

Scoil Bhríde, Ráth Chormaic

Our Self-Evaluation Report and Improvement Plan 2018-2019

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 [2014] to [present]

- 2012-2014: Focus was on English Vocabulary and Writing Genres (2 year Writing Genre plan in place)
- 2014-2016: Focus was on Maths Problem Solving and Maths Language (Maths language in place)
- 2018 – present: Focus is on Digital Learning (Targets in place)

1.2 The focus of this evaluation

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

- Children's use of Digital Technology in the classroom
- Teachers' use of Digital Technology in the classroom
- Children's creation of digital content

2. Findings

2.1 This is effective / very effective practice in our school

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

- There is an excitement and willingness to embed new Digital Technologies amongst the children and staff in our school
- Pupils currently work on a collaborative basis when using the DT infrastructure in the school
- Some classes use DT as a form of self-assessment
- The use of assistive technology for pupils with Special Educational Needs (SEN) is becoming more frequent
- An engineering company is currently working with 5th and 6th class pupils in STEM Academy
- Teachers are already using DT to support collaborative learning and active learning
- Our staff members are motivated to gain CPD relating to embedding DT across the curriculum
- Training by the PDST for teachers in the safe use of sites and apps has taken place in the school
- Some teachers are using DT to design tasks and tests for the purpose of assessment of learning and assessment for learning.

2.2. This is how we know

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

- Pupil focus groups; children's enjoyment of use of DT in the classroom
- Teacher questionnaire
- Checklists and Inventory of infrastructure
- Feedback at Staff Meetings

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.

- The dimension and domain from the Digital Learning Framework being selected is 'Teaching and Learning'
- The standard from the Digital Learning Framework we selected is 'Pupils enjoy their learning, are motivated to learn and expect to achieve as learners'
- The statement from the Digital Learning Framework we selected is 'Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes'
- More IT infrastructure to be purchased to cater for the increasing enrolment of pupils
- Develop a working timetable for mainstream classes and pupils with SEN to use DT infrastructure

- Ensure that pupils use age-appropriate DT to foster active engagement in attaining appropriate learning outcomes
- Ensure that pupils focus more on creating digital content
- Greater IT support for day-to-day troubleshooting
- Teacher participation in more CPD training is the use of DT
- Encourage the use of DT in the locality and school grounds
- Ensure that all learners are catered for in the appropriate use of DT (visual, auditory and kinaesthetic)

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 January 2019 to June 2019

| Actions (What needs to be done?) | Timeframe (When is it to be done for?) | Remits (Who is to do it?) | Success Criteria (What are the desired outcomes?) | Resources (What resources are needed?) |
|--|--|--|---|--|
| Teachers will engage in CPD on using digital technologies to create content with a CPD provider. | Jan. 2019 | Claire O’Riordan (PDST) | By April 2019 each pupil will have..... | Timetable Supervision |
| Infant Level (Oral Language) | Feb. 2019 | Infant Teachers | -created an oral report using photos taken on iPads | iPads |
| -Children will be able to handle an iPad appropriately and turn it on and off. | Mar. 2019 | | | |
| -Children will be able to open the camera app and take a photo. | Apr. 2019 | | | |
| -Children will present oral reports using photos taken during their Spring walk. | | | | |
| 1st/2nd Class Level (Writing/Maths) | Mar. 2019 | 1 st and 2 nd Class Teachers | -created a class narrative story and accessed a Maths app | iPads Spark Video Copies |
| -Children will use Spark video to create a class narrative story. | Apr. 2019 | | | Oral Lang. programme (Starlight) |
| -Children will use a QR code to access a Maths app | | | | |
| 3rd/4th Class (SESE) | Mar. 2019 | 3 rd and 4 th Class Teachers | -used Mentimeter to elicit prior knowledge and QR codes to access websites | iPads Interactive whiteboards Mentimeter QR codes |
| -Children will access Mentimeter to assess prior knowledge and to answer questions based on an SESE topic. | Apr. 2019 | | | |
| -Children will take pictures of QR codes to access specific websites on the chosen topic. | | | | |
| 5th/6th Class (SESE) | Feb. 2019 | 5 th and 6 th Class Teachers | -created a digital KWL through Kahoot, QR generator and Mentimeter | iPads Mentimeter Kahoot Classroom Screen QR codes |
| -Children will use apps such as Kahoot to elicit prior knowledge of SESE topic (as part of KWL). | Mar. 2019 | | | |
| -Children will use QR generator in a scaffolded approach to research chosen SESE topic. | Apr. 2019 | | | |
| --Children will use Mentimeter to assess knowledge after a lesson/topic. | | | | |
| SEN (Oral Language/Writing/Spelling) | Apr. 2019 | SEN Teachers | -used digital technology to do one of the following: Weekly spelling lists, story | iPads A+ Spelling Spark Video getepic.com typingclub.com |
| -Children will use one/two digital resources to develop their writing/oral language or spelling skills | | | | |

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|--|------------------|--------------------------------|--|---|
| <p>Pupils will regularly share the digital content with their peers and get feedback on it.</p> | <p>Apr. 2019</p> | <p>All teachers and pupils</p> | <p>board, correct typing skills -share digital content when target has been reached</p> | <p>Peers Other classes</p> |
| <p>Staff will share their experiences using DT in their classrooms with each other and engage in peer support where appropriate.</p> | <p>Apr. 2019</p> | <p>All teachers</p> | <p>-teachers share experiences at staff meeting</p> | <p>Feedback at staff meetings in relation to achievement of targets</p> |

