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# SCOIL IÓSAF NAOFA BALLINTEMPLE

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School Evaluation Report and Improvement Plan 2022/2023





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## Le Chéile Is Féidir



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### Self-Evaluation Report and Improvement Plan 2022/2023

#### 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.

#### • Outcomes of our last improvement plan

- Children from 1st class to 6th class will gain a greater understanding of addition & subtraction mental maths strategies.
- Children to become capable and confident in using cursive handwriting from 1st class to 6th class.
- Children are exposed to all writing genres during the school year.

#### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*April 2022*) to (*June 2022*). We evaluated the following aspect of teaching and learning:

- *Teaching of problem-solving strategies and spellings/ sight words throughout the school through the lens of learner outcomes and teacher's individual practice.*
- *Collecting evidence of the use of concrete materials to teach problem solving throughout the school at present.*
- *Collecting evidence of teacher's individual practice around the teaching of spellings and problem-solving throughout the school.*



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## 2. Findings

### 2.1 This is effective / very effective practice in our school

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

- Teachers are confident in the teaching of Maths but would like to improve problem-solving.
- Spellings is being effectively implemented in 6th class.
- Teachers enjoy the use of concrete materials when teaching maths.

### 2.2. This is how we know

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

- **Teacher discussions:** where we asked teachers about what is working well for them in the teaching of Maths and Spellings, obstacles they have and what would help them in the teaching of problem-solving and spellings.
- **Cúntas Míosúil:** Evidence of what learning took place during the school year.
- **Teacher Designed Tasks:** Teachers tasks identified the children's spellings and problem-solving activities.



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### 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.*

Standard	Statement(s)
<b>Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</b>	Pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes. (LAOS, p 26)
<b>The teacher selects and uses teaching approaches appropriate to the learning objectives and to the pupils' learning needs.</b>	Teachers strategically select and use approaches to match the learning objective of the lesson, meet the needs of pupils and open up further learning opportunities. (LAOS, p 31)
<b>The teacher responds to individual learning needs and differentiates learning and teaching activities as necessary.</b>	Teachers are aware of pupils' individual learning needs, interests and abilities and adapt learning and teaching accordingly. (LAOS, p 31)



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### 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**.



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### Our Improvement Plan

Timeframe of this improvement plan is from Sept 2021 to June 2022

**DOMAIN: (From LAOS 2022)**

**1. Learner Outcomes**

**2. Teachers' Individual Practice**

**STANDARD(S): (From LAOS 2022)**

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

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

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

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### STATEMENT(S): (From LAOS 2022)

**1.11 Pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes. (LAOS, p 26)**

**2.11 Teachers strategically select and use approaches to match the learning objective of the lesson, meet the needs of pupils and open up further learning opportunities.**

**(LAOS, p 31)**

**2.21 Teachers are aware of pupils' individual learning needs, interests and abilities and adapt learning and teaching accordingly. (LAOS, p 31)**

### TARGETS: (What do we want to achieve?)

- Children from 3rd class to 6th class will gain a greater understanding spelling and different spelling strategies through the use of "Spellings for Me" programme.
- Children from 1st to 4th class will be exposed and taught a set list of sight words from the "Fry" list which will coincide with our whole school English plan.
- A whole school approach to the teaching of problem solving in Maths will be developed. This will be developed in line with the concept of: concrete material ---> pictorial representation ---> abstract work

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ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<ul style="list-style-type: none"> <li>• Purchase of the "Spellings for Me" programme.</li> <li>• CPD for teachers on the programme.</li> <li>• Clearly outlining the sight words to be taught in each class.</li> <li>• Collaboration on problem solving approach in Maths (group discussions)</li> <li>• CPD for teachers on the agreed problem-solving procedure.</li> </ul>	<p>September 2022</p> <p>September 2022</p> <p>September 2022</p> <p>Beginning October 2022</p> <p>February 2022</p>	<ul style="list-style-type: none"> <li>• AP11- Deirdre Dennehy</li> <li>• AP11-Deirdre Dennehy &amp; MCT- Sara O'Flynn</li> <li>• AP 11- Deirdre Dennehy</li> <li>• Deputy Principal- Deirdre Sayers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Programme implemented in each class</li> <li>• Teachers feel confident to implement programme</li> <li>• standardised spelling test scores improve</li> <li>• Teachers collaborate in small groups outlining current problem-solving approaches.</li> <li>• Teachers agree on a shared approach.</li> <li>• Teachers feel confident on using the agreed approach.</li> <li>• Children enjoy &amp; the shared approach to problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Spellings for Me</li> <li>• Fry List</li> <li>• Concrete material in Maths (all purchased last year).</li> </ul>
<b>EVALUATION PROCEDURES:</b>				
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
<ul style="list-style-type: none"> <li>• Check in at staff Meeting in February and May.</li> <li>• In school CPD for the use of each programme.</li> <li>• Review of what's working well and what could work better.</li> <li>• Display of children's work on Seesaw and notice boards.</li> </ul>				

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