# Ratoath Senior National School

# Our Self-Evaluation Report and School Improvement Plan 2023-2024

# 1. Introduction

This document records the outcomes of our last Self-Evaluation Report, the findings of this self-evaluation, and our current school improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plans from 2022 to 2023**
* **Promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment**

The principal, the deputy principal and other leaders in the school foster a culture in which reflection, learning and creativity flourish. They lead the school community to continuously strive for excellence by setting high expectations for pupils. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.

The principal, with those leading the process, uses SSE very effectively to encourage teaching that is engaging and challenging, to support the inclusion of pupil and parent participation in policy development around learning and teaching and to enable all pupils to become active and motivated learners.

The principal, the deputy principal and other leaders in the school expect and encourage teachers to develop and extend their learning, teaching and assessment practices, and to share and discuss practices that have proven successful at improving pupils’ learning.

* **Manage the planning and implementation of the school curriculum**

The Board of Management and the principal provide a broad and balanced curriculum, making deliberate and informed efforts to meet the needs of the pupils.

The principal, the deputy principal and other leaders in the school strategically and efficiently manage curriculum-related planning.

The principal, the deputy principal and other leaders in the school work purposefully to ensure that all aspects of the school curriculum are implemented in a way that provides all pupils with valuable learning experiences.

* **Foster teacher professional learning that enriches teachers’ and pupils’ learning**

Those in leadership and management roles support and promote teachers’ continuing professional learning in a range of areas, to support high-quality teaching.

The principal, the deputy principal and other leaders in the school promote professional learning that is evidence-based and adapted to the identified needs of the school. They maximise opportunities to develop teachers’ capacity and competence to improve learning and teaching.

The principal, the deputy principal and other leaders in the school support and encourage the active participation of teachers in professional networks to improve pupils’ learning

**2. Step 1: Identify Focus**

We undertook self-evaluation of teaching and learning during the period 2022 - 2023 and now will continue the process of School Self-Evaluation using Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools. During the 2022-2023 evaluation, the focus of our SSE report was on our teaching and learning and leadership and management in introducing new resources in Literacy, with the emphasis placed on Gaeilge, to support the Primary Language Curriculum. The purpose of this SSE process is to support teachers in their planning, preparation and delivery of high quality education mediated by digital technologies promoting active learner participation and engagement in a wide range of learning activities. Teachers chose to engage in creating a Digital Learning Plan for our school, to support individual teacher planning and to promote digital learning at curriculum and cross-curricular levels and ultimately to embed digital technologies into all areas of school activity.

The aims of the Digital Learning Plan for Ratoath Senior National School are summarised as follows:

**The children will be enabled to use digital technologies to:**

* Open-up new forms of learning and collaboration to support different ways of learning.
* Experience joy, satisfaction, passion and success in their education and lifelong learning.
* Actively engage in learning – both in and out of school.
* Accept ownership of their learning – involving the ability to become a self-directed learner, a decision maker, and a manager of priorities in and out of school.
* Achieve personal learning goals and succeed in various learning activities.

**The teachers will be enabled to use digital technologies to:**

* Take a more facilitative role, providing learner-centred guidance and feedback, and engaging more frequently in exploratory and team-building activities with the children.
* Support an enquiry process and enable learners to work on solving complex real-world problems by engaging in collaborative project based learning activities that go beyond the classroom.
* Support the children to create and innovate so that they are engaged in managing their own learning goals and activities.
* Accept ownership of their own professional learning and, where appropriate, develop and participate in learning communities that make extensive use of technology.

**The school will be enabled to use digital technologies to:**

* Develop policies and practices for the safe and ethical use of digital technologies by all members of the school community.
* Strengthen the school’s existing relationships with the wider community, both local and global, and connect more with parents/guardians and students in their homes using digital technologies.
* Support inclusion and the individual learning needs of all pupils.
* Support the existing vision for learning, teaching and assessment practices within the school

The above aims were used to formulate questions which we as a staff reflected upon in identifying what digital learning strategies are working well in our school and what strategies and resources need to be improved.

1. What aspects of our current digital literacy practice are highly effective? What are we doing well?
2. How can we work towards improving our digital learning strategies to provide for the aims of the new curriculum, better teaching and learning and student engagement?
3. What areas need improvement and development? What are the areas for growth?
4. Where and what can we do to make the improvements happen?
5. When examining digital learning technologies in teaching and learning, the following questions will be asked:

* How will the digital learning technologies, which are informed by constructivist principles, be embedded in teaching and learning practices?
* Is there a high level of pupil engagement in learning through teacher use of the digital learning technologies whereby pupils become engaged thinkers, active learners and knowledge constructors?
* Is the teaching pupil-centred?
* How will pupils be enabled to be more self-directed and motivated in their approach to learning?
* How will we provide evidence of more pupil and teacher use of a wide range of digital learning technologies for teaching, learning and assessment?
* Will the need for further CPD be demonstrated by the use of digital learning technologies?
* Is differentiation in teaching and learning catered for - to both challenge and support?
* Is internal and external evaluation of digital technologies catered for across all aspects of the school?

We looked at the following aspects of teaching and learning and leadership and management from the perspective of identifying what digital literacy technologies are working well in our school and what digital literacy technologies need to be improved in order to implement the requirements of the Digital Learning Framework for Primary Schools.

**Pupils**

* Learner Outcomes – Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
* Learner Outcomes – Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum
* Learner Experiences – Pupils engage purposefully in meaningful learning activities
* Learner Experiences - Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

**Teachers**

* Teachers’ Individual Practice – The teacher selects and uses planning, preparation and assessment practices that progress pupils’ learning
* Teachers’ Individual Practice – The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils’ learning needs
* Teachers’ Individual Practice –The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary
* Teachers’ Collective/ Collaborative Practice – Teachers work together to devise learning opportunities for pupils across and beyond the curriculum
* Teachers’ Collective/ Collaborative Practice – Teachers collectively develop and implement consistent and dependable formative and summative assessment practices
* Teachers’ Collective/ Collaborative Practice – Teachers contribute to building whole-staff capacity by sharing their expertise.

**School Leaders**

* Leading learning and Teaching – Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
* Leading learning and Teaching – Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil
* Leading learning and Teaching – Manage the planning and implementation of the curriculum
* Leading learning and Teaching – Foster teacher professional development that enriches teachers’ and pupils’ learning
* Managing the Organisation – Establish an orderly, secure and healthy learning environment, and maintain it through effective communication
* Leading School Development – Communicate the guiding vision for the school and lead its realisation
* Leading School Development – Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
* Developing Leadership Capacity – Empower staff to take on and carry out leadership roles

**Vision for Digital Technologies**

In line with the guidance provided by the Digital Learning Framework for Primary Schools (2017) and The Digital Learning Planning Guidelines (2018) the approach in Ratoath Senior National School is to emphasise the integration of digital learning across the curriculum, in order to improve the quality of teaching and learning. Therefore, digital learning is not a subject or a curriculum in its own right. It is a tool that can add value to the teaching and learning process when it is used appropriately. The purpose of computer literacy is the same as all teaching and learning, to awaken and to support the development of intellectual curiosity. Ratoath Senior National School recognises that a wide variety of opinions regarding the value that digital technologies have in education exist in our school community.

The teachers are conscious of the fact that we are educating children who live in a technological age (digital natives) and so our teaching and learning must reflect that reality. Pedagogically, digital learning can be highly motivating for the learner and particularly for those children who find the more traditional methodologies of the school setting constraining. In that light, we will strive to maximise the potential for children’s learning using digital technologies, where appropriate.

Our vision for digital learning in Ratoath Senior National School, centres on a balanced approach – ensuring that digital technologies are integrated into lessons, when appropriate, and used only to enhance the pupil’s learning experience. We also aim to ensure that our pupils begin to develop a critical appreciation of the role of digital technologies in society and develop habits which reflect an ethical and responsible use of these technologies. We aim to integrate digital technologies into the student experience and foster an environment of support and innovation.

School leadership will provide resources and cultivate a supportive and collaborative teaching and learning environment for integrating technology as a meaningful and effective part of the educational process. Pupils will leave our school as confident, creative and productive users of new technologies, including digital technologies, and understand the impact of those technologies on society.

Ratoath Senior National School recognises the partnership between the school and parents as being imperative for providing students with life-long skills. Digital technologies will play a part in maintaining the links with home and regularly educate and inform parents of the best practices for digital learning initiatives at school and at home. Links with home are easily implemented via e-newsletters, e-mail, website news, and texts to parent. Digital Technologies are used for projects, when appropriate. The school website provides parents and the wider world with an up-to-date view of daily activities and relevant useful information relating to our school.

We decided that our focus would be taken from the Teaching and Learning Dimension, Domain 4, Teachers’ Collective/Collaborative Practice

**Step 2: Gather Evidence**

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| **Domain 4** | **Statement** | **Questions** | **Methods to Gather Evidence** |
| Teachers work together to devise learning opportunities for pupils across and beyond the curriculum | Teachers participate in professional online communities to help them design learning opportunities for pupils across and beyond the curriculum.  Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for pupils. | With respect to the technologies used to implement the Digital Learning Framework the following statements were discussed:   1. Teachers work together to devise learning opportunities for pupils across and beyond the curriculum. 2. Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for the pupils. | * Professional   collaboration review   * Teachers’ focus groups * Questioning and discussion with pupils * Whole school discussion * SELFIE |

**Step 3: Analyse and Make Judgements**

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| **Statements of Effective Practice** | **How well are we doing?** | **What are the strengths?** | **What are the areas for improvement and growth?** |
| Teachers participate in professional online communities to help them design learning opportunities for pupils across and beyond the curriculum. | * We have a very good broadband system in the school. * All class teachers have a Samsung widescreen interactive board in their classrooms. * All teachers have access to either a P.C or a laptop with internet access. * Each classroom has an additional P.C at the back of the room for the children’s use. * Each classroom is equipped with a speaker system which is linked to their interactive board. * Each Special Education Needs teacher has a P.C for their use and other P. C’s which the pupils can access. * We have a fully operational Computer Room. * We have a networked photocopier in the school office and there are networked printers in each class level lobby. | * All teachers report that they would like to enable the pupils to have more contact time with digital technologies. * Pupils and teachers are quite enthusiastic about digital technology. * We have just updated our Acceptable Usage Policy and Mobile Phone Policy. * Limited funding is available | * Staff need to engage with CPD to facilitate a greater use of digital technologies by pupils. * School needs to engage with 3rd parties who will demonstrate to teachers how specific technologies can be used for teaching and learning. It is hoped that this will help staff to develop confidence in their own abilities. * We need to set up peer support for staff members to increase competence and confidence in embedding digital technologies. * We need to update our school website. |
| Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for pupils. | * We have purchased a set of iPads which are on a trolley. All classes are timetabled for their use. * A number of children across the school have access to Assistive Technology. * A digital camera is available from the school secretary. * We use Aladdin Connect and all of the features connected to this platform. | * All class teachers report that they are using digital technology daily in their methodologies. * Some staff members have excellent skills in this area and are willing to help others through modelling and sharing expertise. * Staff members are motivated to engage with CPD and some have already done so. | * We need to communicate more with parents about in-school initiatives – looking at a monthly e-newsletter. * We need to expand our use of the Aladdin system through the use of the Log of Actions for children with additional needs. * We need to attend training around the new Digital Learning Framework with the PDST and other agencies through the Education Centres’ network. * We need to be proactive in teaching the children and their parents about online safety. |

**Step 4: Write and Share Report and Improvement Plan**

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| **School Improvement Plan 2023-2024** | |
| **Improvement Plan**  **Co-ordinators** | **Laura Campion and Loraine Butler** |
| **Targets** | **Target 1**  The school website will be updated and an e-newsletter to enhance parental communication will be provided.  **Target 2**  The school will ensure that policies surrounding digital technologies are up to date and parents and children are educated about online safety**.**  **Target 2**  A Log of Actions will beestablished on Aladdin which will track the supports which are provided for pupils who are on the Continuum of Support.  **Target 3**  The school will engage with external supports to develop staff confidence in using the iPads and in using more digital technologies in their teaching and learning.  **Target 4**  Teachers will develop their own ICT skills so that they increase their capacity to empower pupils to use of digital technologies. |

**Step 5: Put Improvement Plan into Action**

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| **ACTIONS**  **Actions for Target One**   1. Establish a Digital Team for Ratoath Senior National School. 2. Identify relevant digital technology courses for CPD and external supports in specific areas as identified by teachers. 3. The school website is to be updated. 4. An e-newsletter for parents is to be established.   **Actions for Target Two**   1. Regular reminders of the schools’ Acceptable Use Policy and Mobile Phone Policy. 2. Internet Safety awareness through SPHE and activities for Internet Safety Day. 3. All teachers, including SEN teachers, will be enabled to access and complete the following documents on Aladdin  * Student Support File * Continuum of Support for their class and pupils * Log of Actions for all pupils in their class.   **Actions for Target Three**   1. Teachers to avail of peer training to increase their IT proficiency and confidence amongst their colleagues. 2. School will engage with external supports to develop staff confidence in using more digital technologies in their teaching and learning. 3. SELFIE to be carried out with teachers and pupils to identify strengths and challenges –  * Documentation of learning using digital portfolios * Collaboration and group work using digital technologies * Using digital technologies as assessment tools  1. Each teacher will need to learn to use the iPads to augment their teaching and the pupils’ learning. 2. Teachers will develop their own ICT skills so that they can increase the pupils’ use of digital technologies. 3. Each teacher will use an assessment tool that is digitally based.   **Actions for Target Four**   1. IPads to be set up for whole class use. 2. Staff will be formally teaching using digital technologies. 3. A set of digital learning targets, at two per class level, will be developed. 4. Establish Google Workplace for Education for teachers and pupils. 5. All pupils will be given an email account to be used throughout their time in Ratoath Senior National School. | **WHO**   * Laura Campion * All teachers * Board of Management * Principal, School Secretary * All teachers * Principal * All teachers * All teachers * SENCO – Mary Garvey * All teachers * All teachers * Pupils and teachers * All teachers * All teachers * All teachers * Laura Campion * All teachers * Digital Team * Laura Campion * Laura Campion |

**Step 6: Monitor Actions and Evaluate Impact**

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| **Monitoring Strategies for Actions**  **Action 1**: Loraine Butler and Laura Campion will lead the discussion in relation to SSE and the Digital Learning at the August 2023 staff meeting.  **Action 2:** Staff members will be asked to lead the work as part of a Digital Team. Regular meetings will be held.  **Action 3**: The ISM Team will be asked to support the teachers.  **Action 4**: At each planning meeting, time will be allocated to the discussion of what is working well and where extra support is required.  **Action 5**: The principal, Loraine Butler, will check with teachers regularly to see what progress is being made.  **Action 6:** Laura Campion and Finbar Mc Greevywill share theirexpertise following training as Apple Learning Leaders.  **Action 7**: Dara Mc Gonigle will update the school website in collaboration with Laura Campion and all staff  **Action 8:** Assembly host teachers will be responsible for getting Assembly news to the school secretary for the e-newsletter. Each class will appoint two reporters to write a brief report on class events and to use the digital camera.  **Action 9**: The school’s Acceptable Use Policy and Mobile Phone Policy will be updated and reviewed as necessary.  **Action 10**: Internet Safety Day is Tuesday, February 6th 2024.  **Action 11:** Mary Garvey (SENCO) and the relevant SEN teacher will liaise with the school secretary in developing supporting documents for the class teachers regarding the Student Support File for pupils with SEN and show the class teachers how to access and update the following:   * Log of Actions, supporting documentation, SSPs and Reviews * The Continuum of Support for their class each year.   **Action 12:** Laura Campion will organise the use of SELFIE, which is an anonymous self-reflection tool for the teachers and pupils where their understanding of digital literacy can be evaluated.  **Action 12:** The use of the iPads will be timetabled to encourage use of same.  **Action 13:** The digital team will decide on at least two digital literacy targets per class level which will be implemented in the school year 2023-2024.  **Action 14**: Google Workplace for Education will be set up by Laura Campion in February 2024. This will provide a space for each child’s Digital Learning Profile. |

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| **Evaluation Approaches**  **Target 1:** In August 2023, at the staff meeting, staff will discuss SSE for the upcoming year. A team of teachers who are interested in the area of Digital Literacy will be formed with a view to meeting regularly to get the process underway.  **Target 2**: At each planning meeting teachers will review their progress in relation to the use of digital technologies in their teaching and the children’s learning.  **Target 3**: In January 2024, the IT Co-ordinator, Laura Campion, will organise the circulation of and completion of a SELFIE survey for teachers and pupils. In February 2024, Google Workplace for Education will be set up by Laura Campion.  **Target 4:** In March 2024, at least two digital learning targets, for each class level, will be identified, based on work carried out using the iPads since September. These are as follows:  **Digital Literacy Targets for Rang a Trí**   1. Children will be able to type using correct finger positions on the keyboard (introduction to BBC Dancemat Typing, TTRS Typing) 2. Children will be able to take pictures of 2D /3D shapes using the camera app on the iPad 3. Children will be able to research one project topic using iPads and PCs in the Computer Room 4. Children will be able to create a note document and insert a picture on the iPads.   **Digital Literacy Targets for Rang a Ceathair**   1. The children will be able to create a Keynote document or PowerPoint. 2. The children will be able to add titles and add/insert pictures. 3. The children will be able to type notes into their presentations. 4. The children will continue to improve their typing skills increasing their words per minute speed 5. The children will be able to add audio to their presentation. 6. The children will be able to save and locate their work in a folder.   **Digital Literacy Targets for Rang a Cúig**   1. The children will work to improve their proficiency with typing, in the computer room through the use of BBC Dance Mat and Microsoft Word. The children will work to increase their typing accuracy and speed. 2. The children will become familiar with Microsoft Word. They will type and edit a document by changing the style and size of the font, using bullet points, headings, and subheadings. 3. The children will work to identify credible and non-credible sources when researching on the iPads.   **Digital Literacy Targets for Rang a Sé**   1. Use Freeform app to create report writing tasks and personal profiles, e.g. 1916 leaders, WW2 2. Create podcasts on a variety of topics using voice memos, e.g. weather and climate 3. Use ppt. to create work pages and projects on different topics, e.g. China tourist brochures, planets etc. 4. Use the iPads to peer and self-assess, e.g. critically assess presentation skills, peer work and through apps such as Mentimeter, Socrative etc. 5. Pupils should be able to screenshot and airdrop items (receiving and sending). 6. Create a personal quiz for peers on a topic of choice, (using Ahaslides/Kahoot/Blooket etc.) 7. Create and retell stories using both StoryJumper and Adobe Reader. 8. Use code through apps such as Minecraft to reconstruct historical events, e.g. 1916/WW2/SESE.   **Note**: Re. Rang a Sé - Targets 3 and 7 could be interchanged or focused on by particular teachers as they overlap slightly. Also, as there are eight targets, it could be two per half term although some will be touched on continuously or used again, e.g. one could Freeform for WW2 in Oct-Dec and again in April for 1916. | **Evaluation Tools**   * Focus groups * Staff meetings * In-school management meetings * Feedback from teachers * Feedback from pupils |
| **Necessary Adjustments**  Regular reflection at staff meetings and at the monthly planning meetings regarding digital literacy will be required. Teachers will need to reflect on how they use digital literacy in their teaching and incorporate this into their planning. These targets will be adjusted over the coming years as the children become more proficient as they progress through the school. | |