



Loreto Secondary School Bray

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

School self-evaluation is a process in which the school engages in small projects that investigate specific aspects of teaching and learning in the school, with a view to improving our insight into the quality of learning and teaching and leading to measurable improvements.

This report gives a brief outline of how SSE has been progressing recently in our school and the improvement plan for the current year that the process has given rise to.

In the last two years, we have looked at aspects of teaching and learning in our school to find out what we are doing well. These are some of the things we have discovered:

- We have an enthusiastic community of learners and teachers who are keen to explore new practices.
- There is comprehensive and very effective use of “traditional” feedback from teacher to student (e.g. verbally in class, annotations in copies/test scripts).
- Widespread use of traditional feedback from student to teacher is made through in-class questioning, monitoring of homework, regular tests/quizzes.
- There is very well established use of self- and peer-assessment.
- Engagement with and organisation of junior cycle classroom-based assessments (CBA’s) is well established. Subject learning and assessment review (SLAR) meetings are well-regarded by staff as a means to assist teachers develop expertise.
- Use of learning intentions and success criteria is very well established.
- Formal examinations are run efficiently and taken very seriously by students and parents. A common collegiate focus for teachers within subject departments is promoted through setting of common formal exams.

This is what we did to find out what we were doing well, and what we could do better:

- School inspection reports were reviewed.
- An in-depth staff survey was conducted on the theme of assessment.
- Other surveys and focus groups involving staff and students were conducted.
- Strengths such as those listed in the section above were identified through these avenues.

Some areas identified that might readily bring about improvement were as follows:

- Provide more opportunities for students to self-reflect on their learning and contemplate how they could take more control of their learning and become more independent learners. (Many of our students (historically) have a tendency to rely heavily on their teachers for direction and not to reflect regularly on their own learning; opportunities to reflect and self-evaluate have been inconsistent.)
- Explore/re-promote less traditional methods of providing feedback *to* teacher *from* student and promote more student reflection on their learning. e.g. through use of lesson reflection/evaluation sheets, show-me boards, etc. (A preliminary, small-scale project on student reflection sheets was launched in April 2021. Review of this led to decision to re-launch and broaden this project in September 2021.)
- Incorporate referencing of wellbeing indicators into subject plans and promote awareness amongst students (e.g. through student reflection/evaluation) of how they are referenced in lessons.
- Examine the school's progress in the area of digital/online learning and teaching.
- More engagement with students and parents on SSE initiatives would be desirable. A lot of good evidence for SSE planning has been gathered from teacher surveys and focus groups and feedback from the Department of Education and Skills (DES) inspectorate. Less has been got from students and parents of late.

This is what we are now currently working on or going to work on:

1. Student reflection

Teachers and students will be asked to continue with and deepen the practice of reflection on lesson topics, e.g. through use of student reflection sheets or Google Forms surveys.

2. Wellbeing Indicators (WI's)

- Teachers will be asked to spend time identifying how WI's may be referenced in subject plan documents and how lesson content can provide opportunities for promoting WI's.
- Student reflection at end of some lessons will focus specifically on how WI's were catered for in the lesson. (This will build on our project promoting the practice of using student reflection/evaluation sheets/surveys already underway.)

3. Digital/Online Learning

We will aim to survey staff, students and parents on this matter.

A summary document detailing useful information obtained from surveys will be produced and suggestions/recommendations made.

As well as item 3 above, students and parents will be consulted/surveyed with respect to items 1 and 2 also.

This is what you can do to help:

STUDENTS:

- Participate fully in class activities involving reflecting on lessons and their contents.
- Complete any surveys dealing with SSE matters.

PARENTS:

- Encourage your daughter in the above.
- Try to be available to your daughter as an additional source of ideas in the process of reflecting on lesson topics.
- Participate in surveys for SSE as you receive them from the school.
- Keep an eye on this SSE page for any developments that may arise.