



Le Chéile Secondary School

School Improvement Plan

2018 - 2020

SCHOOL IMPROVEMENT PLAN

Domain: (i) Learner experiences
(ii) Teachers' collective / collaborative practice
(iii) Leading learning and teaching

Summary of main strengths

- The values of other cultures and religions are respected and understood by everyone in our school
- The development of a Community Spirit
- Excellent facilities to support teaching and learning
- Caring and dedicated teachers
- A school environment conducive to effective teaching and learning
- Effective sharing of information through the school's VLE (schoolology)
- A collegial & collaborative staff
- An effective SEN Department
- A vibrant and diverse extra- curricular & co-curricular programme
- A willingness amongst staff to support and engage with school improvement initiatives
- Effective partnership with parents
- Comprehensive prior attainment data on students including STen scores, CAT Scores (highlighting preferred learning styles) & Reading Ages

Summary of main areas prioritised for improvement

The ongoing development of **formative assessment practices** which allow students to:

- Have a clear sense of making progress and of achievement.
- Assess their progress and are aware of their strengths and areas for development as learners.

To further develop a **formative assessment practices** where teachers:

- Understand the interconnectedness between Teaching, Learning & Assessment
- Provide students with constructive, developmental oral and written feedback on their work.
- Share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.
- Use a range of questioning techniques effectively for a variety of purposes including stimulating substantial student responses and facilitating deeper engagement with lesson content

To explore the development of our **Reporting processes** by:

- Deepening our understanding of the eight principles of reporting
- Interrogating our Assessment Calendar and consulting around possible amendments to this calendar
- Encouraging reflective practice and giving visibility to the student voice in the reporting process
- Replicate the JCPA through the inclusion of CBA results & Other Learning on the report

Summary of main areas prioritised for improvement

Actions to support implementation of School Improvement Plan

- Maximising the potential of the technology to support assessment practices
- Support/facilitate teachers with ongoing CPD
- Targeted CPD with emphasis on Assessment & Reporting in line with JC Reforms
- Facilitation of Subject Meeting time (through Croke Park Schedule)
- Peer Observation Model to promote the sharing of best practice
- Engagement with other learning communities e.g. Apple Educators, TL21
- Formulation of Staff Committees
- Engagement with Droichead Programme & facilitating PME students
- Engage with feedback from Subject Evaluations
- Availability of student prior attainment data
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Improvement Target 1. Domain: <i>Learner experiences</i>	Required Actions	Person/s Responsible	Measurable Outcomes / Success Criteria	Timeframe for Actions	Review
<p><i>To continue to promote & embed the development of subject-appropriate teaching and learning methodologies which allow students to:</i></p> <ul style="list-style-type: none"> <i>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</i> 	<ul style="list-style-type: none"> ➤ Further develop the reporting system to allow students to include a reflective piece as part of the report to parents ➤ Explore the feasibility of students attending the Parent Teacher meeting with their parents ➤ Provide opportunities in class time or through homework for students to reflect on their work in a meaningful way. ➤ Explore the idea of a reflective journal for students with the dual aim of encouraging reflective practice and also being a diary of Other Learning in preparation for JCPA. ➤ Explore the idea of developing an ‘academic council’ for students to give visibility to their voice specifically in relation to teaching & learning. 	<p>Principal/Deputy Principal</p> <p>Assessment Committee</p> <p>All Staff</p> <p>AP1 (Positive Behaviour Support)</p> <p>AP2 (JCT)</p> <p>AP2 (JCT)</p>	<p>A student reflective template as part of the report developed in collaboration with students and teachers.</p> <p>Following consultation a decision around students attendance at Parent Teacher meeting made</p> <p>Students given more opportunity to reflect on their learning as part of the lesson plenary or as a homework task.</p> <p>Students will have engaged in some way in the formulation of the Other Learning element of the JCPA.</p> <p>AP2 (JCT) to liaise with colleagues from other schools who have showcased an example of best practice in this area</p>	<p>Academic Year 2018 -19/19/20</p>	<p>draft Template in place</p> <p>Decision made</p> <p>Evidence of student involvement in JCPA</p>

Improvement Target 2. Domain: <i>Teachers' collective / collaborative practice</i>	Required Actions	Person/s Responsible	Measurable Outcomes / Success Criteria	Timeframe for Actions	Review
<p><i>To continue to promote & develop a learning community where teachers:</i></p> <ul style="list-style-type: none"> • <i>Plan for assessing students' attainment using both assessment of learning and assessment for learning.</i> • <i>Assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.</i> • <i>Regularly provide students with constructive, developmental oral and written feedback on their work.</i> • <i>Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.</i> • <i>Value and engage in professional development and professional collaboration</i> • <i>Work together to devise learning opportunities for students across and beyond the curriculum</i> 	<ul style="list-style-type: none"> ➤ <i>To give assessment and assessment practices priority in Subject Department Action Planing</i> ➤ <i>To begin to consult with all stakeholders on our school assessment practices culminating in the development of an Assessment policy</i> ➤ <i>To continue to engage with the peer observation model to further embed the sharing of good practice and peer support within and across departments.</i> ➤ <i>To engage in ongoing CPD to support the development of our assessment practices</i> ➤ <i>Survey students and teachers to seek their views on assessment</i> 	<p>Principal/ Deputy</p> <p>All Staff</p> <p>SSE Committee</p> <p>Principal/ Deputy All staff</p> <p>Principal/ Deputy All Staff</p>	<p>A focus on Assessment evident</p> <p>Draft Assessment Policy in place.</p> <p>Peer Observations have taken place.</p> <p>Staff have engaged with Whole School JCT training and other CPD as appropriate</p>	<p>Academic Year 2018 -19/19/20</p>	<p>Department meeting minutes and agendas</p> <p>Draft Policy</p> <p>Peer observation feedback</p>

Improvement Target 3. Domain: <i>Leading learning and teaching</i>	Required Actions	Person/s Responsible	Measurable Outcomes / Success Criteria	Timeframe for Actions	Review
<p><i>To progress our school development priorities through a model of <u>distributed leadership</u> which:</i></p> <ul style="list-style-type: none"> • <i>empowers staff to take on and carry out leadership roles</i> • <i>fosters teacher professional development that enriches teachers' and students' learning</i> • <i>Contribute to build whole-staff capacity by sharing their expertise</i> 	<ul style="list-style-type: none"> ➤ Facilitate & encourage teachers' participation in professional networks (TL21 Project) ➤ Progress our School Development priorities through Staff Committees. <ul style="list-style-type: none"> • Wellbeing • E-Learning • Positive Behaviour • Curriculum • Assessment 	<p>BOM/ Principal TL21 Group</p> <p>All Staff</p>	<ul style="list-style-type: none"> ➤ Engagement in TL21 project with a focus on Questioning ➤ Committees active and engaging in a meaningful way with school development. ➤ Committee given time in the meeting schedules to present /provide CPD for colleagues 	<p>Academic Year 2018 -19/19/20</p>	