Self-Evaluation Report and School Improvement Plan

1. Introduction

This document is a blueprint of our current improvement plan.

1.2 The focus of this evaluation

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

- Literacy

2. Findings

2.1 This is effective / very effective practice in our school

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

- *Pupils enjoy their learning, are motivated to learn and expect to achieve as learners*

- *The teacher selects and uses teaching approaches appropriate to the learning objective and to the pupils' learning needs.*

- *Teaches work together to devise learning opportunities for pupils across and beyond the curriculum*

2.2. This is how we know

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

- *Pupils see themselves as learners and demonstrate this in their positive approach to classwork and homework*

- *Pupils' subject-specific skills and attitudes are developed in accordance with the Primary School Curriculum.*

- *Pupils' achievement in summative assessments, including standardised tests, is in line with or above realistic expectations.*

- *Relevant survies*

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.

- Following detailed and lengthy staff discussion, through SCOT analysis and teacher reflection, it was decided that Literacy would be our area for self improvement.

- In accordance and adhering to the New Primary Language Curriculum we decided that Oral Language would be our area to focus on, and more specifically Oral Reports.

- In relation to this we propose that:

1. *The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a good standard in accordance with the objectives, skills and concepts of the Primary Curriculum*

2. *Pupils take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.*

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**

School Improvement Plan –Literacy-Oral Language

TARGETS	- To improve the standard of Oral Language, that the children will move one place to the right when delivering an Oral report. - Use technology to assist this aim - To foster and enhance self-confidence when delivering an Oral Report, to move from 30% of children feeling confident to 70% of children feeling confident delivering an oral report
ACTIONS	**Who?**
Engage in CPD and obtain guidance, Elizabeth Breen (PDST) onsite visit for SSE and Oral Language **Review English Plan - whole school approach** **Timetable specific lessons, regulate English lessons, putting an emphasis on an independent Oral Language lesson per week.** **Utilising Croke Park hours for planning, reviewing and sharing of resources** **School Closure for PLC** **Engagement with Digital Cluster and CPD in VR goggles** **Purchase of new english scheme, that manages and incorporates the three elements of the PLC more efficiently**	- All the staff will implement the plan - The children will participate and engage with the plan. - Parents will contribute and receive feedback - The principal (Cliona) will ensure that the plan is being implemented - Whole school approach to reviewing and adapting plan

MONITORING:	
Whole school **Staff meeting and Croke Park hours specifically designated to update and review improvement plan** **Oral Report rubric** **Cuntaisí Míosúla - accounts and evidence of deliverance** **Questionnaires, Teacher/Pupil/Parent**	Whole Staff / Co-ordinator Principal Relevant Teachers Class Teachers Children and Parents

EVALUATION APPROACH:	EVALUATION TOOLS:
• Rubric in relation to Oral Reports to be used at the beginning and at the end of term to monitor progress • Teacher Evaluation • Adhering to the timetable and allowing a class per week for Oral language independently • The use of technology, our VR headsets to focus and motivate the children on a specific topic for reports • Issue questionnaires at the beginning of the process and at the end of term 2	• Oral Language Rubric • Questionnaires • Teacher assessment of Oral Reports

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

- **The entire school plan and schedule had to be reviewed and altered, this resulted in a delay in the implementation**
- **A new English programme was purchased, this contributed to the delay, as we wanted to plan with the new material in mind**
- **The strong link between the writing and the oral process was very much apparent, the children felt more supported by writing their reports initially before delivering them orally.**

TARGET	ACHIEVED:		
To improve the standard of Oral Language, that the children will move one place to the right when delivering an Oral report.	**Yes**		**No**
Use technology to assist this aim	**Yes**		**No**
To foster and enhance self-confidence when delivering an Oral Report, to move from 30% of children feeling confident to 70% of children feeling confident delivering an oral report	**Yes**		**No**