



**Tarbert Comprehensive School**  
**SELF-EVALUATION AND SCHOOL IMPROVEMENT PLAN**  
**SCHOOL COMMUNITY SUMMARY PROGRESS REPORT**  
**JUNE 2020**

**During our School Self-Evaluation Process, based on *Looking at Our Schools 2016-2020*, we have evaluated teaching and learning in our school to find out what we are doing well. This is what we discovered:**

- Students are motivated to learn through having a clear sense of attainable and challenging learning outcomes
- Junior Cycle Students have attained proficiency in the prescribed key skills appropriate to their stage in the cycle
- Senior Cycle students have attained proficiency in the skills required for successful learning in the programmes they are following
- Students' achievements in summative assessments, including certificate examinations, is in line with or above expectations
- Students are able to work independently and collaboratively in a purposeful and productive manner
- Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experience of their classmates
- Teachers integrate relevant literacy and numeracy skills into the fabric of the lesson
- Teachers use formal meeting and planning time to reflect together on their work
- Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice and in collaborative review of practice
- Teachers' plans identify clear relevant learning intentions

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

- We analysed our results from state Examinations
- We engaged in teacher discussion and feedback following Junior Cycle CPD
- We surveyed parents, teachers and students on various aspects of teaching and learning in the school
- We held focus group discussions based around certain areas of teaching and learning
- We assessed our strengths and needs using the statements of quality in 'Looking at Our Schools (SSE Guidelines) 2016-2020
- We assessed needs based on the Framework for the JCSP
- We incorporated targets indicated in 'Literacy and Numeracy Strategy 2011-2020: Interim Review of the Strategy and New Targets'
- We assessed our needs based on the 'Digital Strategy for Schools 2015-2020'
- We implemented and included recommendations made in Subject Inspections, Inspectorate Advisory Visits and WSE Reports

## **This is what we are currently working on and some of our progress to date:**

### **Digital Literacy, Engagement and Citizenship:**

Emphasis will be on students and teachers having the skills and knowledge associated with being engaged, literate, and responsible in the digital arena. These skills are essential not only for learning – as they are an important aspect of the JCSP – but for life, as students increasingly need to be cognisant of the responsibilities of digital citizenship. Our aims in this area are:

1. To increase in teachers' usage of school's digital platforms for teaching and learning and to increase the number of students regularly accessing same
2. Increase teacher and student knowledge, understanding and engagement with 'digital literacy' – terminology and visual cues associated with IT

### **Progress to date (June 2020):**

- Teachers have engaged in extensive training facilitated by the E-learning Co-ordinator during the course of the plan
- In September 2019 93% of parents of First Year students reported that they had downloaded the school App –an increase on last year
- Computer classes have been expanded for Junior students to include Digital Citizenship as part of the school's Wellbeing programme, as well as Coding in Third Year
- During the final term of 2020 teaching and learning occurred remotely due to the Covid 19 virus. Systems already in place allowed for efficient transition from classroom to on-line teaching and learning. A survey of parents indicated that the vast majority of households responding were both equipped for, and happy with, the school's response to the crisis

### **Assessment for Learning**

We continue to prioritise Assessment for Learning as the means of reinforcing the idea that students and teachers are partners in the learning process, and to encourage a culture of self-evaluation among students. Our specific targets relating this area are:

1. Increase from 61.5% the percentage of teachers 'Sharing the Learning Intentions' at the beginning of a class or topic
2. Increase from 31.7% the number of students who recognise and understand Learning Intentions as stated by teachers

3. We will increase from 51.3% the number of teachers responding that 'success criteria forms the basis for feedback', and ensure that success criteria are linked to learning intentions
4. We will create awareness among students of the relationship between the success criteria and their individual progress. Students will be encouraged to apply success criteria and feedback in such a way as to encourage self-evaluation

#### **Progress to date (June 2020):**

- Teachers have updated subject plans in line with the new JSCP specifications and incorporating specific Learning Outcomes
- In June 2019 Students were surveyed about how **Success Criteria** had been introduced to them in class. 92.2% of Junior students surveyed demonstrated familiarity with various expressions of Success Criteria and indicated that the use of a checklist or success criteria made it easier to understand how to achieve or interpret a result.
- In-house and externally delivered training in AfL has continued this year, with the focus of both moving to the area of **Feedback**
- The majority of Junior students surveyed indicated that had been given opportunities in class to evaluate their own work and that of others during the year
- The Principal and a number of teachers have undertaken specific training in the methodologies and formative assessment tools of 'The Magenta Principles' which will inform planning in the area of teaching and learning in the future

#### **Attendance:**

We will continue to prioritise good attendance and build on the progress made to date through the continued implementation of the Whole School Attendance Strategy, on the basis that good attendance underpins good positive learning outcomes. Our targets in this area are:

1. To engage the school community in a whole school strategy aimed at fostering a positive attitude to attendance and commitment and engagement in all areas of the school curriculum
2. To increase the level and means of communication regarding the importance of regular attendance
3. To create better awareness among students of the link between good attendance and positive outcomes in exams, in order that they take greater responsibility for their own progress, and reduce the number of full and partial 'avoidable' absences in the year

#### **Progress to Date (June 2020)**

- ✓ Targets pertaining to clarity of procedures in the school, and the effective communication of these procedures have been met
- ✓ End of year figures from 2017-2019 indicate a yearly improvement in attendance
- ✓ In **June 2019** of the 227 Junior students surveyed only 8 (3.5%) stated that they had not caught up on work missed
- ✓ In a mid-year review this year students gave examples of evidence that good attendance was valued by the school, teachers, students and parents. They reported that they believe attendance matters because even a single day missed results in a significant loss of work and amount of catch up, and because missing time has a negative impact on results
- ✓ In discussing how students caught up on work following absences the group cited digital platforms as useful

We intend to continue our focus on Attendance in the 2020-2021 school year and following advice from Inspectorate advisory visit will look specifically at how the experience of teaching and learning impacts attendance. We intend to look at the area of 'catching up' and will engage the Student Council in the planning and implementation of an awareness campaign around this

### **This is what you can do to help:**

Support your child's literacy and numeracy skills in the home by providing opportunities to read, play board games and engage in discussion

Support the school's digital strategies - encourage your child to be a responsible digital citizen, and to avail of resources suggested by or created by teachers

Download the school App and encourage your child to do the same, in order to access the most up to date information and news pertaining to school life

Encourage your child to take responsibility for their learning and their progress. Specifically where a child has been absent take steps to ensure they have caught up on any work missed

Ensure that your child has no unnecessary absences and that partial absences are avoided where possible

Respond to any request from the school for feedback in the form of surveys, focus groups or other means of gathering information. We are partners in your child's education and your voice is important in informing future planning in the school

**Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.**

#### ***School time and holidays***

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 26/8/19 to 29/5/20. Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. YES

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had 5 parent/teacher meetings and 3 staff meetings, all in line with the Department's regulations.

#### ***Looking after the children in our school***

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this. YES

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is **Mr. Richard Prendiville** and our Deputy DLP is **Ms. Leila Moloney**

#### ***Enrolment and attendance***

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES  
We reviewed (and updated) our admissions policy on: March 2020  
We keep accurate attendance records and report them as required. YES

***Positive behaviour for a happy school***

The Department requires schools to have a code of behaviour and asks us to consult parents and students about it. We do this. YES  
Our code of behaviour describes and supports positive behaviour. YES  
We have a very clear and high-profile anti-bullying policy in our school. YES