

# School Self Evaluation Report

---

*St. Catherine's Special School,*

*Newcastle, Co. Wicklow.*

*School Roll Number: 19522L*

## School Self-Evaluation Report

Evaluation period: **2020-2021**

Report issue date: *June 2021*

# School Self Evaluation Report

## *School Self-Evaluation Report*

### 1. 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.

#### 1.1 Outcomes of St. Catherine's Special School last improvement plan for the school year 2020 to 2021.

##### Planning

Targets	Actions	Persons/groups responsible	Outcome 2020 - 2021
Create a uniformed planning template (CM's, termly, yearly) for primary, L1LP and Asdan	Design planning formats for Primary, Junior and Senior Cycle with the aim of keeping these planning formats as similar as possible	All teachers	Planning formats were designed and are being used by teachers. Teachers' plans (CM's, yearly, termly) identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning. Teachers reported that the Primary planning template easy to use. Teachers are still getting used to the new Language Curriculum and have requested more information or a workshop on teasing out learning outcomes into appropriate learning experiences in our classrooms. Teacher reported that the L1LP template is user and very helpful when planning your day to day teaching
Collect and monitor planning	Teachers to upload plans to Google Drive each month	Principal and Deputy Principal	Planning collected monthly by the Deputy Principal and monitored by Principal and DP

##### Assessment

Targets	Actions	Persons/groups responsible	Outcome 2020 - 2021
Create an assessment policy	Create an assessment policy	Deputy Principal	Assessment Coordinator collaborated with teachers to collectively develop a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is

## School Self Evaluation Report

			reviewed collectively. Principal to review assessment practices annually
Create progress and summative assessment portfolios for each student	Create an assessment folder for each student on Drive	All teachers	Class teachers to created assessment for learning portfolios contain evidence which reflects each child's individual learning. Teachers collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school. Teachers reported that the number of folders in the Primary SALF folders could be reduced. Teachers also commented that parents liked to see the pictures/videos inthe assessment folders during IEP meetings
Carry out formative assessments	Each teacher to use the formative assessments	All teacher	Teachers gave feedback on their experiences of using the formative assessments. On acting upon this feedback the age range for the assessment was removed from the front covers

### Individual Education Plans

Targets	Actions	Persons/groups responsible	Outcome 2020 - 2021
Develop a pre IEP meeting to gain feedback from parents	Teachers have discussed the new IEP format with parents. Teachers felt it would be useful to send out a feedback form prior to IEP meetings	All teachers	A pre IEP meeting document has been designed and will be sent out to parents prior to IEP meetings. This document will be reviewed annually.

### Digital Learning

Targets	Actions	Persons/groups responsible	Outcome 2020 - 2021
Develop skills such as using google slides, the effective use of interactive touch screens in class, designing differentiated	Teachers confident in using drive can collaborate with other teachers in sharing their skills. All teachers to create student portfolios	All teachers	Teachers feel more confident in creating differentiated teaching and learning resources using google slides such as using slides for readers and to scan story books. Teachers have created portfolios for all students. Teachers have suggested making short videos on how to use each part of google drive (especially useful for new staff who may not be familiar with the system)

## School Self Evaluation Report

learning resources, recording student progress, creating student portfolios			
Incorporate the use of AAC into teaching and learning	Compile a presentation to share with teachers on examples of AAC use across the day	Digital Learning Coordinator Lámh Coordinator	Google slide presentations shared with teachers on Drive showing different ways AAC can be incorporated into teaching and learning. Lámh videos shared with teachers on Drive. Teachers reported that they find doing the same repeated activities each day with high tech devices helps to incorporate their use e.g. saying hello, day of the week, schedules, colours, numbers etc and students are now independent at responding to these activities using their devices, navigating to pages etc

### 1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period of September 2020 to June 2021. We evaluated the following aspects of teaching and learning:

Standard	Statement(s)
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.

Standard	Statement(s)
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers approach assessment to endeavour to support students' learning and to measure their attainment.  Teachers have collectively developed a whole school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.

## School Self Evaluation Report

---

	Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.
--	--

Standard	Statement(s)
Pupils engage purposefully in meaningful learning activities	Pupils use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.  Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.
Teachers collectively develop and Implement consistent and dependable formative and summative assessment practices	Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole school level.

### 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:

# School Self Evaluation Report

---

Outline of proposed School Self Evaluation for the period 2019 - 2022

