

St. Patrick's Comprehensive School, Shannon, Co. Clare

School Improvement Plan for Teaching and Learning January 2018 to May 2020

Date of Ratification by Board of Management: 30/01/18

Summary of main strengths	<ul style="list-style-type: none">• Most students and parents are comfortable approaching staff in relation to issues that occur either inside or outside the classroom.• A very focused and dedicated teaching staff who are committed to CPD.• There is a commitment by all staff to continuing the schools proud tradition of being open, friendly and welcoming.• The provision of teacher based classrooms allows for individual personalisation of rooms which allows teachers to provide a variety of stimuli to promote learning.• Staff members work as a team to provide a positive school environment for all pupils.• There has been ongoing promotion of Literacy and Numeracy.• The provision of an ASD class in a purpose built Special Needs Unit• The care of students is a significant strength in the school. There is a very good pastoral care system in place involving Class Tutors, Year Heads, Special Needs Co-ordinator, Chaplain and Guidance Counsellor.• Staff are committed to the provision of a wide range of co-curricular and extracurricular activities.• The schools physical environment is excellent and includes a well resourced library, managed by a full time librarian.• All school stakeholders are committed to school development and improvement.• Student achievements are acknowledged and celebrated by the school community on the school web site, on the school Facebook page, in the end of year Newsletter, at assemblies and in displays in key areas of the school.• Students have access to a very broad curriculum.• The school has a very strong presence within the community and is the venue for many community events.
----------------------------------	---

**Summary of main areas
prioritised for improvement
in Teaching and Learning**

- Students need to be made aware of the learning intentions at the beginning of each lesson.
- Greater opportunities should be provided for students to demonstrate understanding.
- More opportunities should be provided for student pair/group work in the classroom.
- Students should be provided with feedback which helps them to recognise what needs to be done to bridge any gaps in learning and understanding.
- Teaching methodologies should be tailored in line with student abilities, assessment results and student feedback.
- There should be a greater emphasis on peer teaching and peer assessment.
- There should be greater collaboration and sharing of expertise and resources among teachers.
- A broad range of teaching methodologies should be used to help all learners.
- There should be a broad range of differentiated questioning styles to encourage greater student participation and to increase the possibility of students successfully answering questions.
- A review of the Homework Policy and the development of subject specific homework guidelines.
- Further develop teacher awareness and understanding of AFL.
- Assessment criteria should be shared in every lesson and feedback on assessed work should indicate clearly how improvement may be made.

Targets for Improvement in Teaching and Learning

Improvement Target	Required Actions	Persons Responsible	Measurable Outcomes	Timeframe	Review Date
1. Clear communication of learning intentions to students.	Teachers will clearly communicate the learning intentions for each lesson at the beginning of each class period.	All teaching staff.	Students will be more actively engaged in class as they will have a greater understanding of what they are expected to learn.	January 2018 to May 2018.	September 2018

Improvement Target	Require Actions	Persons Responsible	Measurable Outcomes	Timeframe	Review Date
2. Teachers will regularly provide written feedback to students.	<p>Comments need to clearly written.</p> <p>Feedback should be provided incorporating the 'sandwich' approach, i.e., What you did well, where you went wrong and how to improve it.</p> <p>Time should be given in class to read, reflect on and ask questions about the feedback.</p> <p>The value of feedback should be explained to students.</p> <p>Parents should be encouraged to discuss feedback with their children.</p>	Teachers, students, parents and management.	<p>Students will be more actively engaged in class.</p> <p>Students will see learning as a process and will not be afraid to make mistakes.</p> <p>Students will learn from their mistakes.</p> <p>A greater engagement in and a greater understanding of students learning by parents.</p>	January 2018 to May 2018.	September 2018

Improvement Target	Required Actions	Persons Responsible	Measurable Outcomes	Timeframe	Review Date
3. All teachers will use CAT results and information from primary schools to inform their teaching strategies and expectations.	<p>Make CAT results available to teaching staff in a secure shared folder on the school network.</p> <p>Make a hard copy of primary school information available to all teaching staff in the office.</p> <p>Briefing by Year Heads at the beginning of each term.</p>	All teaching staff and management.	<p>Class tests and term tests.</p> <p>Attendance levels.</p> <p>Frequency of referrals for discipline issues.</p>	January 2018 to May 2018.	September 2018

Improvement Target	Required Actions	Persons Responsible	Measurable Outcomes	Timeframe	Review Date
4. Improve sharing of expertise and resources among staff.	<p>More frequent and structured subject department meetings.</p> <p>Staff presentations at staff meetings.</p> <p>Sharing of resources on school network.</p> <p>Peer classroom observations and feedback.</p>	All teaching staff and management.	Feedback from staff at staff meetings and subject department meetings.	January 2018 to May 2018.	September 2018

Improvement Target	Required Actions	Persons Responsible	Measurable Outcomes	Timeframe	Review Date
5. Greater use of Assessment For Learning (AFL) in all subject areas	Use of PDST facilitators. Use of on line tutorials. Presentations from staff. Develop a bank of AFL strategies for teacher use.	All teaching staff and management.	Student and staff surveys. Class test and term tests.	January 2018 to May 2018.	September 2018

Improvement Target	Required Actions	Persons Responsible	Measurable Outcomes	Timeframe	Review Date
6. Homework	Review of Homework Policy. Develop subject specific homework guidelines. Communication of the importance of homework to students and parents.	All teaching staff and management	Quality of homework observed by teachers. Frequency of referrals to Year Heads and notes in journals regarding homework.	January 2018 to May 2018.	September 2018

Improvement Target	Required Actions	Persons Responsible	Measurable Outcomes	Timeframe	Review Date
7. Increase opportunities for students to work in groups.	Teachers should include pair/group work in as many lessons as possible. Classroom seating should be conducive to group work. Sharing of group work ideas at subject department and staff meetings. Use of on line tutorials on group work.	All teaching staff and management	Class and term tests. Student questionnaires.	January 2018 to May 2020	September 2018

