

**SCHOOL IMPROVEMENT PLAN FOR TEACHING AND LEARNING SEPTEMBER 2020 TO MAY 2021**

**Summary of main strengths**

- Group work has been a focus since September 2017. It has now become an established teaching methodology in this school.
- As part of our evaluation of this teaching method a survey was conducted with a random sample of Junior students and all staff in May 2020. The results are below:

**Responses from staff**

- 90% of staff that responded use group work.
- 24% daily, 48% weekly and 24% monthly.
- 57% of staff that responded said that their subject department does have a bank of resources that can be shared for group work.
- Benefits of group work reported was it helps focus the student, students can learn from each other, weaker students can participate. Students can take control of their own learning.

**134 responses from students**

- 84% of students said they had been taught how to work with other students in a group.
- 62% said they had opportunities to work with others in lessons on a regular basis.
- 65% said they are sometimes assigned specific roles in group work.
- Focus groups were established in January 2020 to seek student's views on group work and team teaching. The reason for the establishment of student focus groups was to raise the status of the student voice within the school and to take into account in so far as is possible the student's views in relation to improving our teaching and their learning. In relation to group work students gave the following feedback:
  - We like group work.
  - Feel it is relevant in RE, Irish and Biology.
  - Helps us share ideas.
  - Do have good variety of it in class.
  - Good in language subjects as you can have conversations in the language with your friends.
  - Helps with communication skills as we might be in groups with girls that we are not friends with and we have to work together.
  - Helps with concentration as you get a break from listening to the teacher all the time and you have to engage and think for yourself.

	<ul style="list-style-type: none"> <li>○ Always have good experience with group work. It is fun and work might not be as hard because you are sharing it.</li> <li>● Our teaching and learning committee continue to encourage sharing of resources and methodologies. Teachers have discussed and analysed instructional methodologies such as fishbone diagrams and placemats. The teaching and learning committee will trial the 'JumpAGrade' framework during the academic year 2021-2022.</li> <li>● A section on teaching and learning has been on the agenda for all staff meetings and as part of these meetings the instructional leader teachers reported back at one staff meeting and the NAPD teachers reported back at another. This will continue for all future meetings.</li> <li>● A teach/meet session took place in September 2020. Members of the teaching and learning committee provided CPD to teachers on methodologies for group work. This was received well by staff and a request for similar CPD was outlined in the staff survey. 38% said they would like more teach meet sessions or CPD on group work and 33% said maybe.</li> <li>● Team teaching was another target in this area, it was planned to be established on a phased basis over a two-year period. CPD on team teaching was delivered by Ciara Ui Chonduibh to staff on 01/10/19</li> <li>● For this academic year we continued to use in-class support as the team-teaching approach for Maths.</li> <li>● Feedback from the teachers involved has been positive and the students in question benefited on the days the additional teacher was in the room.</li> </ul> <p><b>Staff responses on team teaching:</b></p> <ul style="list-style-type: none"> <li>● 43% of those surveyed said they had participated in team teaching.</li> <li>● 52% said they would be willing to participate or continue to participate in team teaching.</li> </ul> <p><b>Student responses on team teaching:</b></p> <ul style="list-style-type: none"> <li>● 57% said they had been taught/aided by more than one teacher in the classroom</li> <li>● 46% of those survey said they were clear on the roles if there were two teachers teaching a lesson. 43% answered maybe to this question</li> <li>● The majority of students commented that team teaching is positive in that it is helpful for those who might not understand, it gives students more chances to ask questions and if one teacher is busy, there is another one there to help you.</li> </ul>
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	<p style="text-align: center;"><b>Home Economics student focus group responses:</b></p> <ul style="list-style-type: none"> <li>• Good support when doing practical activities like cooking and needle work. Easier to see demonstrations in needlework when the teacher is showing smaller groups.</li> <li>• Good to have two teachers as you get more help.</li> <li>• You get more work done and you move on quicker.</li> <li>• All staff have a surface pro and have been using it within the classroom.</li> <li>• 94 % of staff felt that their use of ICT within the classroom has increased.</li> <li>• 45% of students surveyed said that the use of ICT in the classroom had increased.</li> <li>• All students have been given an office 365 account. These accounts are being used by teachers to share class notes and allow students to submit work digitally. Students are also participating in remote classes through Microsoft Teams.</li> <li>• A class set of laptops have been purchased and are being used by several teachers. There is a sign out book for subject teachers and this is evidence of how useful they are and how often they are being used. A second set of laptops and charging trolley has been purchased and have been set up so that more staff and students have the use of laptops within their lessons.</li> <li>• The LCA class have their own set of laptops. These are stored in their base classroom</li> <li>• Inhouse IT CPD was given to all staff by our own digital leaders in November 2021 – This was based on Microsoft office applications such as one note, teams, forms, powerpoint, word streaming and live recording.</li> <li>• All 1<sup>st</sup> year students were given training on how to use Teams by Conor Pentony ICT coordinator and Caitriona Rogers in October 2020.</li> </ul>
<p><b>Summary of main prioritised areas for improvement</b></p>	<p><b>Staff responses in relation to group work</b></p> <ul style="list-style-type: none"> <li>• 38% said that their subject department does not have a bank of resources that can be shared for group work</li> <li>• 29% said that they do need more materials/support to facilitate group work in their subject area and 38% said they maybe need more materials/support.</li> </ul>

- Disadvantages of group work reported was that if it is overused, it will lose its effectiveness, time issues and students can get side-tracked.

#### **Student responses**

- Students were asked to comment on any concerns they had about team teaching, the majority had no concerns. Those that did comment stated that it might be confusing at times and sometimes it is hard to focus when two teachers in the room and it can be also difficult if they use different styles of teaching.
- Students were also asked to suggest how this way of teaching could be enhanced to further help students. They suggested that one teacher be responsible for teaching and the other to go around and give help. They suggested that both teachers be prepared, organised and communicate before class. Sometimes one teacher can be talking over the other and this can be confusing. They also suggested that the class could be split in 2 groups and those that are finding things difficult work with one teacher and those that are ready to move on do with the other teacher.

#### **In relation to ICT, students made the following comments:**

- Allow us to do work on computer, essays, assignments etc.,
- get to the computer room at least once a week,
- use ICT for all subjects,
- have more laptops, more ICT classes and some students responded saying that their class has not got the opportunity to use computers yet.

#### **Staff responses to ICT were as follows:**

- Apps could be used to assess learning
- ICT should and could be increased. There are not enough laptops to go around, time consuming going to get them and as a result people are often reluctant. If laptops were available in more rooms and easier to access it would be a big help.
- Students should be allowed to have access to their phones as there is limited access to laptops.
- A lot has been learnt about online learning during the course of the school closure.
- We are offering PE as a short course to incoming 1<sup>st</sup> Years. Part of this programme will involve an emphasis on the use of digital technology. We will need to look at having easy access for students to school devices.

	<p>As a result of the Whole School Inspection the school has been advised to revise the way in which it has been rolling out the L2LP programme. At the time of the inspection the school was using the blended model whereby students were doing a number of L2LP priority learning units and a number of level 3 Junior Cycle subjects. On advice from the inspectorate, students need to do all 5 PLUs and 2 short courses, staff will now prepare lists of targets and resources for all L2LP priority learning units across all subject areas.</p>
<p><b>Actions to support the implementation of School Improvement plan</b></p>	<ul style="list-style-type: none"> <li>• As a result of the School Closure due to Covid 19 there was a greater reliance on the use of technology. Some students were more capable than others at using Teams. CPD on Microsoft Office applications was delivered to all staff on Tuesday 24<sup>th</sup> November. All 1<sup>st</sup> year students were given training on how to use Teams by Conor Pentony, ICT coordinator and Caitriona Rogers in October 2020.</li> <li>• Group work will continue to be used as a teaching methodology throughout the school year and this will continue to be facilitated and supported by the teaching and learning committee.</li> <li>• Each Department will be asked to complete their own stocktake on the shared resources they have, this list will be kept in their Department folder on Teams. Subject Departments will also be asked to research and create a wish list of materials/resources that they feel would enhance their teaching and learning through group work. This list will be shared and discussed with Management.</li> <li>• Over 50% of teachers on the SSE end of year survey indicated that they would be willing to team teach in the next academic year. Team teaching will continue to feature on the timetable; Maths will be the subject in which it will occur, and the main emphasis will be on supporting students with learning needs.</li> <li>• A section on teaching and learning will be on the agenda for all staff meetings. Any teacher who has undertaken CPD in this area will feed back some of their learning to the staff as a whole. Additionally, there will be updates on ongoing work from the teaching and learning committee.</li> <li>• A week early in the first term will be dedicated to an open-door initiative whereby teachers on the committee will nominate one or two periods that they would be willing to allow other teachers to come into their classroom and observe. A timetable for the week will be drawn up and other teachers could opt for the periods they wished to observe. It was planned that this would happen after</li> </ul>

	<p>the February mid-term break, it had to be postponed due to Covid 19 school closure, subsequently it had to be postponed a second time and will be rescheduled for a time when all Government restrictions are lifted.</p> <ul style="list-style-type: none"><li>• The school has secured a deal with Wriggle learning whereby student devices for individual use will be available under an individualised St. Louis store on the Wriggle website. These devices are envisaged as a support for students engaging in remote learning due to Covid 19 restrictions in school. It will be considered at a later stage that these devices maybe introduced into the classroom as a teaching and learning tool.</li></ul> <p>The staff have received CPD on L2LP from the JCT on 4<sup>th</sup> May 2021 and also further CPD from the Learning Support Coordinator on same. Subject Departments were given the opportunity to work on creating lists of targets from all PLUs and gathering resources for their subject areas. These have all been uploaded to subject Department folders in Teams. These will be reviewed by subject Departments in August 2021 and sent to the SEN Coordinator when students have been set up on the programme.</p>
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**\*\*\* ALL IMPROVEMENT TARGETS AND REQUIRED ACTIONS WILL BE SUBJECT TO COVID 19 HEALTH AND SAFETY GUIDELINES \*\*\***

IMPROVEMENT TARGET	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES / SUCCESS CRITERIA	TIMEFRAME FOR ACTIONS	REVIEW DATE
Continue to develop a common approach to group work throughout the school	<p>Stocktake of the shared materials that Departments already have for group work and create a wish list of those resources that are believed to be beneficial to Subject Departments</p> <p>Teach Meet for sharing of resources within subject departments. Croke Park hours could be used to facilitate.</p> <p>Open-door initiative week whereby teachers on the committee would nominate one or two periods where they would allow colleagues to come into their lesson to observe.</p>	<p>Subject Teachers</p> <p>Teaching and learning committee</p> <p>Management</p>	<p>Bank of resources held within subject departments</p> <p>Feedback from subject teachers on the usefulness of their Department teach meet session and open-door initiative.</p> <p>Survey staff and students on the use of groupwork at the end of the year.</p>	1 year	May 2022
Continue to establish team teaching as an additional form of learning support.	<p>Commitment from management to facilitate team-teaching on the timetable in Maths to assist students with learning needs.</p> <p>Identification of groups/classes that would specifically benefit from the team-teaching approach. (Learning support to aim to reduce the amount of withdrawals)</p>	<p>Management/Outside facilitator</p> <p>SSE Co-ordinator/SEN Co-ordinator</p> <p>Subject teachers</p>	<p>Staff/Student survey</p> <p>Staff feedback on the benefits and concerns around team teaching</p>	1 years	May 2022

<p>Increase the use of ICT within the classroom</p>	<p>It is envisaged that some students would buy their own devices (through Wriggle Learning) and that these devices would be used for remote teaching and classes but in the future we will look at using these devices in the classroom.</p> <p>Students will be asked to submit work/assignments/presentations electronically in those subjects that lend themselves to work being handed in this way.</p> <p>Continued support for staff who require it in using their surface pro and training on Teams would be provided to all students and those staff who require it. Training will be given to incoming 1<sup>st</sup> years on Teams early in the academic year 2021 during their dedicated IT period.</p> <p>Trial of the 'JumpAGrade' framework by the T&amp;L Committee during academic year 2021 – 2022.</p>	<p>Management</p> <p>Subject teachers</p> <p>Digital leaders/IT Co-ordinator</p> <p>1<sup>st</sup> Year IT teachers</p> <p>Teaching and Learning Committee.</p>	<p>Student/staff survey</p>	<p>1 year</p>	<p>May 2022</p>
<p>Preparation of targets for the L2LP Priority Learning Units in all subject areas</p>	<p>It is envisaged that two 2<sup>nd</sup> Year students will be doing the L2LP in September 2021. Further support will be given to staff in August especially to those teachers who have the students in their class.</p>	<p>Management /SEN coordinator</p>	<p>Staff/Student/parental feedback</p>	<p>2 years</p>	<p>May 2023</p>

