

St. Vincent's Castleknock College

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

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

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

1.1 The focus of this evaluation

Dimension: Teaching & Learning	
Domain 3: Teachers' individual practice	Domain 4: Teachers' collective/ collaborative practice.
Standard: The teacher; <ul style="list-style-type: none"> - Selects and uses planning, preparation and assessment practices that progress students' learning (D3,S2). - Responds to individual learning needs and differentiates teaching and learning activities as necessary (D3,S4). 	Standard: <ul style="list-style-type: none"> - Teachers value and engage in professional development and professional collaboration (D4,S1). - Teachers collectively develop and implement consistent and dependable formative and summative assessment practices (D4,S3).
Statements of practice: Effective v. highly effective practice: See Appendix 1 and Appendix 2 -(DES (2016) <i>Looking at our School</i> , p. 18-19).	

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

- teachers' individual and collaborative practice regarding the preparation of students for subject specific presentations;
- the nature (strategies used) and quality of both formal and informal feedback given to students following their classroom presentations;
- the quality of reflection by teachers on their individual and collaborative practice.

2. Findings

2.1 This is effective / very effective practice in our school

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

- Individual practice: Teachers have included presentations as a student-based task in their classrooms this year (2017-2018).

- Individual practice: Teachers communicate the success criteria with pupils, when setting the presentation task. This is deemed as effective practice.
- Individual practice: Teachers give a combination of oral and written guidelines to students prior to the task - This is deemed as effective practice.
- Collaborative practice: Some subject departments have commonly agreed guidelines for pupil presentations.
- Feedback was given to all pupils after their presentations. This is deemed as effective practice.

2.2. This is how we know

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

- Teacher survey - 83% (N= 36) of teachers have included presentations as a student-based task in their classrooms this year (2017-2018) – See Appendix 1 for data from Teacher Survey (23rd March 2018).
- 77% of teachers communicated the success criteria with pupils, when setting the presentation task.
- 64% of teachers give both written and oral guidelines to pupils.
- 17% (N= 36) of teachers reported having commonly agreed guidelines for pupils when making presentations.
- 61% of teachers provide pupils with constructive, developmental oral and written feedback on their work.

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.

- Reflection: Teachers use feedback to work with pupils on clear strategies for improvement (Highly effective);
- Commonly agreed subject department guidelines: Teachers will engage in constructive collaborative practice and in collaborative review of practice (Highly effective practice);
- Teachers contribute to building whole-staff capacity by sharing their experience and expertise with colleagues.

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 September 2017 to June 2020

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
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<p>Teachers use feedback to work with pupils on clear strategies for improvement (Highly effective practice);</p>	<p>To develop and share 1) peer feedback templates, 2) reflection sheet templates, 3) different methods of reporting feedback. 4) Teachers and students work together to co-create success criteria.</p>	<p>Whole staff</p>	<p>Development and use of reflection sheets. Students can use feedback to improve presentations.</p>	<p>Staff meeting and workshop on reflective learning held on 6/11/18. This was led by CL, JOL and SF. During this workshop the FIT sheet was shown to all staff with a clear explanation on layout and purpose. FIT sheet as appendix</p>	<p>FIT is now recognised within the school by both students and teachers. Its value in gaining feedback and helping students to progress has been noted by all. </p> <p>FIT was recognised in a department inspection. “..very good use was made of feedback (FIT) worksheets, developed as part of the school self-evaluation (SSE) process, to encourage students to reflect on their own learning.”</p>
<p>Teachers will engage in constructive collaborative practice and in collaborative review of practice (Highly effective practice);</p>	<p>Commonly agreed subject department guidelines on student presentations. September 2019 Staff Meeting – review of progress to date and further promotion of FIT</p>	<p>Individual subject departments</p>	<p>Commonly agreed subject department guidelines/ criteria for presentations are prepared.</p>	<p>Staff meeting and workshop on how student feedback can inform our teaching 9/01/19, led by JMCE and SG FIT sheet has been adapted and used throughout the school by several departments as an aid to feedback and progress. CL has</p>	<p>Methods of giving and receiving feedback have been increased as teachers have become more familiar with the process and are more willing to collaborate with one and other</p> <p>Collaborative planning has been addressed in response to</p>

<p>Teachers contribute to building whole-staff capacity by sharing their experience and expertise with colleagues.</p>	<p>Subject departments are willing to video and share student presentations with colleagues.</p> <p>Teachers from different subject departments collaborate as a visitor to other classes when presentations are being made.</p>	<p>Individual teachers</p>	<p>Sharing of teacher experiences and expertise;</p> <p>More inclusivity and collaboration among colleagues – across subject disciplines.</p>	<p>provided guidance to several members of staff on how best to implement the FIT sheet.</p> <p>At the beginning of the academic year 2019-2020 agreed on collaborative measures for presentations and feedback on student progress.</p> <p>JMcE using the FIT feedback sheet explained how it has impacted on his teaching</p> <p>SG presented on using post it notes for quick feedback (One thing I like, one thing I would change).</p> <p>Staff meeting 19/03/19</p> <p>TMG presented on giving and receiving feedback based on recent mock exams.</p>	<p>recommendations from subject inspection.</p> <p>Members of Business, MFL and English departments are now using purple pens for corrections and feedback of student work.</p>
<p>Teachers engaged with survey results and continue to build</p>	<p>Parents of 3rd year students surveyed throughout PTM to</p>	<p>SSE committee</p>	<p>Sharing and discussion of parent responses to consider effectiveness</p>	<p>Feedback and discussion of data gathered presented in</p>	<p>Results of survey gathered demonstrates development and</p>

<p>capacity of SSE plan to work with pupils on clear strategies for improvement of feedback. Building collaborative and communicative methods between student, parent and teacher. (Highly effective practice);</p>	<p>collate data regarding student ownership of work and use of feedback in lesson.</p>		<p>of current plan and guide steps for improvement of student feedback within individual departments.</p>	<p>staff meeting on 5/11/19.</p>	<p>awareness of SSE plan across all stakeholders.</p>
<p>Teachers engage regularly in professional collaborative review of teaching and learning practices and use it to identify and build on effective approaches.</p>	<p>Individual and subject departments willing to share initiatives and discuss what works well in their lessons in terms of feedback.</p>	<p>Whole Staff</p>	<p>Continuous collaborative practice within and across subject departments to share and discuss best methods for feedback.</p>	<p>Following discussion of parent survey, teachers completed a collaborative exercise during staff meeting on 5/11/19. Task asked teachers to consider and discuss new methods tried and tested to improve feedback this year. CL gathered all responses, collated information and sent to staff (appendix 2).</p>	<p>Teachers have become more familiar with a variety of feedback methods and are engaging with such practice both individually and across departments.</p>
				<p>Purple pens distributed to all staff to encourage collaborative methods for making and</p>	

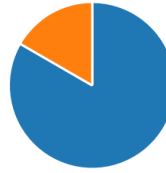
				feedback. Purple pens representative of marking for progress.	
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Appendix 1: Teacher Survey Data

1. Have you included Presentations (as a student-based task) in your classrooms this year?

[More Details](#)

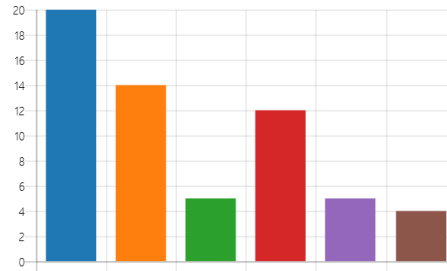
● Yes	30
● No	6



2. If "Yes" to Q1, which year group included Presentations

[More Details](#)

● Year 1	20
● Year 2	14
● Year 3	5
● Year 4	12
● Year 5	5
● Year 6	4



3. When setting a Presentation task, are students given guidelines explaining the criteria for success?

[More Details](#)

● Always	28
● Sometimes	8
● Never	0



4. With regard to Presentations, what sort of guidelines did you give beforehand? (e.g. format of presentation, time limit, number of slides, poster size, etc.)

[More Details](#)

36

Responses

Latest Responses

"Format, time length, specific roles that must be filled so each student..."

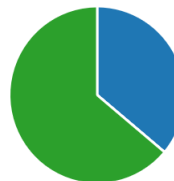
"Format Time limit"

"The exact format I was looking for, with some discussion & ideas allo..."

5. Were the guidelines

[More Details](#)

● Oral only?	13
● Written only?	0
● Both orally and in written for...	23



6. Does your subject department have commonly agreed guidelines for students when making Presentations?

[More Details](#)

Yes	6
No	30



7. If yes to Q6, please give examples. (eg: length, number of slides, method of delivery, etc)

[More Details](#)

5

Responses

Latest Responses

8. Does your subject department have a commonly agreed marking scheme for Presentations?

[More Details](#)

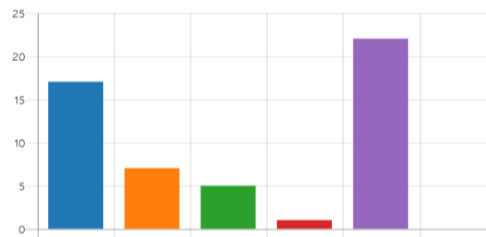
Yes	9
No	27



9. What form of feedback do you give your students?

[More Details](#)

Oral feedback	17
Percentage	7
Grade only	5
Comment only	1
Combination of above	22
Other	0



10. At the end of a Presentation, are students given the opportunity to fill in a reflection sheet?

[More Details](#)

Yes	1
No	27
Sometimes	8



11. Please add any observations or comments below.

[More Details](#)

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Responses

Latest Responses

Appendix 2: Responses Gathered from Staff Feedback.

Date: 5/11/19

Over to you!

What methods as a subject department/individual teacher have you tried this year to help promote student reflection on their feedback/progress?

Art: Peer assessment, reflection bubbles on CBA sketchbook.	Gaeilge: Post it note app, graphic organisers, comment only marking, menti-meter, KWL.	Business: Promotion of keyword terminology, peer to peer reflection, FIT sheets.
English: End of chapter/end of section review, group discussions, FIT sheets.	Geography: Menti for feedback, blind ambassador game, rotating presentations.	Science: Emoji, reflection sheet, quizizz, Mentimeter, student feedback for PTM
History: Think pair share, peer assessment, KWL, Topic review sheets.	Mathematics: Space for reflection at end of classroom tests, self correcting, reflections sheets, post it notes.	Graphics: Greater ownership given to students in choosing discipline to study, more discovery learning/independent learning.
MFL: Reflection sheet, collaborative reflection of success criteria, advice on oral work and how to improve.	PE: Peer to peer feedback, using devices such as tablets to analyse performance or techniques, regular feedback from teachers.	Sheets without subject heading: FIT sheets, peer to peer reflection, parents signing student reflection and tests.