



COLÁISTE MUIRE, ASKEATON

71700F

School Self-Evaluation

**Summary School Improvement Plan
for the School Community**

Phase 3 - Assessment

Evaluation period: September 2015 to January
2016

SIP Report issue date: February 2016

1. Introduction

1.1 The focus of the evaluation

As part of our ongoing work in the school, we conducted a school self-evaluation of teaching and learning in relation to Assessment. For more information please see our summary School Self-Evaluation Report which is available on the school website, www.colaistemhuireask.ie

This school improvement plan sets out the actions that we will undertake in the school in relation to Assessment. The main purpose of these actions is to improve our students' learning.

2. Summary of school self-evaluation findings

2.1 Our school has **strengths** in the following areas:

Strengths

- The commitment, drive, energy and experience of the board of management, senior management and staff is evidence that the school is well placed to progress the self-evaluation process (WSE-MLL Finding: 2012)
- Senior management promotes a culture of self-evaluation and review within the school community. (WSE-MLL 2012)
- There is a strong culture of CPD and involvement in school improvement initiatives.
- The willingness of teachers to engage with projects and initiatives was commended in the WSE-MLL report. The report stated that students are the ultimate beneficiaries through enhanced learning opportunities in the classroom.
- Literacy and Numeracy targets have been consistently addressed by staff.
- One of the WSE-MLL Findings was: *“There should be increased use of Assessment for Learning (AfL) including the development of questioning techniques and peer learning, as a means of further improving teaching and learning.”* A Follow-Through Inspection in 2014 noted *“Very good progress is evident in the implementation of this recommendation. Assessment for Learning (AfL) has been the focus of discussion at staff meetings, relevant documentation has been circulated to all staff and the AfL approach has been fully integrated into the school’s ongoing work on embedding critical thinking skills throughout the school as part of The Learning School Project.”*
- Furthermore, the 2014 Follow-Through Inspection stated: *“It is evident that school management and staff is continuing to take a well-organised and proactive approach to all aspects of school improvement, and in particular to teaching and learning.”*

- In relation to assessment, two-thirds of the students surveyed reflect on their progress at the end of a lesson.
- 87% of students feel that they are clear on what they were expected to achieve by the end of a task.

2.2 Our school has identified the following areas of development:

Areas for development

- Questioning
- Student reflection
- Student self-assessment
- Feedback

The areas identified as priority for this SIP are questioning and student reflection. Learning from previous SIPs we decided to take a smaller number of achievable targets at a time.

2.3 Our school has set the following targets for improvement and identified the following actions which will help in achieving those targets over the next three years.

Targets for Improvement	Action
Increase the wait time after a question is asked.	Teachers to wait 6-10 seconds after asking a question for a response.
Employ a greater variety of questions	Teachers to focus on effective questioning using Bloom’s Taxonomy. Samples of question words to be given to each teacher.
Student reflection to be the focus of the FORBAIRT initiative	Teachers to utilise more strategies to encourage students’ oral participation including think/pair/share FORBAIRT project 2015/2016 to focus on student self-reflection

2.4 We know we will have achieved our targets when:

- There is improved participation and confidence by students & better quality answers in class
- Students have a greater understanding of Bloom’s Taxonomy and key examination words
- Students in 1st Yr become familiar with the language of reflection.
- The 1st Yr student diary/blog will serve as concrete evidence of reflection.