- Students received various formats of feedback from their teachers having made presentations to include grade only, grade and comment, oral feedback and written feedback.
- Identified strength: Peer assessment was reported by 60% of respondents.

## 2.2. This is how we know

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

- In line with NCCA guiding principle 5, most feedback between students and teachers should be in the form of oral communication.
- 86% have presented in primary school (N= 101).
- Confidence of students when speaking in front of others: 5% = not at all confident; 11% (N=101) feel very confident. The majority feel confident, but their confidence could be improved further by scaffolding student reflection of their own learning.
- 63% have completed between 1 and 3 presentations. 37% have done between 4-6.
- 75% of students reported that guidance was given by their teacher.
- 60% of respondents received feedback from their peers.
- 33% of respondents completed a reflection sheet.

## 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.*

Focus:

- To improve our practice as teachers so that students can report on, present, and explain the process and outcome of learning activities to a **highly competent** level (highly effective practice [ D2, S1])
- To give students a **sense of ownership of their work**, take pride in it, and **take responsibility for improving it** (highly effective [D2, S3]).

How:

- To build on student reflection and create the capacity for students to become more independent in their learning and take responsibility and ownership for their own learning.
- To afford students the chance to reflect on their learning, both on their own and with their peers, using reflection templates.
- The creation of subject-specific reflection sheets.
- "Purple pen of progress": After students submit their work, teachers leave statements and progress tasks for students to complete. This enables the students to reflect on their learning and what they need to do to improve in this subject.

## 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

Timeframe of this improvement plan is from [Oct 2018] to [June 2020]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
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<p>To design a whole school reflection template (Feedback Improvement Time (FIT) template), which can be adapted by subject departments and used by students to enable their reflection in progress.</p>	<p>A whole-school template was created, and this template was piloted by six teachers across a range of subject areas.</p>	<p>SSE committee and pilot teachers.</p>	<p>Teachers successfully adapt and embed the FIT reflection template into their practice.</p>	<p>Oct. 2018 - trialled in a senior cycle Accounting class and Junior cycle English and Science classes.</p>	<p>FIT sheet designed in September.</p> <p>Adapted and modified by subject departments to suit subject needs. There is evidence of use of FIT continuing to rise in the school. Presented at staff meeting in November.</p>
<p>Drawing on feedback from Pilot study, the FIT template will be presented to all colleagues.</p>	<p>Presentation at staff meeting – November 2018.</p>	<p>SSE committee and pilot teachers.</p>	<p>That teachers become familiar with FIT and begin to embed it in their practices.</p>	<p>Students regularly reflect on their learning and progress aided by the FIT sheet and other methods in lessons.</p>	<p>Ongoing engagement across a range of subjects allowing students to take responsibility for improving their own learning.</p>
<p>Students will take ownership of their own learning, by engaging in reflection via the FIT template and will become responsible for their progress.</p>	<p>Students will actively engage in reflection and complete the FIT template.</p>	<p>Teachers and students.</p>	<p>Students regularly complete the FIT template in a range of subjects.</p>	<p>Expanded use of the FIT sheet across a broad range of subjects. English, Science, Maths, MFL, Accounting and History</p>	<p>Reflection sheets were used for feedback for both Junior and Leaving Certificate mock exams. This is a new initiative.</p>
<p>Students will be more actively involved in assessing their own work. Focus will not be on the mark and mistakes made but rather identifying strengths and areas to work on.</p>			<p>Students engage with a variety of feedback and reflection tasks.</p>	<p>Students are benefiting from clearer instructions</p>	

<p>Junior Cycle students will be aware of key skills – In particular - Managing myself. This also provides clear links with to the wellbeing indicators.</p> <p>Use of various methodologies and strategies to aid student reflection.</p>	<p>Careful consideration given to the choice of textbook, taking into account learning logs, student reflection and how Junior Cycle Key Skills are addressed.</p> <p>Order placed for purple pens for staff in order to promote student progress. Throughout the whole school students are aware that purple pens links to an opportunity for student reflection and progress.</p> <p>Use of Post it Notes for feedback.</p> <p>Use of digital platforms such as mentimeter.</p>	<p>Subject Coordinator and Subject Teachers.</p> <p>Subject department</p>	<p>Students understand the purpose of the learning logs and are actively engaged in the completion of logs and reflections.</p> <p>Students are familiar with methodologies and strategies and benefit from them.</p>	<p>regarding presentations and are using teachers' feedback to evaluate their own learning.</p> <p>Modifications made to booklists.</p> <p>Investment in IT systems. Computer rooms updated August 2019. Second set of student tablets purchased August 2019.</p>	<p>Booklists updated and students are comfortable with reflection sheets and learning logs that accompany textbooks.</p> <p>Students and teachers are more familiar with the variety of technology and methodologies available to aid student reflection.</p>
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<p>3<sup>rd</sup> year parents surveyed (same cohort of parents surveyed in 2017) to gather data on their child's engagement with feedback, reflection and ownership of work. Increased awareness of students reflecting on their own learning. A shift towards students resilience and taking ownership of their work noted in survey results (highly effective practice).</p>	<p>3<sup>rd</sup> year parents surveyed (appendix 3) during parent teacher meeting to collect a meaningful amount of data regarding students' engagement and understanding of feedback.</p>	<p>SSE Committee</p>	<p>Parents are aware of their child's engagement with feedback methodologies and ownership of work.</p>	<p>Increased awareness of feedback amongst parents. Greater discussion of feedback between student and parent evident.</p> <p>Students continuously engaging with opportunities for feedback and reflection across a variety of lessons.</p>	<p>Students and parents are more familiar with the variety of feedback methods provided.</p>
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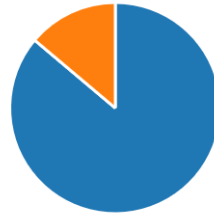


## Appendix 1: Student Data (2017-2018)

1. When you were in primary school, did you give presentations to your class?

[More Details](#)

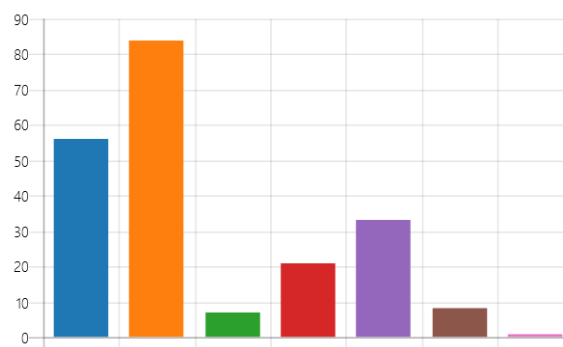
Yes	87
No	14



2. If you answered YES to Q1, what type of presentation(s) did you make? (Please tick as many answers as apply to you)

[More Details](#)

Powerpoint / Prezi	56
Poster	84
Interview	7
Role-play	21
Speech	33
Video	8
Other	1



3. Do you feel confident speaking in front of others? (1 = not confident, 5 = very confident)

[More Details](#)

101  
Responses

3.37 3.37 Average Rating

4. Since beginning in St. Vincent's Castleknock College, have you been asked to make a presentation to your class? (if "No", skip to Q. 11).

[More Details](#)

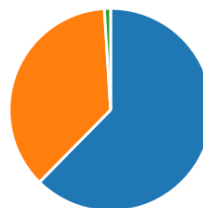
Yes	101
No	0



5. If "yes", how many presentations have you given?

[More Details](#)

1-3	63
4-6	37
7 or more	1

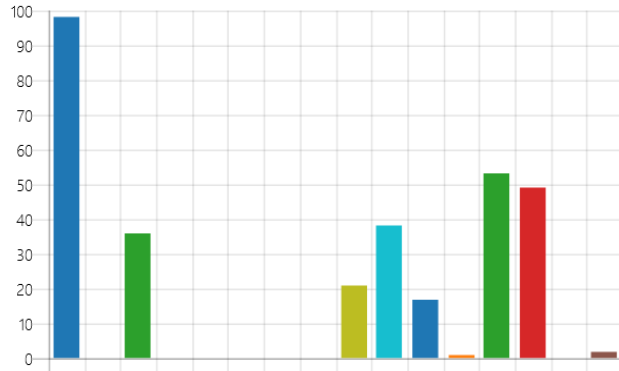




6. If "yes", in which subject (s) have you presented?

[More Details](#)

● Science	98
● S.P.H.E.	0
● Business	36
● Irish	0
● Art	0
● Music	0
● Maths	0
● Technical Graphics	0
● History	21
● Geography	38
● Classical Studies	17
● C.S.P.E.	1
● English	53
● French / German / Spanish	49
● P.E.	0
● Religious Education	2



7. Did the teacher give you clear guidelines before making the presentation? (e.g. format of presentation, time limit, number of slides, poster size, etc.)

[More Details](#)

● Yes	76
● No	0
● By some teachers	25



8. Write down some of things you remember your teacher said.

[More Details](#)

101 Responses

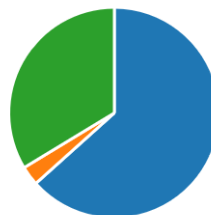
Latest Responses

"he said to have pictures and lots of research"  
 "That we had to do it in under 3 minutes and to stand up straight and..."  
 "To have a good amount of pictures/diagrams and information."

9. After making a presentation in class, did you receive feedback from your teacher(s)?

[More Details](#)

● Yes	64
● No	3
● By some teachers	34



10. What type of feedback did you receive from your teacher(s)? (You may tick more than one)

[More Details](#)

Grade only	17
Grade and comment	55
Spoken feedback	73
Written feedback	17
Other	4



11. Write down some of things you remember your teacher said.

[More Details](#)

101  
Responses

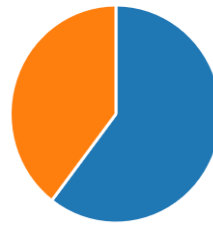
Latest Responses

*"He told me to speak louder so that the class could hear"*  
*"That my presentation was really good and that my teacher could see..."*  
*"To start looking at the class while I read it"*

12. Did you receive feedback from your classmates?

[More Details](#)

Yes	61
No	40



13. Were you given the opportunity to fill in a "Reflection sheet" after completing your presentation?

[More Details](#)

Yes	34
No	67



14. To what extent do you think that you learn from giving presentations? (1 = not much; 5 = a lot)

[More Details](#)

101  
Responses

3.77 3.77 Average Rating

15. What do you think you learn from giving presentations?

[More Details](#)

101  
Responses

Latest Responses

*"what i researched"*  
*"To speak to more than one person whilst presenting and to stand up..."*  
*"How to talk to people about a subject"*

APPENDIX 2: Parents' responses to online questionnaire :  
N = 28 Date : May 2018

Please make one suggestion that would help your son to prepare for classroom presentations. (This suggestion can be for the student, teachers or parents/guardians).

1. Practise in class in front of the students; at home, he is more comfortable but at school, he sometimes feels nervous
2. I feel he has lack of confidence and vocabulary. Both teachers and parents can help him
3. Perhaps a video of how his last presentation was and improvements that could be made
4. Ensure he does plenty of research and studies his presentation well before delivering it, so he is confident in what he is talking about and able to answer questions on it.
5. Practice on simple topics first to gain more experience before moving onto more serious topics. Also, instruction on the use of PowerPoint and the best way to present.
6. Advanced notification
7. Practice more public speaking in class or reading aloud.
8. Copy parents in on emails regarding presentations, i.e. title, due date.
9. Videoing the student can be very helpful to let them see how they present - this could be suggested for parents at home or at school.
10. That teachers review over the student's presentation and gives some suggestions to the student.
11. Help boys with time management as they don't always know how to manage this... and practice in front of groups with positive reinforcement of the good stuff and constructive criticism on the not so good stuff! Thanks for all the hard work.
12. Ensure they actively participate in classes even when reluctant. For those with difficulty possibly to present a topic they are comfortable & at ease with.
13. Our son has excellent power point skills and loves presenting so for us we would have no suggestions for preparation.
14. We would like to know: 1. The deadlines for all upcoming presentations 2. The expected length of presentation (time in minutes) 3. The agreed title and format of presentation It would helpful if the teacher would encourage the student to practice the presentation with his parents and to remind him of the upcoming deadline.
15. Perhaps having more frequent mini presentations would enable students to become more confident and comfortable speaking in front of class.
16. Notification to parents in advance that a presentation is coming up and outline instructions on content
17. Parents should be messaged in advance for all presentations.
18. group style presentations could do with a little more coordination.
19. Make cue cards and present to family members
20. Revise the student's presentation with his parents and make him relax prior to presenting.
21. Direct feedback on what was well done and what could be improved and how.
22. Some formal alert to parents that there is a presentation. And also good guidance on what is expected from the presentation.
23. Getting students to present as often as possible (particularly without visual aids to support them) will equip them well for the workplace as this is a key skill.
24. more oral exercises, in subjects such as English, Irish and option language
25. With particular reference to the use of visual aids, I think the boys could do with some guidance material around how to use PowerPoint/Prezi, etc. effectively. I'm not talking about the technical

aspects (because they're really competent technically), but in terms of basic principles like "keep it simple", "less is more", etc. They have a tendency to think that the more fonts, pictures, animations/transitions, etc., they incorporate the better. Whereas, the research tells us that simple is best, in terms of getting your message across. A simplified version of a resource like the one at this link might work: <http://www.garrreynolds.com/preso-tips/design/> Also, I think they need guidance about how to present when using a visual aid. This could refer to aspects like diction, posture, eye contact, etc. My son has a tendency to read from the slides and not really engage with the audience. He doesn't realise that the slides are meant to be a visual aid, and not the message of itself.

26. Practice in advance in smaller groups
27. Written feedback on how to make presentations better as verbal suggestions can be forgotten when the presentation is finished...
28. My son has rarely told me about any tests or presentations at school. I did not realise until the end of year that he was not performing at his homework - there was no call from a teacher or note in his homework journal - very disappointed with this - that it was allowed go so far.

Appendix 3: Results of Parent Survey  
Date 5/11/19

107 responses

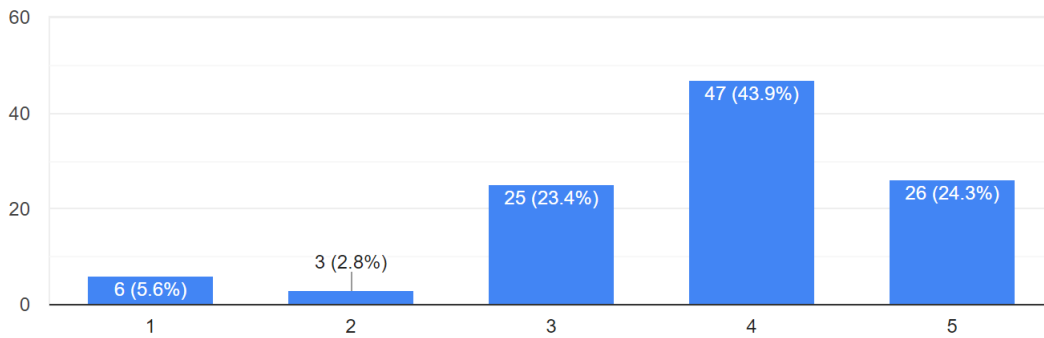


SUMMARY INDIVIDUAL

Accepting responses

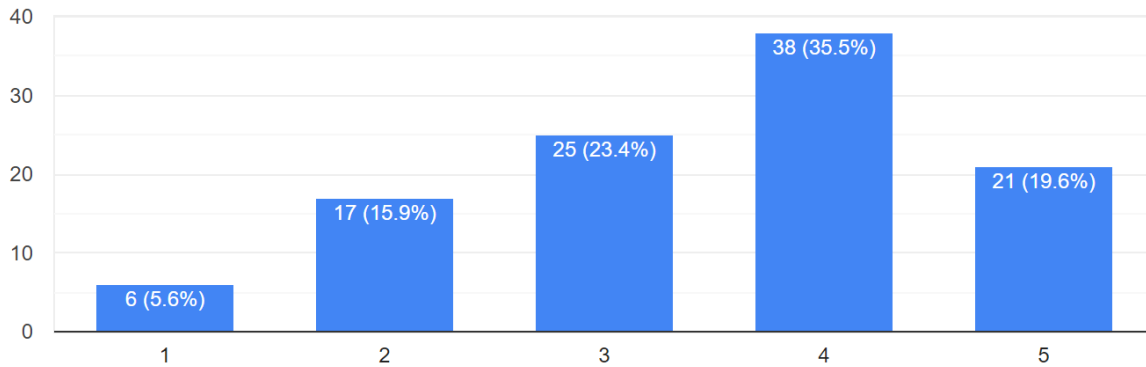
On a scale of 1-5 (1 indicating little ownership) how much ownership is your son taking of his own learning and progress?

107 responses



On a scale of 1-5 (1 indicating not familiar) how familiar are you with the idea of feedback and reflection used for improvement?

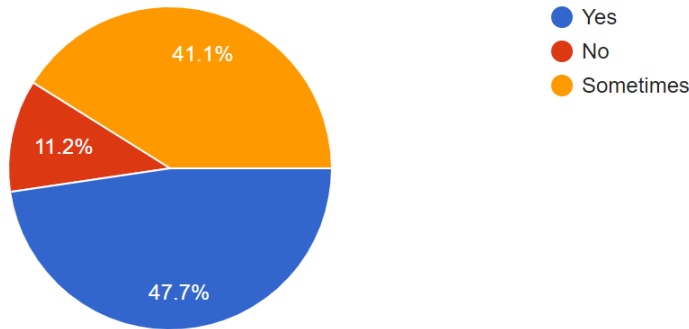
107 responses



# Does your son share teacher feedback with you after an assessment or presentation has taken place? (Yes? No/Sometimes)



107 responses



Please make one suggestion that would help your son to engage further with feedback and reflective practice. (This suggestion can be for the student, teachers, or parents/guardians).

- Using the journals more for daily communications
- email from parent
- printed report send home by email
- involve parents -give them a chance to maybe look over and chat about it . Boys don't always talk about results
- Awareness that it is occurring in the school
- parents more involved with feedback. especially for summer exams. ie exam papers returned in sept.
- Return of all exam papers
- more information to parents
- an opportunity to give and receive feedback 1:1
- More comms with parents re teacher feedback
- Show us his tests
- attendance at parent teacher meeting for student
- There should be 2 parent teacher meetings per academic year \_1 in the beginning of year and 1 at the end.
- better communication with teachers