

Core Theme: Teaching & Learning

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Priority Area: Student Attendance

Domains:

- Learner Outcomes(T&L)
- Leading Learning & Teaching(L&M)
- Learner Experiences(T&L)
- Managing the Organisation(L&M)

Target:

- Improve student attendance
- Accurate attendance records

Action:

→ Absent text to be sent home.

Action to 2/2/22	Impact on T&L?
Enhanced Communications tool for VShare	Greater communication between school & home Parents can email Year Heads through VShare Absent email will be sent to App – follow up with text if not read.

→ **COVID Action:** Promoting & monitor attendance and engagement for remote T&L

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Teachers to record attendance for remote T& L• Alert Year Heads who will communicate with parents via text, email and telephone.	<ul style="list-style-type: none">• Encourage students continued engagement with their learning.• Support parents in keeping them informed at to their student's engagement.

	<ul style="list-style-type: none"> Support staff who don't have the same feedback opportunities online as they do onsite.
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→ Roll call to be taken in every class on VSware.

Action to 3/2/22	Impact on T&L?
In place	<ul style="list-style-type: none"> Students & parents are aware of the impact of poor attendance on attainment in subjects. Year Heads, Pastoral Care and SEN Teams can identify patterns of attendance.

→ Absent & Lates to be recorded on school reports.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> In place 	<ul style="list-style-type: none"> Partnership between school & home. Greater accountability from parents and students and recognition of importance of attendance in impacting T& L and attainment.

→ Parental access to VSware for parents to monitor student's attendance.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> All parents given access to VSware once student is enrolled. Enhanced access secured in January 2022 with the new Communication tool – parents to be encouraged to download the VSware app which will enhance digital communication between school & home. 	<ul style="list-style-type: none"> Partnership between school and home. parents/guardians can monitor attendance, behaviour and attainment and work with school in supporting learning.

→ Liaison between Attendance Officer, Year Head & Management to promote attendance with individual students.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Post of Responsibility for attendance – Anne Howard; Cathy Keane Work with parents in developing individual attendance strategies. 	<ul style="list-style-type: none"> Consistent attendance has a proven positive impact on T& and attainment.

→ Active engagement with Education Welfare Officer (EWO)

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Positive working relationship with EWO – Debbie McDonagh Constructive and creative engagement to develop targeted interventions for specific students. 	<ul style="list-style-type: none"> Consistent attendance has a proven positive impact on T& and attainment.

→ Teachers to report 'By Subject Absence' at P/T Meetings.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Features in p/t meeting 	<ul style="list-style-type: none"> Teachers can illustrate the impact of repeated absence on attainment and progression in a subject.

→ Monitoring of Attendance figures by Year Head – individual student attendance report to be generated from VSware followed by letter if there is no improvement alerting parents to attendance concern.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> On going – also features in disciplinary committee meetings, SEN & Pastoral care meetings with parents. 	<ul style="list-style-type: none"> Consistent attendance has a proven positive impact on T& L and attainment.

→ Reward system to recognize punctuality and good attendance.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Merit Awards available on VSware – positive behaviour score 	<ul style="list-style-type: none"> Consistent attendance has a proven positive impact on T& and attainment.

→ Attendance postcards to be sent home recognizing excellent attendance

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Comp Postcards sent out to students for positive impact on school community 	Students will have a greater sense that they are recognised and celebrated for their positivity which will further enhance their positive relationship with school and learning.

Priority Area: Student Attainment

Domains:

- Learner Outcomes(T&L)
- Teacher Individual Practice(T&L)
- Leading Learning & Teaching(L&M)
- Teacher's collective/collaborative practice.(T&L)

Target:

- Promotion of Higher Level
- Increase attainment across all subject areas.

Action:

→ Exam results comparisons with National Average to be included in Subject Plans

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Feature in Subject Plans since 2019	<ul style="list-style-type: none">• Highlights for teachers if there is a significant difference between attainment in school and national average – promotes development of strategies to address any negative discrepancy.

→ Referral system for students who maybe struggling in a subject.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Teachers can communicate directly with parents if concerned about a subject.• Teachers can refer to Careers & SEN if concerned about a student's attainment in a subject – Year Head included in all referrals.	<ul style="list-style-type: none">• Early intervention can prevent students continuing with subjects/levels that are proving challenging.• Referrals can provoke explorations that may identify SEN and result in targeted interventions.

<ul style="list-style-type: none"> AFL Reports highlight how attainment can be improved in subjects. 	
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→ Level Change Request & Recommendation Forms for monitoring level changes.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> In place 	<ul style="list-style-type: none"> Encourages good communication and partnership between school & home. Ensures level changes are planned and considered.

→ Restructuring of Timetable to facilitate greater student choice which will reflect ability & aptitude.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Student preferences polled April 2019; March 2020; March/April 2021 Subjects scheduled in response to preferences 2019/2020; 2020/2021 and subject to teacher allocation. Decision to change Science from compulsory at JC and MFL from compulsory at LC to ensure correct assignment of resource allocation. 	<ul style="list-style-type: none"> Students are happier and more successful studying subjects they have a genuine interest and aptitude – small percentage of students who changed subjects in Sept 2019 -20% in 5th year; 11% in 1st year. Refined teacher resource allocation to reflect subject demand and student preferences. Elimination of 'subject trial period' in 1st year and removed the necessity for static blocks and has resulted in a more flexible and responsive timetable; has increased the relevant tuition time for all students and teachers. Option blocks are responsive to student preferences which reflects their interests and aptitudes – creates greater opportunities for students to be assigned subjects where they have the greatest potential to be successful. Students with a language exemption at senior cycle effectively gained a subject option once compulsory MFL was changed. Science is strongly recommended at Junior Cycle and has significant uptake – the optional nature allows those students

	without a strong aptitude to experience success in another option subject.
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→ Restructuring of Timetable to ensure blocking of core subjects.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> In place since 2019/2020 timetable 	<ul style="list-style-type: none"> Facilitates assignment of Team teachers & resurce classes at Junior & Senior Cycle. Facilitates greater subject department correlation which will accommodate students changing levels at Senior Cycle

→ Review of SEN/Resource hours assignment to ensure those students with an entitlement to support hours benefit from them.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Timetable reviewed in January 2019 and additional Resource class assigned. 2019/2020 timetable planned for increased assignment of SEN & ASD allocation. 2020/2021 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation 2021/2022 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation 	<ul style="list-style-type: none"> Fulfill school's commitment to the principles of the Continuum of support. Assigns the greatest level of support to the students with the greatest level of need.

→ Restructuring of Timetable to timetable for Careers classes at Senior Cycle.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Career's classes assigned in both 5th & 6th year. Careers facilitated in TY – Career's Day. Career's to be scheduled at Junior Cycle as part of Wellbeing commitment. 	<ul style="list-style-type: none"> Supports students & parents in decision making process.

→ Review of Chaplain's timetable to facilitate access to Pastoral Care for students who need support.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Chaplain's timetable reviewed for 2019/2020 timetable – reducing the number of classes scheduled. Chaplain's timetable further reviewed for 2020/21 timetable reducing class contact to 6 hours maximum. 	<ul style="list-style-type: none"> Reduction in class contact increases the time available for Pastoral Care interventions and support.

→ Progression: recording and celebration of student achievement – roll of honour to be published annually.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Celebration and recognition of student awards/scholarships arising from attainment in the Leaving Certificate. 	<ul style="list-style-type: none"> Reinforces the correlation between consistent hard work and attainment. Provides inspiration and evidence for students.

→ Student Progression Profiles – important to reflect all areas of achievement; the journey rather than the ultimate destination and the impact on wellbeing/'happiness factor' is important.

Action to 3/2/22	Impact on T&L?

Priority Area: Subject Planning

Domains:

- Teachers collective/ collaborative practice.(T&L)
- Leading learning & teaching(L&M)
- Teacher's individual practice.(T&L)
- Developing leadership Capacity(L&M)
- Leading School Development(L&M)
- Learner Outcomes (T&L)
- Learner Experiences(T&L)

Target:

- Scheduling of Subject Planning Meetings.

- Format of Subject Plans.

Action:

→ Subject planning to be scheduled as part of staff days at beginning of academic year.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Facilitated by flexible scheduling on return to school. 	<ul style="list-style-type: none"> • Quality subject planning ensures continuity and accountability.

→ Subject Planning meetings to be scheduled and minutes recorded using JC Professional Time & Croke Park hours.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • All staff have been assigned JCT planning time throughout the year which facilitates subject planning meetings. 	<ul style="list-style-type: none"> • Enhanced co-ordination and cooperation in subject departments; facilitates the induction of new staff; greater sharing of resources and methodologies.

→ Subject Departments to assign a Chair & Secretary annually

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In place 	<ul style="list-style-type: none"> • Shared responsibility amongst all staff ensures continuity and diversity.

→ Agreed Subject Plan Template for all subject areas to include:

- ✓ an annual review of State Exam Results;
- ✓ attainment comparison with national average;
- ✓ participation rates and
- ✓ Student Profiles examining Success Criteria eg Attendance, Parental Support, Participation, Homework & Aptitude.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In place for 2019/2020 academic year • In review for 2021/2022 academic year 	<ul style="list-style-type: none"> • Consistent approach across all subjects gives all subjects on the same status. • Consistency in approach encourages cross-curricular links and approaches. • Facilitates cover staff continuing with delivery of curriculum in agreed manner.

→ Enhanced use of technology with shared on-line template for individual departments to edit.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• In place for 2019/20 academic year• Template being reviewed for 2021/22 academic year	<ul style="list-style-type: none">• Editing from year to year allows teachers to trace and account for evolution of planning.• Template reduces the workload on subject departments.

→ Completed plans to be printed and available in Principal's office.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Printed for 2019/20• Retained as digital in Shared Staff Teams for 2020/21 & 2021/22 - will print as required.	<ul style="list-style-type: none">• Will be available for inspections.

→ Digital version of completed plans to available through SharePoint on Office 365

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• In place from 2019/2020 academic year	<ul style="list-style-type: none">• Ensures all apply agreed consistent approach.

Priority Area: Literacy

Domains:

- Learner Outcomes(T&L)
- Learner Experiences(T&L)
- Teacher Individual Practice(T&L)
- Leading Learning & Teaching(L&M)
- Teachers' collective/collaborative practice.(T&L)
- Developing Leadership Capacity(L&M)

Target:

- To implement a whole school initiative for literacy.

Action:

→ Post Holder assigned to promote literacy.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Ciara Golden appointed to AP II position in January 2019.• Included in Ciara Golden's acting AP I position in November 2020• Ciara has developed and shared a Literacy Plan with all staff.	<ul style="list-style-type: none">• Ensures commitment to Literacy focus in school.

→ Literacy rich environment.

Action to 3/2/22	Impact on T&L?

→ Promotion of Literacy across all subject areas using Keywords.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Features as part of Literacy Plan	<ul style="list-style-type: none">• Reinforces learning.

→ Subject specific Keywords to be displayed in classrooms and in subject areas.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Featured in classrooms until COVID protocols necessitated the move to Teaghlach based classrooms.	<ul style="list-style-type: none">• Reinforces learning.

→ Keyword class tests.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• In place in subjects and as part of Subject Plans.	<ul style="list-style-type: none">• Reinforces learning.

→ Literacy Week/Reading Week to be promoted and celebrated.

Action to 3/2/22	Impact on T&L?

→ Paired reading/reading buddies.

Action to 3/2/22	Impact on T&L?

→ School based competitions in writing.

Action to 3/2/22	Impact on T&L?

→ Increased use of school library within classtime.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Scheduled library classes as part of English Subject Plan.COVID – repurposing of library into 3 classrooms September 2020March 2020 reopening of repurposed CDU as new school library – explore possibility of accommodating library classes with social distancing requirements.	<ul style="list-style-type: none">Reinforces learning.Encourages a love of readingDevelops vocabulary.

→ Incentives to encourage students to access the library outside class time.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Library accessed by students during break and lunchtimes to read, play chess/draughts, use computers, play games – safe space for socializing for students who struggle socially.September 2020 – library no longer available at breaks.March 2022 – Library Access Application to facilitate students accessing the new library again during breaks while still complying with COVID protocols.	<ul style="list-style-type: none">Supports student wellbeing.

→ Award for library use.

Action to 3/2/22	Impact on T&L?

→ Explore sourcing a Writer in Residence Programme.

Action to 3/2/22	Impact on T&L?

→ Explore Alumni guest speakers – writers, broadcasters, bloggers.

Action to 3/2/22	Impact on T&L?

→ Literacy Strategies to be identified & agreed in Subject Plans.

Action to 3/2/22	Impact on T&L?

→ Explore whole school Drop Everything and Read Initiative.

Action to 3/2/22	Impact on T&L?

Priority Area: Numeracy

Domains:

- Learner Outcomes(T&L)
- Learner Experiences(T&L)
- Teacher Individual Practice(T&L)
- Leading Learning & Teaching(L&M)
- Teachers' collective/collaborative practice.(T&L)
- Developing Leadership Capacity(L&M)

Target:

- To implement a whole school initiative for numeracy.

Action:

→ Post Holder assigned to promote numeracy.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Pauline Gallery appointed AP II January 2019	<ul style="list-style-type: none">Ensures commitment to Numeracy focus in school.

→ Survey of students' attitude to Maths at the beginning and end of year.

Action to 3/2/22	Impact on T&L?

→ Standardized numeracy test at start of the year which is repeated at the end of the year.

Action to 3/2/22	Impact on T&L?

→ Numeracy rich environment.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Murals and posters throughout the school building.	<ul style="list-style-type: none">Use of humour and visuals reduces anxiety around Maths and increases familiarity

→ Participation in local & national Maths competitions.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Maths competition –February 2022	

→ Numeracy Week – initiatives to engage students in a fun way.

Action to 3/2/22	Impact on T&L?

→ Celebration of PI Day

Action to 3/2/22	Impact on T&L?
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<ul style="list-style-type: none"> • Celebrated onsite in 2019 & online in 2020 	<ul style="list-style-type: none"> • Use of humour and creativity reduces anxiety around Maths and increases familiarity
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→ Students to calculate their own percentage from class tests.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In use by subject departments. 	<ul style="list-style-type: none"> • Highlights relevance and provides numeracy moments which reinforce learning.

→ Numeracy Moments to be identified in Subject Plans.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Identified in all subject plans 	<ul style="list-style-type: none"> • Highlights relevance and provides numeracy moments which reinforce learning.

→ Numeracy Strategies to be identified & agreed in Subject Plans.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Identified in all subject plans 	<ul style="list-style-type: none"> • Highlights relevance and provides numeracy moments which reinforce learning.

→ Explore Alumni guest speakers to highlight careers in Maths.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Partnership with Martin Hartigan and Intel Maths Mentoring programme to support students experiencing difficulties in Maths; provided at Intel. 	<ul style="list-style-type: none"> • Highlights relevance of Maths in 'real world' and reinforces learning.

→ Invite 'business guest speakers' to demonstrate the practical applications of Maths.

Action to 3/2/22	Impact on T&L?

→ Explore Coding for TY; Short Course in JC or as an extra-curriculum programme

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> STEM project led by J Murphy with 12 5th year female students - January 2022 	<ul style="list-style-type: none"> Promotion of STEM among female students

Priority Area: SEN

Domains:

- Learner Experience(T&L)
- Teacher individual Practice(T&L)
- Leading Learning & Teaching (L&M)
- Teacher' collective/collaborative practice.(T&L)
- Learner Outcomes (T&L)
- Managing the organisation (L&M)
- Developing Leadership Capacity (L&M)

Target:

- All SEN students will be identified;
- students' profiles will be drawn up;
- teaching resources designated for SEN will allocated to meet the needs of students and in line with best practice.
- Comprehensive testing and retesting of target students to measure effectiveness of practice.

Action:

→ Review of SEN assignment to date.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Timetable reviewed in January 2019 and additional Resource class assigned.2019/2020 timetable planned for increased assignment of SEN & ASD allocation. 2020/2021 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation 	<ul style="list-style-type: none"> Fulfill school's commitment to the principles of the Continuum of support. Assigns the greatest level of support to the students with the greatest level of need.

<ul style="list-style-type: none"> 2020/2021 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation 	
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→ Review timetabling practice to ensure SEN allocation is assigned appropriately.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Timetable reviewed in January 2019 and additional Resource class assigned. 2019/2020 timetable planned for increased assignment of SEN & ASD allocation. 2020/2021 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation 	<ul style="list-style-type: none"> Fulfill school's commitment to the principles of the Continuum of support. Assigns the greatest level of support to the students with the greatest level of need.

→ Introduce WRAT testing of all incoming 1st year students.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Introduced for 2019/2020 academic year. WRAT testing during Induction for 2020/2021 academic year. Schedule WRAT testing for 2021/2022 admission in September 2021. Purchased WIATT testing in January 2021 as a n additional testing tool. Engaging with NEPS to upskill in use of PADI testing for 2021/2022 Purchase of PADD-E for 2021/2022 - all 1st year student sto be tested in March 2022 	<ul style="list-style-type: none"> Identifies students who may have difficulties onsite very quickly. Targeted interventions can be assigned to support students. School is responsive to the evolving needs of students. Identifies student who make require additional testing/assessment. Supports applications for NEPS Interventions &/or RACE applications. Provides valuable information for teachers which can be used for differentiation. Upskilling of testing Team expands the range of expertise in school which encourages staff collaboration and creativity in proposing solutions to cater for the needs of students.

→ Retesting of WRAT at the end of 2nd year and 5th year.

Action to 3/2/22	Impact on T&L?
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<ul style="list-style-type: none"> • Retesting currently being used in September of 6th year and November of 3rd year to support RACE applications. • Retesting used to explore why a student maybe experiencing difficulties in attainment or engagement. 	<ul style="list-style-type: none"> • Ensures students will be granted the accomodations they are entitled to for the State Examinations. • Supports post Leaving Cert DARE applications. • Fulfills our commitment to supporting students paretns in accessing and attaining in education.
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→ Expand training in WRAT to the SEN team.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • 5 staff members currently trained in WRAT testing. • SEN Team trained in PADD-E 	<ul style="list-style-type: none"> • Upskilling of testing Team expands the range of expertise in school which encourages staff collaboration and creativity in proposing solutions to cater for the needs of students.

→ Source whole staff CPD in areas of SEN.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Whole staff CPD in Dyslexia; Differentiation, ASD, Teams. • Whole staff JCT day for L2LP in April 2022 • Internal CPD delivered by L2LP coordinator – L Leonard 	<ul style="list-style-type: none"> • Supports understanding and equips staff to differentiate effectively for all students.

→ Review of SEN team:

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Expansion of SEN Team with teachers who have expressed an interest in SEN. • Recruitment of SEN staff. • Delineation of roles within the SEN Team: • ASD co-ordinator - allocation of administration time, • SEN Mainstream Co-Ordinator – allocation of administration time, • Student Support Centre Foinse Co-ordinator as a post of responsibility 	<ul style="list-style-type: none"> • Teachers with a specific interest in an area eg SEN have identified that interest in their Wishlist which ensures that staff with an interest, aptitude and skillset in this important field are assigned to SEN students. • Administration time ensures necessary coordination takes place in an efficient and effective manner thereby supporting the needs of students.

<ul style="list-style-type: none"> • RACE Application Coordination - allocation of administration time, • SEN Strategy Document August 2021 – ASD Team; SEN Team; SNA Teams – ASD & Mainstream; RACE Team; IT-SEN liaison 	
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→ Assignment of SEN coordinator for Inbhearr; 1st -3rd years & 4th - 6th years.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • ASD Inbhear Co-ordinator: Yvonne Nugent • SEN Mainstream Co-ordinator: Damian O'Domhnaill • SEN Strategy Document August 2021 – ASD Team; SEN Team; SNA Teams – ASD & Mainstream; RACE Team; IT-SEN liaison 	<ul style="list-style-type: none"> • Administration time ensures necessary coordination takes place in an efficient and effective manner thereby supporting the needs of students. • Clear referral pathways for staff, Year Heads and parents. • Supports and promotes liaison with external agencies eg NEPS, SENCO, EWO etc

→ Assignment of RACE coordinators for Junior Cycle & Senior Cycle.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • RACE Co-ordinator: Emer Magee & Edel McDonnell 	<ul style="list-style-type: none"> • Facilitates efficient and effective co-ordination.

→ Establishment of a Student Support Centre – Foinse for secure housing of all student files and meeting area.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In operation September 2019 	<ul style="list-style-type: none"> • Sensitive student information stored securely- facilitates accessing student supports. Staff can access important information in relation to students and differentiate accordingly.

→ Timetabling of weekly SEN meetings.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Timetabled since September 2019 	<ul style="list-style-type: none"> • Facilitates efficient and effective co-ordination.

→ Timetabling of weekly RACE meetings.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Scheduled for 2019/2020 academic year.Reviewed for 2020/21 academic year – not scheduled allows freedom to schedule meetings when needed.	<ul style="list-style-type: none">Facilitates efficient and effective co-ordination.

→ SEN referral forms in the teacher handbook.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">In place since September 2019Digital referral document being developed in February 2022	<ul style="list-style-type: none">Clear referral pathways for staff, Year Heads and parents.

→ SEN details to be recorded on VSware.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">All student SEN records updated for September 2020	<ul style="list-style-type: none">Provides vital information for staff to facilitate understanding and differentiation.

→ SEN identifier on student dashboard to alert teachers to liaise with appropriate SEN coordinator.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Available on VSware – not currently widely used.	<ul style="list-style-type: none">Quick identifier for staff.

→ SEN to form part of all Subject Plans.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">In place since 2019/2020 academic year.	<ul style="list-style-type: none">Supports understanding and equips staff to differentiate effectively for all students.

Priority Area: Assessment

Domains:

- Learner Outcomes (T&L)
- Learner experiences (T&L)
- Teacher's Individual Practice(T&L)
- Teachers' collective/collaborative practice(T&L)
- Leading Teaching & Learning(L&M)
- Leading School Development (L&M)
- Developing Leadership Capacity (L&M)

Target:

- **AFL:**
 - Greater use of Assessment For Learning (AFL)in all subject areas
- **Homework:**
 - Assignment of meaningful & purposeful homework which is cognizant of the need for balance between homework & study and takes account of the calendar of demands on students.
- **Written Feedback:**
 - Teachers will regularly provide written feedback to students.
- **Inhouse Exams:**
 - Summative assessment which provides students with an experience which prepares them for State Exams.
 - Inhouse exams will be a tool in supporting teaching & learning.
 - Inhouse exams will provide students & parents with a measure of student progress.
 - Inhouse exams will reflect the increasing use of continuous assessment particularly at Junor Cycle and the scheduling of CBAs.

Action:

AFL:

→ Engage with the PDST to source Formative Assessment/AFL Inservice for staff.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Staff received PDST training in AFL on 19/11/2019 & 13/12/2019. 	<ul style="list-style-type: none"> • Students receiving more meaningful & informative feedback from teachers which enhances learning.

→ Introduce additional AFL (no grades) reports at October and Easter for each year group.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> AFL reports were sent in October 2019 & will be sent again at Easter 2020. Reviewed for 2020/2021 academic year: AFL reports dispatched for 3rd, & 6th years in October and in March for 1st, 2nd & 5th year students. 	<ul style="list-style-type: none"> Students receiving more meaningful & informative feedback from teachers which enhances learning.

→ Greater use of AFL style commentary across all subjects.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Received valuable ideas from PDST training. 	<ul style="list-style-type: none"> Students receiving more meaningful & informative feedback from teachers which enhances learning.

Homework:

→ Review Homework Policy

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Policy being reviewed by designated AP1 post holder -post holder seconded November 2021. 	<ul style="list-style-type: none"> Will help students to plan their homework & study times.

→ Study skills seminars for students.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Reviewing a study skills booklet & incorporating it into the student journal. Study strategies incorporated in revised student journal. 6th year inhouse study Skills Seminars in November 2020 organized by Year Head D Daly. February 2022 – sourced a CBT Study Skills programme for students & parents 	<ul style="list-style-type: none"> Will give students various study strategies.

→ Information for students and parents as to the changing nature and purpose of homework from Junior Cycle (reinforcement) to Senior Cycle (independent learning).

Action to 3/2/22	Impact on T&L?
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<ul style="list-style-type: none"> • This will be presented to parents on the open nights. • Junior & Senior Cycle sections of school website. • Guidance included in school specific journals. 	<ul style="list-style-type: none"> • Parents will be more aware of their child's educational progress & will be able to support their child better.
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→ Balance needed between homework and study.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Being reviewed by designated AP1 post holder - seconded November 2020 	

→ Assign homework that teaches study strategies/skills eg create flashcards/mind maps etc

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Actively being done by individual subject teachers. • Studyclix access available for 2nd, 3rd, 5th & 6th year students. 	<ul style="list-style-type: none"> • Reinforces material covered in class.

→ Teacher and student peer mentoring and demonstrations of study skill apps.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Currently being undertaken by an AP2 postholder. • ACCS Middle Leadership Project examining student study and developing student specific strategies • 6th year inhouse study Skills Seminars in November 2020 organized by Year Head D Daly. • February 2022 – sourced a CBT Study Skills programme for students & parents 	<ul style="list-style-type: none"> • Gives students practical study strategies. • Promotes independent learning and greater awareness of own learning/study requirements.

→ TY/5th year students to mentor 3rd year students on studying for the Junior Cycle

Action to 3/2/22	Impact on T&L?
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<ul style="list-style-type: none"> Currently being undertaken by an AP2 postholder - COVID restrictions hindered progress in 2020/2021 academic year. 	
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→ Opportunity to start homework at the end of class.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Subject teachers have incorporated this into their lesson plans. 	<ul style="list-style-type: none"> Gives the students confidence to complete their homework.

→ Explore a senior cycle specific journal to include goal setting and reflection.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Sample copies received from various companies & currently being evaluated. Comp specific journal launched for September 2020 	<ul style="list-style-type: none"> Will help students to focus & reflect on their learning and promote independent learning

→ Teachers to assign a variety of homework that reflects the different learning styles of their students.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Teachers provide differential homework to students depending on their needs. 	<ul style="list-style-type: none"> Supports student learning and wellbeing, promotes attainment and confidence.

→ Work with VSware for recording Continuous Assessment on students' records.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Currently under review with VS Ware software. December 2021 VSware upgraded Assessment which gives the option for teacher to record in class assessments and set targets. 	

→ Work with VSware to record homework submitted and effort level on VSware.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Currently under review with VS Ware software. 	

→ Work with VSware for reporting Class Tests.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Work with VSware for reporting Class Tests. • December 2021 VSware upgraded Assessment which gives the option for teacher to record in class assessments and set targets. 	

Written Feedback:

→ Consistent approach in delivery of written feedback in all subjects.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Currently exploring options being used other educational bodies. 	

→ Equal delivery of written feedback on homework as on test papers.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Currently being explored. 	

→ Meaningful & informative comments on Report Cards

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Commentary expanded when switched to VS Ware in January 2019. 	<ul style="list-style-type: none"> • Enhanced communication between school & home

→ Parent signatures required on all corrected test papers.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • This is currently being done. 	<ul style="list-style-type: none"> • Reinforces partnership & communication between school and home.

Inhouse Exams:

→ Review of current scheduling and arrangements for inhouse exams.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Staff & students surveyed o house exams and Mocks. 	<ul style="list-style-type: none"> • More effective and efficient scheduling of exams.

<ul style="list-style-type: none"> Progressive and informed scheduling of House Exams and Mocks in 2019/20 Academic Year. 	<ul style="list-style-type: none"> Reduces the loss of tuition time to assessment. Student & staff wellbeing is promoted & considered.
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→ Pro-rata assignment of exam time for all subjects.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> In place from inhouse exams Summer 2019. 	<ul style="list-style-type: none"> Ensures equity of status and access for all subjects.

→ Scheduling of CBAs to be taken into account in determining subjects for inhouse exams.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Shared JCT CBA calendar. Subjects scheduled CBAs are not included for house exams in line with good practice. 	<ul style="list-style-type: none"> Protects tuition time. Avoids over-assessment. Prevents students becoming overwhelmed because teachers know when students are involved in assessment activity.

→ Students eligible for RACE in the State Exams will be facilitated with RACE accommodation in the inhouse exams as far as is reasonably practicable given limited school resources.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> In place since Mock Exams 2019. 	<ul style="list-style-type: none"> Facilitates preparation and practice in actual exam conditions for students.

COVID Action: LC2021 – avoiding over assessment.

Action to 2/3/21	Impact on T&L?
<ul style="list-style-type: none"> Shared calendar to operate from 1st March to 14th May 2020. 'Assessment pressure pints' eg deadlines, orals etc will be clear and teachers will avoid in lclass assessments at those times. Students will be able to view calendar and can prepare/organise workload accordingly. 	<ul style="list-style-type: none"> Student wellbeing. Avoids over assessment. Limits loss of tuition time to assessment.

<ul style="list-style-type: none"> Ensures that no more than 3 class assessments are arranged per subject in period. 	
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COVID Action: Redrafting timetable to limit students being overwhelmed.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Redrafted timetable with 1 hour classes – classwork and homework to be completed/started within the hour, Scheduling of independent time within the online school day created a manageable structure to the day. 	<ul style="list-style-type: none"> Feedback received has clearly indicated that the redrafted timetable has supported T& L remotely. Improved student wellbeing during remote T&L.

COVID Action: Review of Mock Examinations for 2020/2021 academic year

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Survey of student & staff regarding running Mocks in February 2021. Initially postponed Mocks to after February midterm. Subsequently cancelled Mocks on 12th February in favour of Mocks Contingency – optional Mocks to be completed at home; use of Mock papers/questions as teaching & revision tool. 	<ul style="list-style-type: none"> Supported student wellbeing. Release of Guidance from DES/SEC on 25th February confirmed that Mocks should not be run. Protected tuition time.

Priority Area: Staff Collaboration

Domains:

- Learner Outcomes (T&L)
- Learner experiences (T&L)
- Teacher's Individual Practice(T&L)
- Teachers' collective/collaborative practice(T&L)
- Leading Teaching & Learning(L&M)
- Developing Leadership Capacity(L&M)

Target:

- Improve sharing of expertise and resources among staff.

Action:

- Develop cross-curricular links and inter-departmental sharing of resources and expertise.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Featured in Subject Plans since September 2019.	<ul style="list-style-type: none">Reinforces learning.

- Assign time in staff planning days for peer demonstrations.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Featured in staff meetings since 2019.Internal developed digital training for Microsoft	<ul style="list-style-type: none">Sharing expertise enhances teaching and learning experience for all.

- Enhanced use of technology to facilitate efficient and effective sharing of resources.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Extensive use of Office 365 & Teams.	<ul style="list-style-type: none">Sharing expertise & resources enhances teaching and learning experience for all.

- Strategies for cross-curricular collaboration to feature in subject plans.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Featured in Subject Plans since September 2019.	<ul style="list-style-type: none">Reinforces learning.

Priority Area: Learning Intentions**Domains:**

- Learner Outcomes (T&L)
- Learner experiences (T&L)
- Teacher's Individual Practice(T&L)
- Teachers' collective/collaborative practice(T&L)
- Leading Teaching & Learning(L&M)

Target:

- Clear communication of learning intentions to students

Action:

→ Learning intentions to be written on the board at the start of class and reviewed at the end of class.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Featured in Subject Plans since September 2019.	<ul style="list-style-type: none">Reinforces learning.Empowers students as independent learners.

→ Students to record learning intentions into their copies.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">In place	<ul style="list-style-type: none">Reinforces learning.Empowers students as independent learners.

Priority Area: Groupwork**Domains:**

- Learner Outcomes (T&L)
- Learner experiences (T&L)
- Teacher's Individual Practice(T&L)
- Teachers' collective/collaborative practice(T&L)
- Leading Teaching & Learning(L&M)
- Developing Leadership Capacity(L&M)

Target:

- Increase opportunities for students to work in groups.

Action:

→ Planning for incorporating groupwork to be included in annual subject plans in all subject areas.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">Featured in Subject Plans since September 2019.	<ul style="list-style-type: none">Reinforces learning.Facilitates peer learning.Expands range and variety of teaching & learning methodologies.

→ Availability of alternative classrooms to facilitate groupwork can be accessed through VSware.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Booking facility available on VSware. • Groupwork prohibited with COVID restrictions 	<ul style="list-style-type: none"> • Reinforces learning. • Facilitates peer learning. • Expands range and variety of teaching & learning methodologies.

→ Peer tutoring within class as a group work strategy

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Featured in Subject Plans since September 2019. 	<ul style="list-style-type: none"> • Reinforces learning. • Facilitates peer learning. • Expands range and variety of teaching & learning methodologies.

→ Interactive room with beanbags etc instead of tables /chairs.

Action to 3/2/22	Impact on T&L?

→ Source in service on facilitating groupwork.

Action to 3/2/22	Impact on T&L?

→ Teachers to mentor other teachers on groupwork strategies.

Action to 3/2/22	Impact on T&L?

Priority Area: Differentiation

Domains:

- Learner Outcomes (T&L)
- Learner experiences (T&L)
- Teacher's Individual Practice(T&L)

- Teachers' collective/collaborative practice(T&L)
- Leading Teaching & Learning(L&M)
- Developing Leadership Capacity(L&M)

Target:

- All teachers will use CAT/WRAT results and information from primary schools to inform their teaching strategies and expectations.
- All teachers will know the SEN students in their class.
- All teachers will employ strategies and make accommodations for SEN students in their class
- All teachers will employ a variety of Teaching & Learning strategies to take account of the different learning styles of students.

Action:

- Establishment of a Student Support Centre – Foinse to securely store student information which teachers may access through the proper channels.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In operation September 2019 , 	<ul style="list-style-type: none"> • Sensitive student information stored securely- facilitates accessing student supports. • Staff can access important information in relation to students and differentiate accordingly.

- Appointment of Foinse coordinator to ensure all information is securely and accurately stored.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In operation September 2019 - Danmian O'Domhnaill appointed. 	<ul style="list-style-type: none"> • Sensitive student information stored securely- facilitates accessing student supports. • Staff can access important information in relation to students and differentiate accordingly.

- Review of SEN Team structure so teachers can clearly identify SEN team member who could best advise on teaching strategies and expectations for their students.

Action to 3/2/22	Impact on T&L?
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<ul style="list-style-type: none"> • Expansion of SEN Team with teachers who have expressed an interest in SEN. • Recruitment of SEN staff. • Delineation of roles within the SEN Team: • ASD co-ordinator - allocation of administration time, • SEN Mainstream Co-Ordinator – allocation of administration time, • Student Support Centre Foinse Co-ordinator as a post of responsibility • RACE Application Coordination - allocation of administration time, • SEN-IT liaison assigned September 2021 	<ul style="list-style-type: none"> • Teachers with a specific interest in an area eg SEN have identified that interest in their Wishlist which ensures that staff with an interest, aptitude and skillset in this important field are assigned to SEN students. • Administration time ensures necessary coordination takes place in an efficient and effective manner thereby supporting the needs of students.
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→ SEN identifiers on VShare so teachers can readily access important information about students.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Available on VShare – not currently widely used. 	<ul style="list-style-type: none"> • Quick identifier for staff.

→ Source inservice training for staff in the area of Special Education Needs.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Whole staff CPD in Dyslexia; Differentiation, ASD, Teams. • Internal CPD delivered on L2LP programme 	<ul style="list-style-type: none"> • Supports understanding and equips staff to differentiate effectively for all students.

→ Planning for SEN students as a core component of Subject Plans.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In place since 2019/2020 academic year. 	<ul style="list-style-type: none"> • Supports understanding and equips staff to differentiate effectively for all students.

→ RACE Team to review, test & plan for Reasonable Accommodation in the State Exams and Inhouse Exams.

Action to 3/2/22	Impact on T&L?
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<ul style="list-style-type: none"> • RACE Co-ordinator appointed: Emer Magee & Edel McDonnell • 5 staff members currently trained in WRAT testing. • Staff training for PADD-E February 2022 	<ul style="list-style-type: none"> • Facilitates efficient and effective co-ordination. • Upskilling of testing Team expands the range of expertise in school which encourages staff collaboration and creativity in proposing solutions to cater for the needs of students.
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→ Source inservice training for staff in Differentiation.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Whole staff CPD in Dyslexia; Differentiation, ASD, Teams. • Internal CPD delivered on L2LP programme • L2LP coordinator has developed extensive resources for teachers delivering L2LP programme in Mainstream classes 	<ul style="list-style-type: none"> • Supports understanding and equips staff to differentiate effectively for all students.

→ Source inservice training for staff in Learning Styles and Teaching Methodologies including Group Work

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Whole staff CPD in Dyslexia; Differentiation, ASD, Teams. • Internal CPD delivered on L2LP programme 	<ul style="list-style-type: none"> • Supports understanding and equips staff to differentiate effectively for all students.

→ Source inservice training for staff in IT.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Whole staff CPD in Dyslexia; Differentiation, ASD, Teams. • Internal developed digital training for Microsoft 	<ul style="list-style-type: none"> • Supports understanding and equips staff to differentiate effectively for all students.

→ Alumni with expertise in IT as a resource

Action to 3/2/22	Impact on T&L?

Priority Area: Timetabling

Domains:

- Learner Outcomes (T&L)
- Learner experiences (T&L)
- Teacher's Individual Practice(T&L)
- Teachers' collective/collaborative practice(T&L)
- Leading Teaching & Learning(L&M)
- Developing Leadership Capacity(L&M)

Target:

- To ensure equality of access for all students.
- To ensure efficient and equitable assignment of finite resources.
- To enhance the experience of teaching & learning in the school.
- To promote student attainment & wellbeing.
- To be responsive to the demands of the curriculum

Action:

→ SEN allocation from DES to be fully allocated appropriately

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Timetable reviewed in January 2019 and additional Resource class assigned.2019/2020 timetable planned for increased assignment of SEN & ASD allocation. • 2020/2021 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation • 2021/2022 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation 	<ul style="list-style-type: none"> • Fulfill school's commitment to the principles of the Continuum of support. • Assigns the greatest level of support to the students with the greatest level of need.

→ Assignment of resource classes to meet the needs of students within the finite resources available to the school.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Timetable reviewed in January 2019 and additional Resource class assigned. 2019/2020 timetable planned for increased assignment of SEN & ASD allocation. • 2020/2021 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation • 2021/2022 recruitment of resource & ASD staff to fulfill additional assignment of SEN allocation 	<ul style="list-style-type: none"> • Fulfill school's commitment to the principles of the Continuum of support. • Assigns the greatest level of support to the students with the greatest level of need.

→ Provision of L2LP programmes.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Implemented for end 2018/2019 & 2019/2020 through Inbhear • Reviewed and researched by committee January 2020 to facilitate provision in mainstream. • L2LP programme delivered both in ASD classes and mainstream for qualifying students from September 2021. • Delivery both of external and internal inservice for staff on L2LP programme. • Development on internal resources for L2LP programme. • Development of L2LP reporting mechanism & P/T Meeting • Inclusion of L2LP information in Junior Cycle Prospectus. • Staff recruited with expertise and interest in L2LP programme. • Extensive resources developed inhouse for staff. • L2LP strategy document generated by L2LP coordinator L Leonard. 	<ul style="list-style-type: none"> • Meets the needs of students who struggle with mainstream Junior Cycle – provides targeted, student centred programme for students with greatest need. • Quality and relevant in-service delivered by L2LP practitioners has alleviated anxiety amongst staff and enhanced the provision of the programme.

→ Provision of Junior Cycle & Senior Cycle Prospectus to enable students and parents to make informed choices with Option Subjects.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Senior Cycle Prospectus developed for March 2019 • Junior Cycle Prospects developed for March 2021 • Junior Cycle & Senior Cycle sections of website 	<ul style="list-style-type: none"> • Supports students and parents in making informed subject options decisions.

→ Induction Days for Incoming 1st Year applicants to experience option subjects prior to making their selection.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Introduced in April 2019 • Scheduled for February 2020 • Moved to Virtual Induction for March 2021 • March 2023 – amended Induction programme for successful applicants 	<ul style="list-style-type: none"> • Reduces anxiety and supports transition to second level. • Supports students and parents in making informed decisions.

→ Option Subject rotations in Transition Year to provide students to experience subjects they are considering for senior Cycle.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Students encouraged to trial senior cycle option subjects. • Introduced for transition Year 2019/2020 & scheduled for 2020/21 & 2021/2022 	<ul style="list-style-type: none"> • Supports students and parents in making informed decisions.

→ Open selection of option subjects for student preferences – to reflect the needs and aptitudes of each cohort of students.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Student preferences polled April 2019; March 2020; March/April 2021; March/April 2022 • Subjects scheduled in response to preferences 2019/2020; 2020/2021; 2021/2022 and subject to teacher allocation. • Decision to change Science from compulsory at JC and MFL from 	<ul style="list-style-type: none"> • Students are happier and more successful studying subjects they have a genuine interest and aptitude – small percentage of students who changed subjects in Sept 2019 -20% in 5th year; 11% in 1st year. • Refined teacher resource allocation to reflect subject demand and student preferences. • Elimination of ‘subject trial period’ in 1st year and removed the necessity for static

compulsory at LC to ensure correct assignment of resource allocation.	<p>blocks and has resulted in a more flexible and responsive timetable; has increased the relevant tuition time for all students and teachers.</p> <ul style="list-style-type: none"> • Option blocks are responsive to student preferences which reflects their interests and aptitudes – creates greater opportunities for students to be assigned subjects where they have the greatest potential to be successful. • Students with a language exemption at senior cycle effectively gained a subject option once compulsory MFL was changed. • Science is strongly recommended at Junior Cycle and has significant uptake – the optional nature allows those students without a strong aptitude to experience success in another option subject.
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→ Blocking of core subjects to facilitate provision of Higher & Ordinary Level classes and smooth transition between both.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • In place since 2019/2020 timetable 	<ul style="list-style-type: none"> • Facilitates assignment of Team teachers & resource classes at Junior & Senior Cycle. • Facilitates greater subject department correlation which will accommodate students changing levels at Senior Cycle

→ Teacher Timetable Wishlists to garner staff input on the timetable in the interest of supporting teaching and learning.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> • Completed March 2019 • Completed March 2020 • Complete March 2021 • Completed February 2022 	<ul style="list-style-type: none"> • Teachers will be teaching subjects they are qualified to teach; delivery of quality teaching for all students and greater wellbeing for staff • Teachers with a specific interest in an area eg SEN have identified that interest in their Wishlist which ensures that staff

	<p>with an interest, aptitude and skillset in this important field are assigned to SEN students.</p> <ul style="list-style-type: none"> Provides the opportunity for staff to extend their skills eg additional staff to deliver the LCPE programme.
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→ Review of staff assignment to ensure all staff are suitably qualified in the subject area.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Completed March 2019 Completed March 2020 Complete March 2021 	<ul style="list-style-type: none"> Teachers will be teaching subjects they are qualified to teach; delivery of quality teaching for all students and greater wellbeing for staff Teachers with a specific interest in an area eg SEN have identified that interest in their Wishlist which ensures that staff with an interest, aptitude and skillset in this important field are assigned to SEN students. Provides the opportunity for staff to extend their skills eg additional staff to deliver the LCPE programme.

→ Review the structure of the timetable to explore an early finish on a Friday.

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none"> Researched in December 2020 – examining 1 hour classes and restructuring timetable for halfday on a Friday. Presentation to staff by T&L Learning Committee in March 2021 – staff preference was not to change the structure of the timetable. Consultation with students & parents still outstanding – needs to be reviewed early in Term 1 2023 	

COVID Action: Explore how to support students and parents in the transition from primary school to secondary and from Junior Cycle to Senior Cycle

Action to 3/2/22	Impact on T&L?
<ul style="list-style-type: none">• Virtual Open Night• Virtual Induction• Senior Cycle Online Presentation	<ul style="list-style-type: none">• Supported potential students and parents in decision making process.• Virtual Induction gives detailed subject specific information to students and parents especially when considered with new Junior Cycle Prospectus• Online Senior Cycle Presentations- gives 3rd & TY students quality information to inform their choices for Senior Cycle accompanied by senior Cycle Prospectus• All Virtual & Online presentation have the added advantage of being available to be reviewed as often as required by students and parents.