Self-Evaluation Report and Improvement Plan – Student Engagement

1. Introduction

As a new school Coláiste Dún an Rí, established in 2016, has engaged in the SSE process and this Report and School Improvement Plan is part of our initial reporting phase. This is a revised plan based on the needs of our school in a post COVID era. We will build on what we had set out do prior to COVID and have amended some of our targets to suit the nature of our school and students as it grows into a larger school community from our initial development phase. This is a working document and will be edited and updated as needs be.

1.2   The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2022 to May 2023. We evaluated the following aspect(s) of teaching and learning:

- Teaching and Learning - Student Engagement

The Core Team is as follows:

Lorraine Hickey	Teaching and Learning Coordinator
Orla Patton	Teacher and SEN
Elaine Farrelly	Teacher
Deirdre McCabe	Assessment and Feedback
Denise Lynch	Teacher
Hazel O'Brien	Teacher

1.3 – Review

Our Core Team met in September 2022 and after an advisory meeting with the Inspectorate we reviewed our SIP on Student Engagement. Given the nature of the past few years staff felt that the previous SIP did not meet the needs of our students and needed to be amended. Our original targets were as follows:

- Increase the practice where Learning Outcomes are written on the board at the start of the lesson and explained to 100% by May 2020
- Increase the level of group/pairs work to frequently/always from 50% to 55% by May 2020
- Increase the amount of opportunities that students get to reflect on learning in the frequently/always category from 47% to 60% by May 2020
- Ensure that students understand their homework and get an opportunity to write it in to their Journal from 70% to 75% in the frequently/always category by May 2020

Whilst we had some data gathered on these COVID had seen much of this put to onside as staff dealt with a myriad of other issues. With this in mind our findings highlighted a need for some adjustments which are outlined below.

2. Findings

2.1 This is effective / very effective practice in our school

- There is an awareness of the importance of student engagement amongst our staff and staff agree that they have a role to play in enhancing student engagement across all departments
- Teachers link teaching and learning to real-life, practical situations
- Prior to Covid - Group/Pair work is an embedded feature of classroom practice – 96% of students said they had opportunities to participate in same during class
- 98% of students said that group/pair work had a positive effect on their learning
- 95 % of students said they were challenged to the best of their ability in class
- A culture of cross curricular activities is developing in the school
- The SEN Department collaborates will all other departments to ensure a whole school approach to supporting SEN students
- Through Covid many of these practices became problematic with social distancing. The aim of 2022/23 is to reinvigorate these practices within the school.

2.2. This is how we know

Initial data was gathered in autumn 2018 and spring 2019

Data was gathered again in Winter 2022 in the following ways:

- A student survey – 1st and 2nd years were surveyed
- A staff survey – all staff were surveyed
- School based data i.e. CAT scores, assessments, teacher observation and parental feedback.
- With the effects of Covid fresh data was collected in December 2022 with our first and second-year cohort as teachers had identified a drop off in engagement after our return from online learning. Many of our active teaching methodologies were disbanded as social distancing didn't permit group work or the sharing of resources

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

The Core Group has focused on the following areas for improvement:
- Increase the practice of visible learning Intentions on the board during class
- More Varied Teaching Methodologies to be introduced in all classes
- Improving assessment reflection

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 2019 to 2022

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Target 1: Increase the practice of visible learning Intentions on the board during class	**Target 1** • All teachers to write Learning Intentions on the board at the start of class and leave them on the board for the duration of the class for referral during the class • Additional white board to be purchased and mounted if necessary. • Ensure that students understand the language of learning and learning intentions. • Teachers to refer to the Learning Intentions at the end of class and check in if met	**Target 1** • Whole school approach across all departments • Core Team to establish the need for additional white boards	**Target 1** What does Success look like? • Students understand why they are covering certain topics, what they need to accomplish in each lesson and feel they have more of a plan for each class. To measure success; • Students will be surveyed in May 2023 • Teachers will be surveyed in May 2023 • Core Team will link in with subject departments to remind and review progress	**Target 1** • Learning intentions and outcomes have been explored as part of our Junior Cycle training days • Covid and online learning has seen the practice change slightly. Refocusing on these targets will help embed the practice once again.	**Target 1**

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Target 2 More Varied Teaching Methodologies to be introduced in all classes	**Target 2** To encourage the sharing of ideas between staff and lead to more varied methodologies in the classroom we will; • Establish a regular date for teach meets in the calendar • Establish a plan for each teach meet so that each session has a particular focus Eg. Lesson starters, movement breaks, Questioning styles at the end of a lesson. • Establish a peer observation group and encourage peer observations to take place.	**Target 2** • Whole School approach across all departments. • Teaching and Learning Committee will run monthly workshops to help embed new teaching strategies. • Teaching and Learning Committee to coordinate Peer Observation/Teaching	**Target 2** What does Success look like? • Success will mean that a greater number of students feel this is beneficial to teaching and learning when re-surveyed in comparison to the baseline data. To measure success; • Students will be surveyed in May 2023 • Teachers will be surveyed in May 2023 • Core Team will link in with subject departments to remind and review progress.	**Target 2**	

Target 3	Target 3	Target 3	Target 3	Target 3	
Improving Assessment Reflection	• Teach students how to use the reflection sheet in SPHE (first years only to start with) • Change the student section of the assessment sheet to make it clearer • Implement this easier style for all class tests so students get used to using it (first years) • Christmas/summer/premock/mock tests all continue with bigger, full A4 assessment sheet with teacher section. • Photocopy 100 of them to put into the photocopying room for teachers to easily access.	• Whole School approach across all departments. • Assessment and Feedback committee to coordinate assessment sheet on the lead up to house exams.	What does Success look like? • Success here would mean that students engage effectively with the self-reflection on the exam and use the feedback from the teacher to improve their answers and results. To measure success; • Students will be surveyed in May 2023 • Teachers will be surveyed in May 2023 • Core Team will link in with subject departments to remind and review progress.	• Reflection sheets are not yet part of the Journal but will be included following the next review phase.	