

**Mulroy College  
Milford  
Roll Number: 712200**



**Our Self-Evaluation Report 2018 - 2019  
&  
Our School Improvement Plan for 2019 - 2020**

**MULROY COLLEGE**  
**Coláiste na Maoile Ruaidhe**



**Mulroy College embodies mutual respect in a caring environment while enabling students to achieve personal success and move with confidence into a world of endless possibilities**

**Our Self-Evaluation Report from 2018 - 2019**  
**&**  
**School Improvement Plan for 2019 - 2020**

**For 2019 - 2020 our focus is Formative Assessment & Feedback and recording homework in the diary for every class**

**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 from [Sept 2018] to [June 2019]**

**Dimension: Teaching and Learning**

**Domain 2: Learner Experiences**

**Standard:**

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

**Statement:**

They take pride in their work and follow the guidance they receive to improve it. As a result, students have a sense of ownership of their work, take pride in it and take responsibility for improving it.

The focus of our SIP was formative assessment, formative feedback and homework with a selected group of students.

As we were involved in the Forbairt project this year we used this process to support our work and keep it quite focused and specific to a group of teachers. Our aim was to evaluate both student and staff perceptions of formative assessment and feedback in the classroom and to raise the profile of the student journal. The Teaching and Learning Team (comprising of eight staff members), together with the AP1 Team and the Principal and Deputy Principal piloted the action project. Each member of the Teaching and Learning Team chose one class group to work with. All year groups in the school have been represented.

This area was identified in our WSE/MLL. As a result, we wanted to research, analyse and enhance teaching and learning standards in the college. Our aim was to put formal measures in place for the recording of homework and the use of the homework diary and to measure its effect on student learning and attainment. We also wanted to investigate the effects on student learning from the implementation of focused formative assessment and feedback. Research shows that “where feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.” (Hattie and Timperley).

#### **Data Gathering:**

- Students and staff were surveyed at the beginning of the project, using Google Forms, and again at the conclusion of the project.
- A mixture of open-ended, multiple choice and slider questions were used, in an effort to gather quantitative and qualitative data.
- Scheduled meetings of the Forbairt Team were facilitated by management. This allowed us to keep up the momentum of the project and for the team to share their experiences and good practice.
- Focus groups with students allowed for open discussion of survey findings.

#### **How was the data analysed?**

- Students and staff were surveyed at the beginning of the project, using Google Forms, and again at the conclusion of the project.
- A mixture of open-ended, multiple choice and slider questions were used, in an effort to gather quantitative and qualitative data.
- Scheduled meetings of the Forbairt Team were facilitated by management. This allowed us to keep up the momentum of the project and for the team to share their experiences and good practice.
- Focus groups with students allowed for open discussion of survey findings.

#### **Supports and Resources used:**

- Regular meetings of the Forbairt Team facilitated by management.
- Up to date research in the areas of formative assessment and feedback. (Hattie and Timperley (2007), Nicol and MacFarlane Dick (2006), Boud (2007), Evans et al. (2014) and Mc Carthy (2017).
- PDST Leadership, Teacher Leaders’ workshops and seminars.

- Our PDST advisor, Lorcan O' Callarain.
- Junior Cycle Key Skills resources.
- JCT Inservice.
- Google Forms.
- Expertise from our in-school Forbairt Team.
- ALN meetings, sharing ideas and good practice.
- Staff meetings, for dissemination of information regarding the progress of our project.

#### **Main challenges addressed:**

- Establishing the initial Forbairt Team.
- Accessing I.T equipment to conduct student surveys.
- Keeping momentum going and interest in the project.
- Ensuring staff involved were given a voice, felt valued in their contribution and supported throughout.
- Engaging students in the project and showing them the value of such interventions.
- Sharing ideas and good practice at Forbairt Team meetings.
- Allowing time for giving feedback, allowing students to respond and providing opportunities for them to redo their work in the light of feedback given.
- Differences in male and female student perceptions of peer and self-assessment.
- More junior students having difficulties answering the more open-ended questions in the surveys.

#### **Findings:**

In terms of gathering evidence on current practices and strategies used by staff and those engaged in by students, the project was a great success. 80% of staff surveyed use formative assessment and feedback regularly and 100% agree it has a positive effect on student learning. 100% would like to receive more training in this area. There are still challenges regarding providing feedback for students, allowing them to respond and redo their work. Time and curricular constraints have been identified as key factors. More work still needs to be done in terms of the use of the student journal.

#### **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.***

- Moving forward we are going to make this a whole school approach.
- The Teaching & Learning Team delivered their findings to all staff in May 2019.
- The Principal/Deputy will deliver the details of this SIP in Sept and reiterate the importance now of a whole school approach to Formative Feedback, Assessment and the use of the journal for recording of homework.
- Croke Park time will be allocated to Formative Teaching & Assessment and the use of the journal for recording of homework.
- Each Dept will include this as part of their planning and submit
- The SSE team will continue to evaluate throughout the year and support staff

## LAOS – Focus on Formative Assessment and Feedback and journal use for recording of Homework.

### Dimension: Leadership & Management

#### Domain 1: Leading Learning and Teaching

##### Standard:

Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment

#### Domain 3: Leading School Development

##### Standard:

Lead the school's engagement in a continuous process of self-evaluation

### 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**

## Targets

### Domain 1: Leading Learning and Teaching

#### Standard:

Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment

1. Whole School approach to Formative Assessment & Feedback
2. Increase number of staff trained in Formative Assessment & Feedback
3. All subject plans to reflect Formative Assessment & Feedback use
4. All staff to ensure school journal is on the table for every class
5. All staff to ensure homework is written in school journal every class

### Domain 3: Leading School Development

#### Standard:

Lead the school's engagement in a continuous process of self-evaluation

1. Develop the SSE& DEIS team to support the SIP for the year
2. Gather data and analyze results throughout the year
3. Ensure all areas of the DEIS plan are reviewed and monitored throughout the year with areas for improvement identified

<b>OUR SCHOOL IMPROVEMENT PLAN 2019 – 2020</b> <b>WHOLE SCHOOL APPROACH TO FORMATIVE FEEDBACK &amp; ASSESSMENT AND THE USE OF THE JOURNAL FOR RECORDING OF HOMEWORK</b>	
Summary of main strengths as identified in evaluations in 2018/2019 SSE and WSE 2016:	The school has a student-centred approach Main focus is teaching and learning and relationship Excellent working relationships within the school community High standards of teaching and learning High retention and progression rates Excellent pastoral and student support structures but a greater emphasis on accountability for students needed Excellent SEN provision and planning Increase in numbers and a good curriculum provision to support the growth High level of extra-curricular activities High success for students academically, in competitions and in sport Profile of the school has greatly improved Good policy development and administration Great energy and an openness to take on new initiatives Highly effective leadership

<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<p>A whole school approach to Formative Assessment, feedback and homework All staff need to implement this and ensure homework is recorded in every class in the journal</p> <p>Students expectations need to be raised Parents expectations need to be raised Push more students for higher level Improve communication structures within the school</p> <p>Continue to develop teams within the school eLearning plan Develop study skills for all students</p> <p>Staff to follow the plan as outlined by senior management for the year</p>
<p>Improvement targets (related to students' achievement)</p>	<p>To increase students' recording of homework and the effective use of formative feedback &amp; assessment.</p> <p>The teaching and learning team support this by briefing staff in May 2019 on the Forbairt project and its success.</p> <p>The SSE team will then drive this out for the year, supporting staff and monitoring and evaluating at the end through recorded data from teachers and students.</p>
<p>Required actions (Related to Teaching and Learning that will help to achieve the targets)</p>	<p>The Teaching and Learning Team will brief staff in May 2019. The Principal/Deputy will go through the SIP with all staff in August. The SSE team will survey students and staff at the start of the year. The SSE team will create a bank of formative feedback resources to share with all staff. Croke Park hours will also be dedicated to staff training on Formative Feedback &amp; Assessment.</p> <p>Year Heads / Class teachers will also focus on this for the year</p> <p>The SSE team will meet regularly throughout the year, monitor and evaluate as they go. At the end of the year they will survey students and staff again to record any changes in attitudes to teaching and learning and/or improved results.</p>
<p>Persons responsible</p>	<p>The SSE team will lead out</p> <p>All staff are responsible for the implementation</p>
<p>Timeframe for action</p>	<p>All actions to be completed throughout the academic year 2019/2020</p>
<p>Success criteria/measurable outcomes</p>	<p>Improved attitudes to teaching and learning Improved rates of engagement in homework Improved results for the targeted classes Increased and meaningful use of school diary Improved skills for teachers in the use of formative feedback &amp; assessment Collaborative approaches among staff / students Familiarity with a wide range of formative feedback techniques to create fluid users Cross curricular collaboration</p>
<p>Review date(s)</p>	<p>Term 3 2020</p>