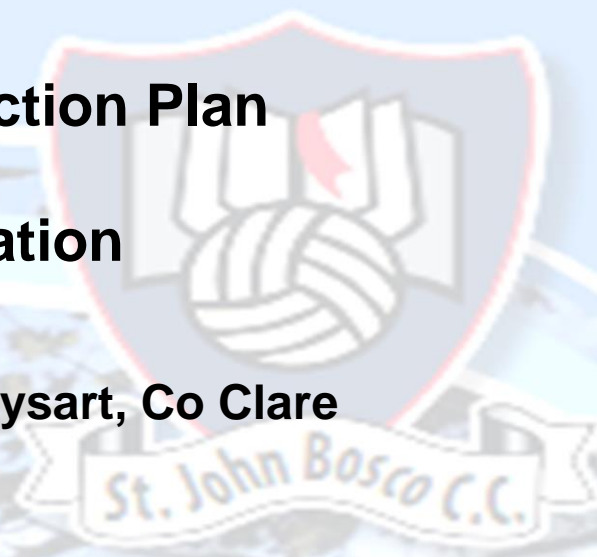




# **School-Improvement Action Plan Through School Self Evaluation**



**School name: St. John Bosco Community College, Kildysart, Co Clare**

**Roll number: 76075k**

**Period of Plan: 2017- 2020 (reviewed annually)**

**Current Academic Year: 2018/2019**

**Signed by Board of Management:**

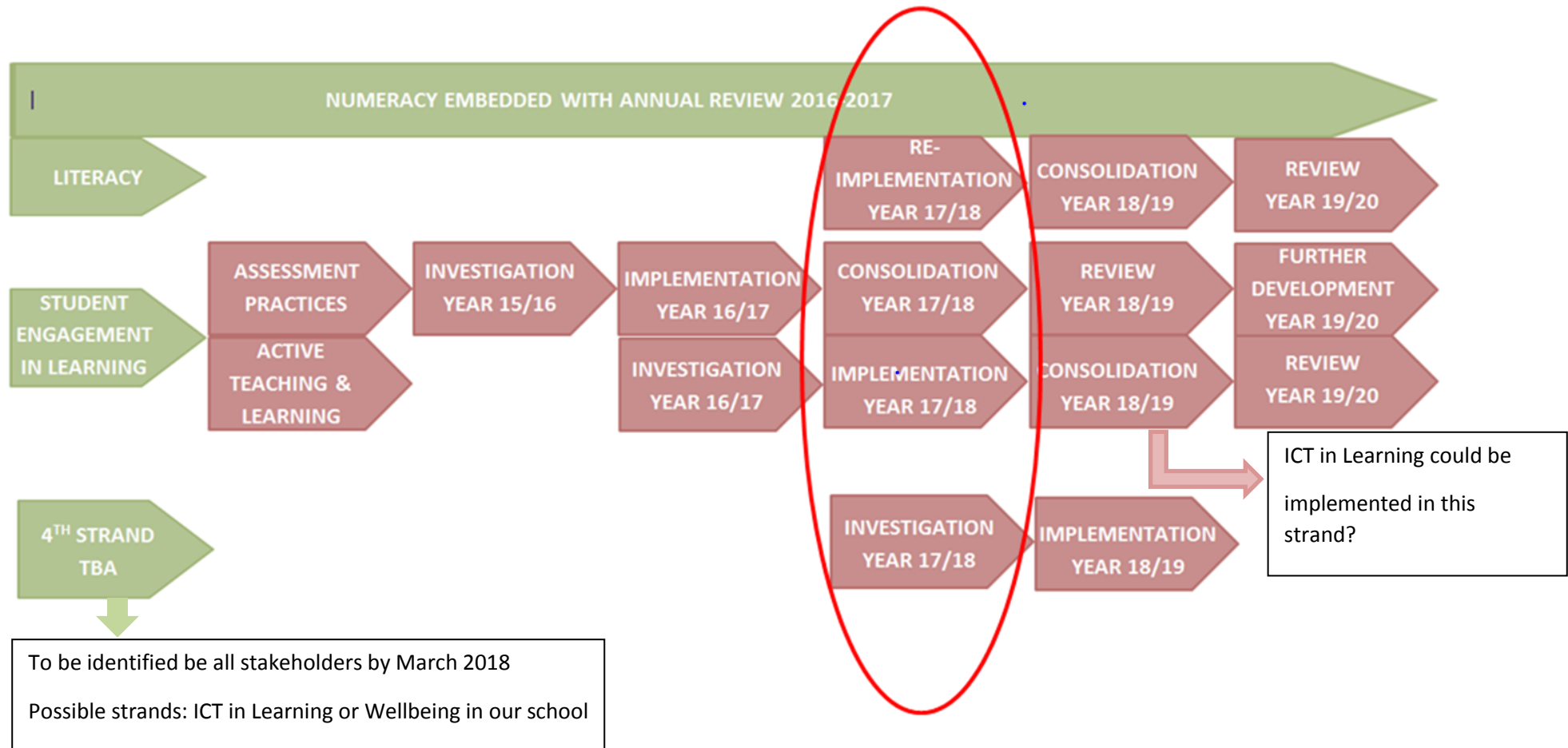
**Jane Casey (Chair Person)** \_\_\_\_\_

**Denis O'Rourke (Secretary)** \_\_\_\_\_



ST JOHN BOSCO  
COMMUNITY COLLEGE KILDYSART

# Our SSE Planning 2017/2020



**School-Improvement Action Plan**  
**LITERACY**

**Annual Review    September 5<sup>th</sup> 2018**

**Date: September 5<sup>th</sup> 2018**

**What is working well & how do we know?**

☐ **Review of the Academic Year 2017/18**

☐ **What worked well?**

- Data was gathered using the NGRT Tests in October and in May and an interest in Reading Survey was administered in December 2017.
- Keyword posters were placed in all classrooms
- Literacy was inserted into all teachers' schemes of work which ensured that it was given priority when teachers were designing lesson plans in their subject areas.
- The D.E.A.R Initiative was implemented in the English classes

☐ **Areas for Improvement**

- The explicit teaching of keywords was not implemented at a whole-school level. Not all classes used the keyword boards or explicitly taught the keywords specific to the subject area
- The D.E.A.R initiative was done in the English classes but as there was no specific allotted time it was not done in the other subject areas.
- Also not every student has a book in their bag at all times from which to read when they have completed work or have a free class period.
- Students were not given an incentive to read more as there were no competitions organized or prizes awarded to encourage students to read more

**Going forward from here.**

- Encouragement of all teachers to teach subject specific keywords. This is to be emphasised at the first staff meeting on August 24<sup>th</sup> 2018
- In an attempt to increase the comprehension scores of the 2<sup>nd</sup> year cohort in particular the following strategies are also to be introduced

Use of Think-Pair-Share in all subjects.

Use of graded question stems by teachers in their classes in particular the stem on Comprehension. This is based on Blooms Taxonomy.

In addition to the actions above, we will specifically teach reading Strategies to be completed :

- pre-reading
- during reading
- post reading

Each Subject Department will choose one strategy from each stage and use it in class.

Students who have a below average comprehension score to be assisted using the continuum of support model

- Specific reading time to be allotted in class. This is essentially the **D.E.A.R** strategy. Everyone from 1<sup>st</sup> to 3<sup>rd</sup> year stops and reads for a period of 10 minutes twice a month. This time slot will be announced over the intercom by the school principal
- Obtain 100% library membership among the 1<sup>st</sup> and 2<sup>nd</sup> year Cohorts and encourage regular visits to the school library amongst the 3<sup>rd</sup> year group
- Reintroduction of the **Book in a Bag**. All students have to have a book/magazine in their bag for use when they have a free period and for D.E.A.R. A list of popular reading material to be sent home to parents via students and midterm reports
- In order to incentivise students to read more they are to be asked to fill in a book review upon completion of a book which will then allow them to partake in a weekly draw. These reviews are then placed on the ***Read Wall for all the school to read***. The staff is also encouraged to take part, with the aim of making the school a centre of reading.
- In addition a Literacy board is to be placed in the GP Area so that literacy related topics can be displayed in a public space that is accessible to both students from all year groups and any parents/visitors to the school

## School-Improvement Action Plan

# LITERACY

### Improvement targets:

#### Overall targets:

1. Student Learning Experience: Students will maintain or improve their stanine score in passage comprehension
2. To maintain / improve the percentage of students who read more than one book per month (71% ) and to decrease the percentage of students who read less than one book per month from 29% to 25%.over the year.

### Actions related to specific targets:

*\*Inclusion of student wellbeing*

Specific targets	Actions to address specific targets	Success criteria*	Who?	Lead responsibility	When?	Resources?
1. Students will maintain or improve their stanine score in passage comprehension (See NGRT graph)	<p>All subjects to teach subject specific keywords.</p> <p>Use of Think-Pair-Share in all subjects.</p> <p>Use of graded question stems based on Blooms Taxonomy by teachers . (See Handout)</p> <p>In addition to the actions above, we will specifically teach reading Strategies to be</p>	<p>Comparison of the test results from the NGRT Test forms A (Autumn) and B (Summer ) administered in October and May of 2017/18 and the NGRT Test administered again in December and April of 2018/19</p> <p>Target group is the current 2<sup>nd</sup> Year cohort ( 2018/19)</p> <p>Feedback at Departmental level</p>	<p>Josephine Ryan Literacy Team</p> <p>Subject Co-Ordinators</p> <p>S.E.N Team</p> <p>All subject Teachers</p>	Josephine Ryan Literacy Team	<p>December 2018</p> <p>April 2019</p> <p>Annually</p>	<p>Keywords posters in classrooms</p> <p>Blooms Taxonomy Question Stems</p> <p>N.G.R.T test forms A and B</p> <p>Subject planning tools PDST</p>

	<p>completed :</p> <ul style="list-style-type: none"> <li>• pre-reading</li> <li>• during reading</li> <li>• post reading</li> </ul> <p>Each Subject Department will choose one strategy from each stage and use it in class.</p> <p>Students who have a below average comprehension score to be assisted using the continuum of support model</p> <p>Literacy targets to be embedded by all teachers into their schemes of work. Each scheme will contain a section on literacy/ Learner outcome/experience</p>	from Subject Co-Ordinators and SEN team				
2. To maintain / improve the percentage of students who	Reading time to be allotted in class. This is essentially the <b>D.E.A.R</b> strategy. Everyone from	Survey results from a Self-Assessment/ Interest in Reading Survey conducted with	Josephine Ryan Literacy Team  All subject teachers	Josephine Ryan \Literacy Team	December 2017 April 2019	Self-Assessment Survey online  Newspapers

<p>read more than one book per month (71% ) and to decrease the percentage of students who read less than one book per month from 29% to 25%.over the year.</p>	<p>1<sup>st</sup> to 3<sup>rd</sup> year stops and reads for a period of 10 minutes twice a month</p> <p>Obtain100% library membership among the 1<sup>st</sup> and 2<sup>nd</sup> year Cohorts and encourage regular visits to the school library amongst the 3<sup>rd</sup> year group</p> <p><b>Book in a Bag.</b> All students have to have a book/magazine in their bag for use when they have a free period and for D.E.A.R.</p> <p>A list of popular reading material to be sent home to parents via students and midterm reports</p> <p>Students fill in a book review which allows them to partake in a weekly draw. This reviews are then placed</p>	<p>2<sup>nd</sup> years in December 2017. 2<sup>nd</sup> Years to be surveyed again in December 2018 to see if a change has been noted in reading habits</p> <p>Maintain 100% library membership amongst the 1<sup>st</sup> and 2<sup>nd</sup> year cohorts</p>				<p>Magazines</p> <p>Subject specific reading</p>
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	on the <i><b>Read Wall</b></i>					
3.						

**Monitoring:**

- Progress will be monitored annually.
- Data gathered in May 2018 will be re-examined and the 2<sup>nd</sup> year cohort will be retested using the NGRT Form A in December 2018 and using Form B in April 2019 in order to see if their reading and comprehension scores have improved
- The pupil self-Assessment survey on Reading will be administered again in April 2019 to ascertain if more pupils are now reading for pleasure

**Overall evaluation:**

We know we will have achieved our targets when we re-run the survey instruments in 2018/ 2019 and when we have reached the targets outlined. Based on the results of our testing and the survey result a plan of action will be decided upon for the following academic year. These targets are based on an initial three year baseline plan.



**School-Improvement Action  
Plan  
NUMERACY**

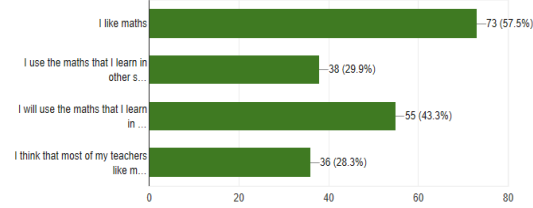
## **Review of Numeracy SIP for 2015 to 2018**

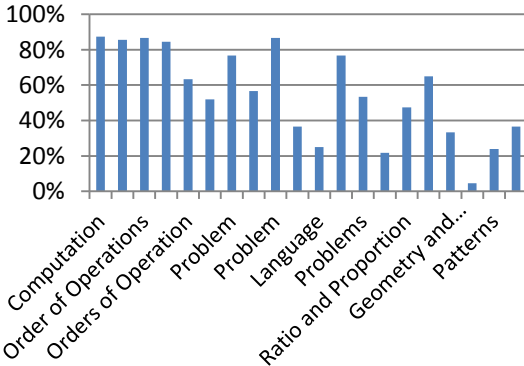
In the numeracy plan from September 2015 to September 2018, the targets 1, 2 and 3 below were set and the actions were taken accordingly over a three year period. Targets were monitored on a yearly basis. In September 2018, the findings were analysed. Target 1, the attitude of maths amongst students has improved from 32% to 57%. This target will be continued and monitored in next SIP plan. Target 2 was closely monitored twice yearly to all first years. Results show thinking, analysing and problem solving has increased from 21% to 51%. This target was collaborated with first year maths teachers. Target 3 was to increase student consistency in the area of fractions and percentages. A whole school approach was implemented using assessment tracker sheet only 28% of students had recorded results in tracker form in their journal. We plan to discuss this with staff and emphasise the use of tracker sheets in staff meeting and increase target percentage of assessment fractions results to percentages using tracker sheets in the next SIP.

**Target 1:** To increase the % of students who like maths in first and second year from 32% to 60% by developing a positive attitude towards maths in general and towards numeracy in all subject areas.

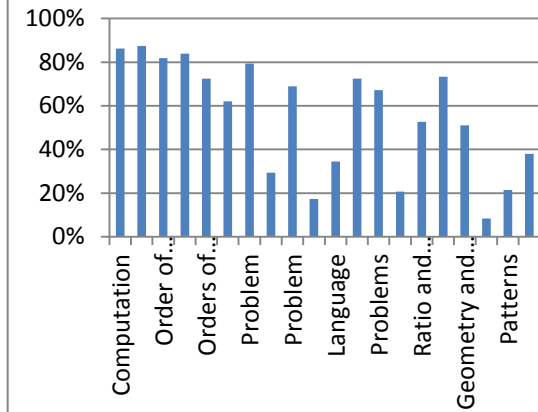
**Target 2:** To develop a culture of thinking, analysing and problem solving among all of our students and increase the % of first students competent in the area of problem solving from 21 % to 40%.

**Target 3:** To give the student's greater consistency in the area of fractions and percentages by developing and using a whole school approach and language similar to that used by first year maths teachers.

<i>Targets</i>	<i>Actions taken over the 3 year period to improve target</i>	<i>Review after 3 year period</i>															
<p><b>Target 1:</b> To increase the % of students who like maths in first and second year from 32% to 60% by developing a positive attitude towards maths in general and towards numeracy in all subject areas.</p>	<ul style="list-style-type: none"> <li>Weekly numeracy puzzles to all school years</li> <li>Math's Eyes Competition</li> <li>Maths Week- fun activities for all student years carried out on a daily basis</li> <li>First year students took part in Irish Junior Math competition</li> <li>Second year and third year students successfully qualified in Irish Olympiad</li> </ul> <p>one student in TY achieved ninth place in Ireland</p> <ul style="list-style-type: none"> <li>Student numeracy committee was set up with TY students where students became actively involved in maths week</li> <li>Teachers were encouraged to put students numeracy on the walls of classroom to create positive whole school response to</li> </ul>	<p>Survey was taken out by 127 students in the school on attitude towards maths. This survey was done 3 years ago as part of a baseline study of target 1. Students who did initial study were included as well as other students</p> <p>Review of survey. Percentage increase of students who like maths has risen from initial 32% to 57%. Although we haven't reached our target of 60%, we will continue to improve attitudes of maths with the previous five actions</p> <p>Q. 1 Attitude to Maths - Please tick the statements you AGREE with</p> <p>127 responses</p>  <table border="1"> <thead> <tr> <th>Statement</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>I like maths</td> <td>73</td> <td>57.5%</td> </tr> <tr> <td>I use the maths that I learn in other s...</td> <td>38</td> <td>29.9%</td> </tr> <tr> <td>I will use the maths that I learn in ...</td> <td>55</td> <td>43.3%</td> </tr> <tr> <td>I think that most of my teachers like m...</td> <td>36</td> <td>28.3%</td> </tr> </tbody> </table>	Statement	Count	Percentage	I like maths	73	57.5%	I use the maths that I learn in other s...	38	29.9%	I will use the maths that I learn in ...	55	43.3%	I think that most of my teachers like m...	36	28.3%
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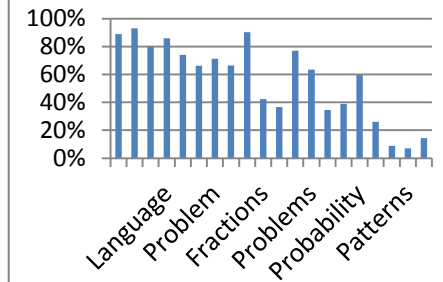
	numeracy																																			
<b>Target 2:</b> To develop a culture of thinking, analysing and problem solving among all of our students and increase the % of first year students competent in the area of problem solving from 21 % to 40%.	<ul style="list-style-type: none"><li>• Weekly numeracy puzzles to all school years</li><li>• First year maths competency test was administered to first year students in September and again in May to assess the areas of problem solving issues.</li><li>• Maths teachers incorporated transition from sixth class maths to first year maths into first year maths scheme</li></ul>	<ul style="list-style-type: none"><li>• First year student competency result have improved. After analysis of results by numeracy team, our target was to improve problem solving questions on algebra, fractions, percentages, decimals and patterns. Problem solving has increased to average of 51%</li></ul> <div><p><b>October 2015</b></p><p><b>Maths Competency Test Spreadsheet</b></p><table><tr><th>Topic</th><th>Percentage</th></tr><tr><td>Computation</td><td>85%</td></tr><tr><td>Order of Operations</td><td>85%</td></tr><tr><td>Orders of Operation</td><td>85%</td></tr><tr><td>Problem</td><td>65%</td></tr><tr><td>Problem</td><td>55%</td></tr><tr><td>Language</td><td>85%</td></tr><tr><td>Problems</td><td>35%</td></tr><tr><td>Problems</td><td>25%</td></tr><tr><td>Ratio and Proportion</td><td>75%</td></tr><tr><td>Ratio and Proportion</td><td>55%</td></tr><tr><td>Geometry and...</td><td>45%</td></tr><tr><td>Geometry and...</td><td>65%</td></tr><tr><td>Patterns</td><td>35%</td></tr><tr><td>Patterns</td><td>10%</td></tr><tr><td>Patterns</td><td>25%</td></tr><tr><td>Patterns</td><td>35%</td></tr></table></div> <p><b>May 2016</b></p>	Topic	Percentage	Computation	85%	Order of Operations	85%	Orders of Operation	85%	Problem	65%	Problem	55%	Language	85%	Problems	35%	Problems	25%	Ratio and Proportion	75%	Ratio and Proportion	55%	Geometry and...	45%	Geometry and...	65%	Patterns	35%	Patterns	10%	Patterns	25%	Patterns	35%
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**Maths Competency Test Spreadsheet**



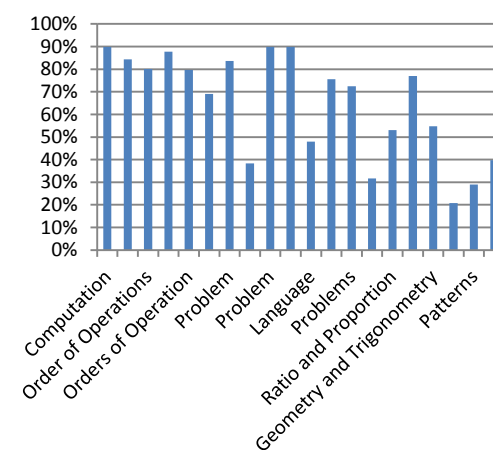
**October 2016**

**Maths Competency Test Spreadsheet**



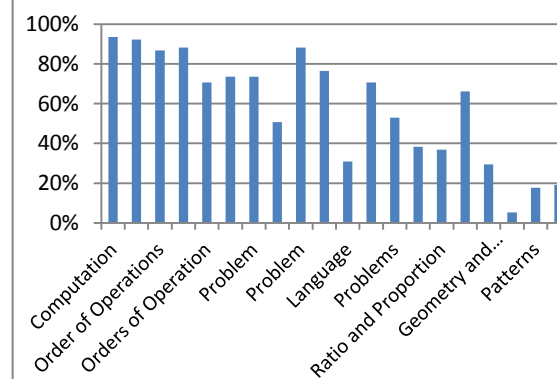
**May 2017**

**Maths Competency Test Spreadsheet**



**October 2017**

**Maths Competency Test Spreadsheet**



		<div>May 2018</div> <div></div>
<p><b>Target 3:</b> To give the student’s greater consistency in the area of fractions and percentages by developing and using a whole school approach and language similar to that used by first year maths teachers.</p>	<ul style="list-style-type: none"><li>Teachers administer assessment graph analysis tracker sheets for each subject area after formative and summative assessment. This promotes student and teacher learning in areas of fraction and percentages and graph analysis</li><li>Results of all assessments to be given back in fraction form. Students to carry out Estimate, Calculate and Check when converting</li></ul>	<ul style="list-style-type: none"><li>On review of analysis of journals from first, second, third, TY, fifth and sixth years groups, an average 28% of students had results of formative and summative assessments recorded in their journal</li></ul>

	<p>fraction to percentage in all subject areas</p> <ul style="list-style-type: none"> <li>• Tracker sheets were introduced into their journal. Parents use these as a record of assessments during PT meetings</li> </ul>	
<ul style="list-style-type: none"> <li>• Teacher and student survey was administered in September 2015 and May 2018 including the same cohort of students. This allowed numeracy department to monitor targets set in SIP and compare results – Appendix 4</li> <li>• <b><i>As a result of review of SIP from 2015 to 2018, we plan to continue and monitor our three targets and introduce a new target in our next SIP for the following academic year 2018/2019, with emphasis on the following actions</i></b> <ol style="list-style-type: none"> <li>1. Weekly numeracy puzzles to all school years on term rotation. Teacher survey suggests getting students and teachers more involved coming up with the numeracy weekly problems.</li> <li>2. Math's Eyes Competition- This competition to be run again including all junior years this academic year</li> </ol> </li> </ul>		

3. Maths Week- Maths week activates to be decided with student numeracy committee and to get more department involvement
4. First year student will take part in Irish junior maths competition and second year and third year students to complete in Olympiad competition.
5. Numeracy committee to become a mixture of different cohort of students just not TY. Last year TY were seen to be actively involved in many projects which left them little time to focus on numeracy
6. All Teachers will be encouraged to promote numeracy by placing students numeracy work on the classroom walls
7. In maths department meeting it was decided to allow extra class work on volume and scientific notation in marking scheme for 5<sup>th</sup> year and TY students as a result of a review of PDST standardised testing for 3<sup>rd</sup> Yr and TY students
8. In maths department meeting it was decided that Maths teachers to place emphasis on more connections between primary and second level maths. The scheme of work in first year maths was suited towards fostering an engagement from the start of 1<sup>st</sup> year.
9. First year students to be assessed in first year maths competency test each year in Sept and May to monitor problem solving amongst our first year student (Target 1 ) and implement a second year scheme of work
10. Second year students to be monitors using standardized Drumcondra maths assessment. Results used to implement a suitable scheme of work and scores can be compared to national average – results to be reviewed in further subject meetings- weak students in numeracy to be made aware to staff- results used for target 4 in SIP 2018-2020
11. Third year students to perform a standardized third year assessment (PDST) in April/May to assess suitability and scheme of work for TY and Fifth year- results used for target 4 in SIP 2018-2020
12. From analysis of both teacher and student survey, the following recommendations will be made at staff meeting 2018
  - Teachers will be encouraged to use tracker assessment sheet
  - Teachers will promote students numeracy work on classroom walls
  - Teachers will have more involvement in numeracy puzzles and maths weeks to promote positive attitude towards numeracy whole school.



- Maths department will demonstrate to staff a common approach to conversion of fractions to percentages and a poster will be placed in every classroom wall.
- Teachers to be encouraged to give back test results in fraction form
- Teachers to be reminded to use Estimate, Calculate and Check

**School-Improvement Action  
Plan  
NUMERACY**

## SIP for 2018 to 2020

**Target 1:** To increase the % of students who like maths in first and second year from 32% to 60% by developing a positive attitude towards maths in general and towards numeracy in all subject areas.

**Target 2:** To develop a culture of thinking, analysing and problem solving among all of our students and increase the % of first students competent in the area of problem solving from 21 % to 60%.

**Target 3:** To increase student consistency in the area of fractions and percentages from 28% to 70% by developing and using a whole school approach and language similar to that used by first year maths teachers.

**Target 4:** To increase the number of students in junior cycle higher level maths from a cohort of 30% to 60% of students. To increase the number of students in leaving cert higher level maths from a cohort of 10% to 50% of students

<i>Targets</i>	<i>Actions taken over the 3 year period to improve target</i>	<i>Review after 2 year period</i>
<b>Target 1:</b> To increase the % of students who like maths in first and second year from 32% to 60% by	<ul style="list-style-type: none"> <li>Weekly numeracy puzzles to all school years</li> <li>Math's Eyes Competition</li> <li>Maths Week- fun activities for all</li> </ul>	

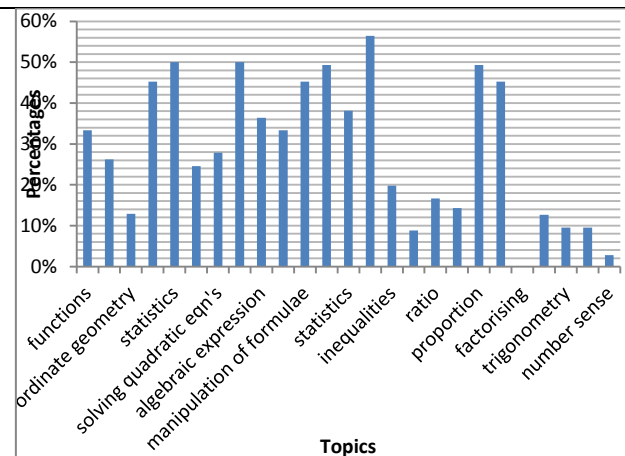
developing a positive attitude towards maths in general and towards numeracy in all subject areas.	<p>student years carried out on a daily basis</p> <ul style="list-style-type: none"> <li>• First year students took part in Irish Junior Math competition</li> <li>• Second year and third year students successfully qualified in Irish Olympiad</li> <li>• Student numeracy committee was set up with TY students where students became actively involved in maths week</li> <li>• Teachers were encouraged to put students numeracy on the walls of classroom to create positive whole school response to numeracy</li> </ul>	
<b>Target 2:</b> To develop a culture of thinking, analysing and problem solving among all of our students and increase the % of first year students competent in the area of problem solving from 21 % to 40%.	<ul style="list-style-type: none"> <li>• Weekly numeracy puzzles to all school years</li> <li>• First year maths competency test was administered to first year students in September and again in May to assess the areas of problem solving issues.</li> </ul>	1.
<b>Target 3:</b> To increase	<ul style="list-style-type: none"> <li>• Teachers administer assessment graph</li> </ul>	

<p>student consistency in the area of fractions and percentages from 28% to 70% by developing and using a whole school approach and language similar to that used by first year maths teachers.</p>	<p>analysis tracker sheets for each subject area after formative and summative assessment. This promotes student and teacher learning in areas of fraction and percentages and graph analysis</p> <ul style="list-style-type: none"> <li>Results of all assessments to be given back in fraction form. Students to carry out Estimate, Calculate and Check when converting fraction to percentage in all subject areas</li> </ul>	
<p><b>Target 4:</b> To increase the number of students in junior cycle higher level maths from a cohort of 30% to 60% of students.</p> <p>To increase the number of students in leaving cert higher level maths from a cohort of 10% to 50% of students</p>	<ul style="list-style-type: none"> <li>The previous three targets above will all contribute to target four</li> <li>Second year students in May 2018 were tested using Drumcondra standardised testing. Results are compared to national average. Results were discussed in maths department meeting and scheme of work was adapted to finding for the coming academic year.</li> <li>Through professional diagonal in maths department, it was identified that there was noticeable issue in the classroom with regard to problem solving in the</li> </ul>	

area of algebra in third year and fifth year maths. The teachers involved decided to introduce an extended algebra program which involved additional number of weeks of algebra and worksheets to both second years and TY students. Algebra is to be integrated into geometry, functions and area and volume.

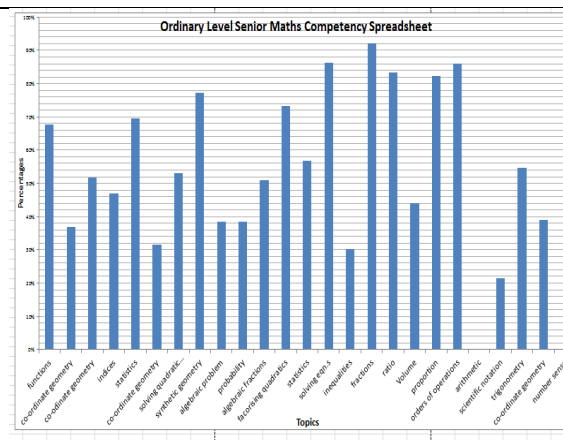
Third year students were tested using standardised PDST test  
The results below are May 2017 where problem had been identified

Topics over 50%	Topics under 30%
Statistics	Co-ordinate geometry ( applications)
Synthetic Geometry	Functions
Factorising quadratics	Solving quadratics
Cubed Roots	Inequalities
Proportion	Decimals
	Ratio
	Conversion of units
	0% Finding roots
	Scientific Notation
	Trigonometry
	Number Sense



Scheme of work was based upon these results for following academic year.  
Results below show the same cohort of students tested in May 2018 before entry into 5<sup>th</sup> yr Maths

Topics over 50%	Topics under 30%
Statistics	Scientific Notation
Synthetic Geometry	Volume
Factorising quadratics	Functions
Ratio	Cubed Roots
Proportion	
Solving Equations	
Co Ordinate Geometry	



This testing will be repeated in next academic year in May 2019 to Third year students to assess scheme of work to both TY and 5<sup>th</sup> year students. Results and findings will be discussed at maths department meetings

School-Improvement Action  
Plan

**ACTIVE TEACHING METHODOLOGIES & ASSESSMENT**

Annual Review

Date: 12/09/18

**What is working well & how do we know?**

Teachers are using the three chosen Methodologies as they are the ones who trialled and reduced our overall basket of assessment tools to just three in December 2017.

These three methodologies were used from January to May.

Student survey was carried out again in May.

Staff were consulted in start of year meeting in 18/19 and the consensus was to keep up the three Methodologies.

We found unlike our Numeracy Strand, we had very little results from one survey to measure from. We also felt that the content and nature of the survey proved difficult to generate solid evidence from. **STUDENT SURVEY IN APPENDIX.**

**Going forward from here.**

In line with our digital strategy of bringing ICT into teaching and learning, we want to promote ICT as a digital toolkit in the classroom. We hope to train staff in order to promote confidence with using ICT as a digital tool with assessment for learning.

We hope that this training will create another basket of methodologies for teachers to use.

It is envisaged to allow teachers to sample these digital tools up until Christmas 2018. We will then vote on which ones we find most effective with our students.

Two other methods of measuring success will be used as outlined in the plan below.



**School-Improvement Action Plan**

**ACTIVE TEACHING  
METHODOLIGIES &  
ASSESSMENT**

**Improvement targets:**

**Overall targets:**

1. Student Learning Experience / Teaching methodology: To develop a culture of taking ownership of learning by becoming more responsible for own learning. All of which should flourish in a positive learning atmosphere and enjoyment.

**Actions related to specific targets:**

Specific targets	Actions to address specific targets	Success criteria*	Who	Lead responsibility	When?	Resources?
To encourage students to become more responsible as individual learners by taking ownership of their learning and fostering a culture of enjoyment in learning..	<p>Continue to provide four termly reports (summative assessment)</p> <p>Continue to make learning intentions clear at the start of each lesson.</p> <p>Increase use of formative assessment through</p> <ul style="list-style-type: none"> <li>• 2 stars &amp; a wish</li> <li>• Traffic Lights</li> <li>• Think,Pair,Share</li> <li>• Plickers ( Promoting ICT as an assessment tool )</li> </ul>	<p>Monitoring of students performance.</p> <ul style="list-style-type: none"> <li>• Plotting average results of 1<sup>st</sup> year students on graph on quarterly basis.</li> <li>• Reduction of non-completion of classwork/homework notes received on average by a class of 24 1<sup>st</sup> year students in one</li> </ul>	<p>Year head</p> <p>All teachers</p> <p>All junior students (Actions)</p> <p>1<sup>st</sup> Year students (Measuring success)</p>	<p>LLT Team</p> <p>Mr O'Rourke/Ms Convey</p>	<p>Analysis of results and student journals termly</p> <p>Survey bi annually</p>	<p>VSWARE</p> <p>Mins of meetings</p> <p>Student journals.</p> <p>BOM</p> <p>Prepared evaluation sheets.</p> <p>Prepared questions on plickers app.</p> <p>Google surveys</p> <p>Collaborative practice</p> <p>Staff meetings</p>

		<p>week from ( 15 ) to ( 8 ).</p> <p>Survey 1<sup>st</sup> year students to evaluate:</p> <ul style="list-style-type: none"> <li>• Their understanding of learning intentions within the classroom.</li> <li>• If they reach these learning intentions</li> <li>• What success criteria they use to establish this.</li> </ul>				CPD (ICT in classroom)
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**Monitoring:**

- Both student and staff surveys will be used to monitor increased participation and engagement in students own learning in class.
- These surveys along with feedback from Year head, SST, Parent Teacher and Staff meetings will be used to monitor the attitude towards learning and teaching while trailing these active teaching methodologies.
- All of the above will be reviewed bi-annually. Sept-Dec and Jan-May.
- Teaching staff will be provided with feedback from all surveys and analysis of average grade performance to establish if average is maintained or improved.

**Overall evaluation:**

- Following analysis of the above methods of evaluation we can reflect on:

How further to deepen student awareness of own learning.

How to further encourage them to connect with their own learning.

How to further increase enjoyment of learning.