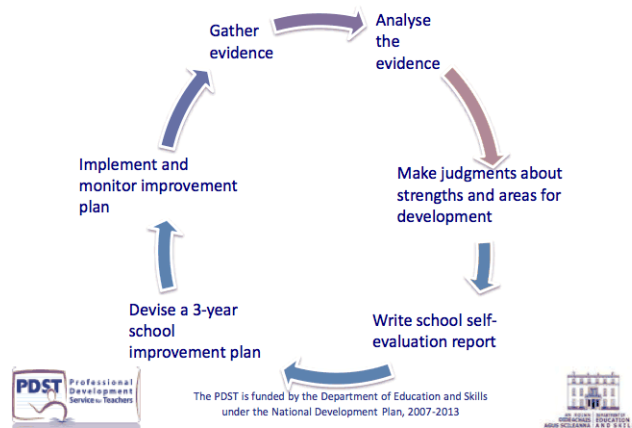


Key steps in the SSE Process



Gather Evidence- Analyse the Evidence – Making Judgements about Strengths and Areas for Development

We mapped our most recent Whole School Evaluation and Leaving Certificate Applied Return visit findings onto the four Teaching and Learning Domains in 'Looking at our schools'. Our areas in need of improvement were 'Teachers Individual Practices' and 'Collaborative Practices' (see Appendix I). We aligned these finding with the 'Digital Framework for Post Primary Schools' in order to integrate the two plans.

The specific areas that were repeatedly mentioned as needing improvement were: 'Formative Assessment Practices' and 'Sharing of Good Practice'.

We provided staff with this information and invited feedback as to what areas they would like to specifically focus on. They requested more time for collaborative planning for effective teaching, learning and assessment, to focus on learning intentions and success criteria and on how digital technologies can support both of these areas.

We mapped this information onto LAOS and selected the following Statements of Practice to focus on.

Statements from Looking at Our School	Statements from Digital Learning Framework
<p>Domain 3 - Teachers' Individual Practices</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons</p> <p>Teachers plan for assessing students attainment of the learning outcomes of the lesson or series of lessons using both summative and formative assessments</p> <p>Teachers share success criteria with students so that they can assess their own learning through self assessment and peer assessment.</p>	<p>Teachers use digital technologies to design learning activities that facilitate personalised and differentiated learning</p> <p>Teachers use a range of digital technologies to support formative and summative practices</p>

<p>Domain 4 – Teachers’ Collaborative and Collective Practices - LAOS</p> <p>Teachers view collaboration as a means to improve students learning and to enhance their own professional development. They engage in constructive collaborative practice.</p> <p>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.</p> <p>Teachers contribute to building whole -staff capacity by sharing their expertise.</p>	<p>Domain 4 – Teachers’ Collaborative and Collective Practices - Statements from the Digital Framework</p> <p>Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunity for all students.</p> <p>Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve education practice.</p> <p>Teachers use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices.</p> <p>Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.</p>
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3 Year SIP

Year 1:

We structured our Croke Park hours around collaborative planning for teaching and learning and formative assessment.

Some of the feedback from staff indicated that there were varying degrees of understanding of FA among the staff and that addressing the differentiated needs in a whole staff environment was not the most conducive way to embed formative assessment practices. We researched best practice and realised that the best way to embed FA was to have a small group of teachers pilot some strategies and become more knowledgeable and confident in their use. These teachers would then in turn share their expertise among the other staff members.

Actions:

1. We set up a TL21 group of 5 teachers and a deputy principal. These teachers have surveyed their students (See Appendix II) and the results were mixed. As a result of this, each teacher chose to specialise in the area that the students identified was most in need of improvement. These areas included:
 - Sharing, clarifying and understanding learning intentions and developing success criteria
 - Engineering effective conversations, tasks and activities to gather evidence of learning
 - Formative feedback that moves the learning forward
 - Activating students as learning resources for one another
 - Activating students as learning resources for themselves

The students will be surveyed again at the end of September and results will be compared.

2. Every Croke Park session we had as a school was focused on developing collaborative practices. Teachers collaboratively planned their first-year programme for students. They were asked to select the LOs, align them with common valid assessment tasks and begin the process of developing

shared success criteria for all of these tasks. These units of learning were then taught and teachers met up to discuss how they would refine the plans and what they had learned from the process. Units of learning were developed throughout the year.

3. In terms of developing capacity in the digital technology space, a digital coordinator was appointed. A team of 8 people were formed. Each team member was provided with a Surface tablet and 4 training sessions with Wriggle. The expectations for this year was that the team would learn the hardware and software of their devices and how technology could support learning in the classroom.

Areas of Strength:

- There is already a lot of expertise in the area of formative assessment in the school among individual teachers
- The TL21 teams have made progress in terms of their own understanding and practise of formative assessment
- Lunch time 'Teaching and Learning Club' was set up to meet once a month to share practice
- The digital technology is being developed to support learning
- Some subject departments have made significant progress in developing collaborative plans

Areas in need of further development:

- Further work needs to be done on disseminating the expertise in the area of formative assessment
- The TL21 teams would like more in-school meeting time
- Need to extend the DLT team
- Greater differentiation around planning in different subjects is required

Year 2:

Actions:

1. In an attempt to further disseminate the learning already in the school the TL21, Digital Leaders, Instructional Leadership, Wellbeing team, and behavioural team ran our JC Development Day, sharing their learning in their specific areas with other staff members.
2. There was a 'Focus on Formative Assessment' and 'Collaboration' for the month of October. This included pop up workshops, Teach Meets, Classroom visits, surveying students, lunch time CPD sessions and a parent talk. We had Croke Park hours scheduled for the beginning, middle and end of this month and took regular feedback on the success or failure of the initiative.
3. The focus on collaborative planning continued with an emphasis on developing 2nd year plans for the group MFL, Art, English, Science and Business Studies and on developing 1st year plans for all other subjects.
4. Teachers volunteered to visit classes to observe their colleague's practice and could count this as 10 Croke Park hours allocated for teacher individual/departmental development.
5. Teachers are encouraged to participate in the CPD provided by DCU for co-operating schools.

6. In terms of Digital Leaders we focused on developing collaborative practices. We expanded the team to 21 members (ensuring that there was a representative from each department there). Where there wasn't a member of a subject department on the team, a member of the team was paired with the department. The focus specifically was on setting up 'Teams' to support collaborative planning and sharing of good practice. The members set up specific summative and formative assessments on Teams and learned how to share this with their class and provide digital feedback. (See appendix III). For surveys (monitoring usage) see appendix IV.

Areas of strength

- While the TL21 project did provide a focus, more meeting time (outside of the 6 meetings in Drumcondra) was needed to maintain the momentum and further progress practice. To address this, the group met at Christmas to refocus and reflect on where we were and what we had achieved. We all went out for dinner afterwards as it was felt that TL21 needed a bit of TLC. We agreed that there was a huge amount of progress in their respective classrooms and this was evinced in the surveys the teachers conducted however it was felt that more opportunities to develop a deeper understanding of their own understanding of formative assessment would be helpful. All members of the team agreed to participate in providing CPD to other staff members and to invite them into their classrooms to see formative assessment in action. The future of TL21 was also discussed and it was agreed that another run of TL21 with the focus maintained on formative assessment would increase the capacity within the school. It was agreed that TL21 (group 1 would meet with group 2) to share their learning and provide advice.
- The collaborative planning was very successful. 98% of teachers surveyed reported it as being very helpful. They see this area as one of our strengths now. One of the trends that we continue to see emerging is a need to differentiate the expectations of the collaborative planning between different subject departments. For example English, Business Studies, Science, MFL and Art are more advanced than the other group of subjects. See agendas for how this was achieved.
- There was a huge take up on the observation of classes, the co-ordinator reported 21 people have engaged with the process thus far.
- 4 teachers participated in the DCU CPD
- 2 more teachers and a deputy principal signed up for another cohort of Instructional Leadership
- 3 teachers are engaging in Powerful Learning program with NAPD

Areas in need of further development

- The 'Focus on Formative Assessment Collaboration' week was most successful in terms of the collaboration. Teachers are focussed on getting their collaborative plans in place and less so on classroom practice of FA, with the exception of the TL21, and IL groups.
- Not all departments have migrated onto Teams yet
- Further capacity needs to be built in the area of formative assessment
- We only had 3 lunchtime meetings of the 'Teaching and Learning' club, we will need to address this next year
- Varying success with departmental planning, few including success criteria in their plans. The data would suggest that this is down to time and capacity.

Year 3:

Action:

1. The focus on collaborative planning will continue with an emphasis on developing 3rd year plans for MFL, Art, English, Business Studies and Science and developing 2nd year plans for the other subjects and ensuring that 'success criteria' is included in their first-year plans.
2. The focus will be on embedding sharing learning intentions, developing success criteria and **providing quality feedback**. We will continue with another cohort of TL21, of IL, of 'Powerful Learning- Graham Powell' and further develop the 21 members of the Digital Leaders. We plan on creating a more coherent and collaborative approach among these teams. This will be achieved by being more explicit about why we are doing what we are doing, what we hope to achieve and how we intend to do that. We will ensure that there is a cross pollination of ideas, successes, challenges between the teams.
3. In terms of our Digital Learning, we expect that every department will have a 'Team' that houses their plans. On their digital plan we want to further develop a coherent approach to assessment; this involves developing success criteria for end of unit assessments and common end of term exams.
4. We want to develop Digital skills to support formative assessment in the classroom. Our targets here are two-fold. We want different members of the digital team to developing digital technologies that assist teachers to 'check in' on the learning and develop their formative and summative assessment practices. These could include software such as 'Padlet', 'Screencasts', 'Mentimeter', 'Forms', 'Pic Collage', 'No more marking.com', 'Peergrade 10', 'Quizlet', 'Show Me', 'HP reveal'.
5. The teachers involved in TL21, IL, 'Powerful Learning- Graham Powell' and Digital Leaders will lead out on the 'JC Development Day 2019'. The emphasis will be on formative assessment and dissemination of the plan.

***All data pertaining to this SIP report is available in Ms. Sadleir's office in the file entitled:**

PSN CPD 2017-20.

Learners outcomes

“A breakdown of certificate examination results is included in each subject planning folder and an analysis is included in some folders. **All subject departments should engage in, and record discussions around, the analysis of student achievement and how available data are used to inform decisions at subject-planning level. Additionally, the school should examine the prevalence of very high attainment at ordinary-level grade and explore strategies that might increase higher-level uptake in some subjects.**”

WSE 2016

“During the evaluation, it was evident that the method of placing students in class groups was effective in meeting students’ individual needs.”

WSE 2016

Learner experiences

“Very high-quality learning support is provided for students with SEN.”

WSE 2016

“A very good student-teacher rapport and positive learning environment was apparent at all times.”

LCA return 2017

“The quality of care provided for students is very good.”

WSE 2016

“Admissions procedures are well structured and open and the school is very inclusive.”

WSE 2016

“It was evident that the secure environments created by well-established classroom routines had a positive effect on teacher-student relationships.”

WSE 2016

“There was evidence, in some of the copybooks reviewed, of teachers providing advice and encouragement in the correction of written work. In their discussions, the students described such feedback as being very beneficial; **an extension of this practice is recommended.**”

WSE 2016

“A focus group of students reported positively on the benefits of engaging in well-organised group work as an alternative classroom activity.

During the evaluation, group work was observed to be most effective where students were placed in manageable-sized groups, where assigned student roles ensured that everyone played a part in the work and where the tasks were well designed. **However, there was scope in some group work sessions for the use of such strategies.**”

WSE 2016

Teachers' individual practice

"The use of restorative practices to manage students' behaviour should be formalised and more teachers should receive appropriate training in using this approach."

WSE 2016

"It is recommended, therefore, that teachers plan carefully for the use of ICT in their lessons."

WSE 2016

"Previous evaluations highlighted the need for the use of assessment for learning strategies such as sharing and checking the achievement of the learning intentions and providing feedback that supports learning.

A more consistent approach to giving and correcting homework was a theme of previous evaluations also.

Assessment remains an area for further development."

WSE 2016

"Very good use was made of questioning to involve students and to assess learning."

WSE 2017

"While some good formative assessment practice was noted in the lessons observed, this remains an area for development. Particular attention should be given to **sharing and embedding highly effective practice in using learning intentions and success criteria, and in exploring opportunities for providing constructive feedback on student's written work.** This work should be done as part of the whole-school pilot projects currently underway."

LCA return visit 2017

"A good range of teaching approaches that facilitated peer collaboration and independent learning was evident in the lessons observed."

LCA return visit 2017

"To provide for highly effective learner experiences and outcomes, **further attention should be given to the plenary stage of group activities to ensure that the strategies used challenge students to think deeply, process and reflect on their learning from planned tasks.**"

LCA return visit 2017

Teachers' collective / collaborative practice

"The school should extend the use of team teaching and provide the necessary training for teachers."

WSE 2016

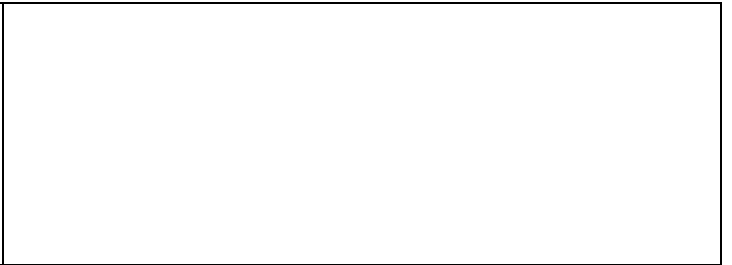
"The very good practices in teaching and learning outlined in this report should be extended as necessary, and shared through the school's planning processes and through teachers observing each other's lessons."

WSE 2016

"The programme co-ordinators, in collaboration with the core team, should now focus on developing teachers' collaborative practice in planning for and reviewing the learning and formative assessment strategies used across lessons in LCA."

LCA return visit 2017

“Good progress is being made in developing systems that enable students to store and reflect on written activities completed in lessons. LCA teachers are well briefed on the learning needs of individual students to facilitate planning for differentiation.”
LCA return visit 2017



DOMAIN 1: LEARNER OUTCOMES

Students enjoy their learning, are motivated to learn and expect to achieve as learners - happy

- Students' enjoyment in learning is evident and arises from a sense of making progress and of achievement.
- Their engagement with learning contributes to their sense of well-being. Students are motivated to learn through having a clear sense of attainable and challenging learning outcomes.
- Students see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework

Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships – behaviour and wellbeing

- Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their well-being.
- Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.
- Students demonstrate an enquiring and open-minded attitude towards themselves and those around them.

Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum - skills

- Students' subject-specific skills are developed in accordance with the relevant learning outcomes for the syllabus, specification or course.
- Students demonstrate very good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle.
- Junior cycle students have attained proficiency in the prescribed key skills appropriate to their stage in the cycle.
- Senior cycle students have attained proficiency in the skills required for successful learning in the programmes they are following.

Students attain the stated learning outcomes for each subject, course and programme - attainment

- Students achieve, and at times surpass, the intended learning of the lesson or sequence of lessons, which has been appropriately differentiated where necessary.
- Students achieve, and at times surpass, the intended learning for the term and year, which has been appropriately differentiated where necessary.
- Students' achievement in summative assessments, including certificate examinations, is in line with or above expectations

DOMAIN 2: LEARNER EXPERIENCES

Students engage purposefully in meaningful learning activities – learning to learn and ownership

- Students demonstrate very high levels of interest and participation in learning.
- They are able to work both independently and collaboratively in a very purposeful and productive manner.
- They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.
- They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.

Students grow as learners through respectful interactions and experiences that are challenging and supportive – behaviour and wellbeing

- Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.
- Relationships and interactions in classrooms and learning areas create and sustain a co-operative, affirming and productive learning environment.
- Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.
- Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates.
- They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities.
- They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.

Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning – formative assessment

- Students assess their progress realistically and can describe their strengths and areas for development as learners.
- They have a sense of ownership of their work, take pride in it, and take responsibility for improving it.
- They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection.
- Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners.
- Students take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.

Students experience opportunities to develop the skills and attitudes necessary for lifelong learning – key skills

- Students make meaningful and authentic connections between learning in different subjects and areas of the curriculum.
- Students make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.
- Students can, of their own initiative, transfer and apply skills learned in one context to another context.
- Students can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.
- They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills consciously and deliberately.
- Students have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

- Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) relevant to students' learning.
- Teachers create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.
- Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
- Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.
- Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area, and for developing students' learning across and beyond the curriculum.
- Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where students are self-motivated to engage in, extend and enjoy their learning.

The teacher selects and uses planning, preparation and assessment practices that progress students' learning

- Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
- Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. Lesson design is flexible to allow for emerging learning opportunities.
- Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs.
- Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.
- Teachers plan for assessing all relevant aspects of students' learning using both assessment of learning and assessment for learning.
- Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.
- Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.
- Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.
- Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students' individual learning needs.

The teacher selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs

- Teachers strategically select and use approaches to match the learning intentions of the lesson, meet the learning needs of students, and open up further learning opportunities.
- Teachers deliver highly effective instruction which is directed at eliciting deep student engagement. Teachers skilfully manage their own input to optimise student participation and response.
- Teachers use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses, facilitating deeper engagement with lesson content and extending learning beyond the lesson.

- Teachers meaningfully differentiate content and activities in order to ensure that all students are challenged by the learning activities and experience success as learners.
- Teachers integrate relevant literacy and numeracy skills into the fabric of the lesson.
- Teachers enable students to make meaningful links between lesson material and their learning in other subjects, and to transfer their learning to unfamiliar experiences.

The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary

- Teachers are aware of students' individual learning needs, and design and implement personalised interventions to help students overcome challenges.
- Teachers engage with students' opinions, dispositions, and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. Teachers empower students to exploit these opportunities and overcome their limitations.

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

Teachers value and engage in professional development and professional collaboration

- Teachers recognise and affirm continuing professional development (CPD) and collaboration as intrinsic to their work.
- Teachers use formal meeting and planning time to reflect together on their work.
- The school is the primary locus for teachers' CPD and teachers engage actively and productively with CPD programmes.
- Teachers identify and engage in CPD that develops their own practice, meets the needs of students and the school, and enhances collective practice.
- Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice.
- Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.

Teachers work together to devise learning opportunities for students across and beyond the curriculum

- Teachers plan collaboratively for learning activities that enable students to make meaningful and progressively more challenging connections between learning in different subjects.
- Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour.
- Teachers work very effectively with each other and with parents to support students with identified learning needs.
- Teachers use parent-teacher meetings and other communication with parents very constructively to support parents' meaningful involvement in their children's education and development as learners.
- Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for students, and work together to ensure that the learning is integrated.

Teachers collectively develop and implement consistent and dependable formative and summative assessment practices

- Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.
- Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.
- Teachers have collectively developed a whole school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.
- Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.

Teachers contribute to building whole staff capacity by sharing their expertise

- Teachers value their role within a professional learning organisation, and as a matter of course share their expertise with other teachers in the school.
- Teachers share their expertise with teachers from other schools, for example through education centres, online forums, and school visits.

- Teachers engage regularly in professional collaborative review of teaching and learning practices, and use it to identify and build on effective approaches.
- Teachers are proactive in building collective expertise in the skills and approaches necessary to facilitate student learning for the future.