SCHOOL SELF EVALUATION REPORT 2018-2020

Scoil Bhríde, Kilcullen

Roll: 19675N

1. INTRODUCTION

The Focus of the Evaluation

A school self-evaluation of teaching and learning in Scoil Bhríde was undertaken for the period from September 2018 - June 2020. It was decided that our School Self Evaluation would be used to support the introduction and implementation of Digitial Learning Framework, where we will focus on the setting up and embedding of Digital Technologies in teaching, learning and assessment in Scoil Bhríde.

A whole school evaluation was undertaken into the use of digital technologies in Scoil Bhríde. This report outlines its findings. The staff of Scoil Bhríde also hopes to evaluate the implementation of the Primary Language Curriculum in English and Gaeilge once the senior classes have had the opportunity to implement them (towards the end of the 2019/2020 school year).

School Context

Scoil Bhríde, Kilcullen is a co-educational school in a large town, with pupils ranging from Junior Infants to Sixth class and three A.S.D classes. Currently we have 688 pupils in single stream classes, with 26 mainstream classes, an A.S.D. unit with three special classes, and ten S.E.N teachers. S.E.N teaching is organised with a mixture of in-class support and some withdrawal from class.

2. FINDINGS

<u>Findings of Assessment</u>

In order to identify our focus for the School Self Evaluation process, the staff of Scoil Bhríde met in small groups, led by the post holders responsible for each of the curricular areas. Reviews were carried out by each group in their curricular area under the following headings:

- What is going well in the subject area?
- New initiatives and programmes introduced.
- Areas for improvement.
- Resources.
- Teaching methodologies-those that are being used and those that could /should be used more often.
- Methods of differentiation- those that are being used and those that could /should be used more often.
- Methods of assessment- those that are being used and those that could /should be used more often.
- Any additional notes.

The above reviews were collated and presented to the staff as a whole with any further contributions being added. Our areas of focus (DLF initially and PLC/CTB to follow) were decided upon on the basis of these reviews.

In our evaluation of Digital Learning in our school, surveys of the teaching staff, children and parents were carried out in order to assess what we are doing well and what we could improve on. Teacher observation, collaboration and discussion amongst staff members was also used as a tool to assess our strengths and areas for improvement.

Within the Digital Learning Framework, the following dimension, domain and standard was chosen as our focus:

Teaching and Learning – Learner Outcomes (Domain 1)

Domain	Standard	Statements
Learner Outcomes	The students enjoy their learning, are motivated to learn, and expect to achieve as learners	Students use appropriate digital technologies to foster active engagement in attaining appropriate learner outcomes.

Effective practice in our school

As a result of the surveys undertaken, the following is a summary of the effective practice present in our school in the use of digital technologies:

- Digital technologies are used to a significant degree throughout the school already.
- Some teachers are familiar with and use a variety of applications to enhance teaching and learning in a creative and analytical way.
- Some teachers are using digital technologies to assess and record progress.
- We have excellent digital resources in our school (new interactive Promethean panels, iPads for the junior and senior classes, programmable robots, LegoMindstorms, etc.).
- We have a very good knowledge base on our staff and a vibrant Digital Learning Team, which could be used to facilitate and provide training to other staff members.
- We have a staff, student and parent body who value the use of digital technology in teaching and learning.

This is how we know

In order to assess the effectiveness of our practice, we used teacher observation and also gathered information from surveys completed by the teachers, a representative sample of students and parents. Below is a summary of the findings of these surveys.

- A large majority of students (84.6%) believe technology helps you to learn (being more engaging and interesting). In the parent survey, the outcome was similar, with 81.1% of parents in favour of using digital technologies to enhance teaching and learning at school.
- There were 223 responses in total to the parent survey. Much of the feedback from the parents pointed towards the need for improved communication between school and home in relation to the content of the learning in school. 73.6% of parents wanted access to online information about things their child is doing in class. A suggestion was made to circulate some form of a newsletter to inform parents about the use of digital technology within the school.
- The importance of teaching the children and parents about internet safety and the dangers of cyber bullying, social media etc. were palpable. 76.2% of parents were interested in attending an internet safety workshop in school.
- The teacher survey showed surprisingly low percentages of staff were familiar with and using some of the applications and technologies available in the school. 59% use technology with students mostly to play games, 24% to assess and record student progress, 17% knew how to use the BeeBots and BlueBots, 41% have tried coding with their class, 41% know how to complete an Adobe Spark file.

This is what we are going to focus on in order to improve our practice further

Although many positives were highlighted in the surveys conducted, there are a number of areas which we believe we could improve our practice further. Below is a summary:

- Improve communication with parents in relation to the use of digital technology in our school. Include a 'Digital Schools' section on the termly newsletter, which will outline what is being done throughout the school to enhance teaching and learning using digital technology.
- Organise an internet/digital safety talk for parents and include lessons on internet safety in the classroom.
- Use the knowledge base within the school to teach all staff how to use a small number of age-appropriate applications with their children, so that the use of digital technology within our school expands from mainly playing games to include more creativity and critical thinking skills.
- Use Croke Park hours to engage in upskilling, training on the use of Microsoft Cloud and a feedback session to assess the effectiveness of our Digital Learning Plan at the end the 2019/2020 school year.

It was agreed, following on from the findings of the surveys and through collaboration and staff discussion, that each class group would focus on a particular application, which would be used in order to improve the children's enjoyment of their learning, to motivate them to learn and to ensure that they achieve as learners. It was decided to use the knowledge and experience on the staff to upskill all staff members. Teachers from the Digital Learning team would upskill their colleagues on the applications below:

Class Groupings	Applications
Junior, Senior and 1st Class	Beebots / Bluebots
2nd and 3rd Class	Scratch
4th, 5th and 6th Class	Study Ladder, Seesaw Green Screen Adobe Spark
Sonas	Sonas teachers choose which would be most suitable for the ability/interest of their pupils

One area which was highlighted in the surveys, was that of home-school communication. A section on digital learning will be included in the termly newsletter, but it is also hoped that the school will upgrade to Aladdin Connect within the timeframe of the Digital Learning Plan (2018 – 2023) in order to further improve home-school communication.

Our Improvement Plan

Timeframe for this Improvement Plan is from Sept. 2018 to June 2020

Targets	Actions	Persons/groups responsible	Monitoring & Evaluation	Progress & Adjustments	Targets Achieved
Installation of Wifi throughout school	Ensure wifi is available throughout all classrooms in the school and ensure all staff and visitors have access	Marguerite Power	Changes in practice Teachers' Experiences Pupils' Experiences Impact on Learning	Progress is monitored by class teachers and targets are adjusted where necessary.

Feedback is given during staff meetings, DLF team meetings and Croke Park hours. | Wifi installed throughout the school in 2018 |
| Installation of Hardware throughout school | Move Computer Room to a new location

Purchase new laptops to upgrade out of date units Install new interactive whiteboards in Spring and summer to update whole school Purchase 32 new ipads Purchase 6 Beebots and 6 Bluebots for junior classes to aid with early coding, problem solving. | Siobhán Murphy Joe Kennedy

Marguerite Power

All teachers responsible for using new digital technologies with classes | Changes in practice Teachers' Experiences Pupils' Experiences Impact on Learning | | 32 iPads, 10 laptops and 17 Interactive panels purchased and installed |
| Updating and installation of | Update all desktops | Marguerite Power | Changes in practice | | Updated 90 Desktops to |

software on devices	and laptops Clear old apps and documents from all devices Ensure devices connected to printers	Digital Learning Team	Teachers' Experiences Pupils' Experiences Impact on Learning		Windows 10 cleared apps and documents, reconnected devices to the printers
Continuous Professional Development of staff	Train teaching staff in using new Promethean Boards Train staff members in updating website Train teachers in controlling student devices from teacher latptop train staff members in operation of the iPads using the Zuludesk platform and Apple School Manager	Promethean Staff Marguerite Power Digital Learning Team	Changes in practice Teachers' Experiences Pupils' Experiences Impact on Learning		Promethean training provided in how to use new Panels 7 staff members trained in updating school website 7 staff members trained in controlling student devices from teacher laptop trained the ICT team in the operation of the iPads using the Zuludesk platform and Apple School Manager
Staff teaching staff how to use apps – focused number of apps in each year group	Select a small number of Apps per year group and train teachers on	Digital Learning Team Marguerite Power	Changes in practice Teachers' Experiences Pupils' Experiences Impact on		Staff trained during Croke Park hours to use selected applications per year group

	how to use them with the children		Learning		
Provide training in the use of digital technology for assessment and record keeping	Train 4th to 6th class teachers on using Seesaw and Study Ladder	Digital Learning Team	Changes in practice Teachers' Experiences Pupils' Experiences Impact on Learning	Progress is monitored by class teachers and targets are adjusted where necessary. Feedback is given during staff meetings, DLF team meetings and Croke Park hours	Teachers from 4th to 6th class trained in using Seesaw and Study Ladder
Improve communication between home and school on the use of digital technology in school	Include section on termly newsletter on digital learning in the school Create Digital Learning notice board	Marguerite Power Digital Learning Team Children's input Whole staff and parent body	Changes in practice Teachers' Experiences Pupils' Experiences Impact on Learning		Increased communication between parents and school
Provide training in the use of Microsoft Cloud	Staff to receive training on the use of cloud	Microsoft personnel Digital Learning Team	Changes in practice Teachers' Experiences Pupils' Experiences Impact on Learning		Staff trained in use of Microsoft Cloud with a view to eliminating use of Teacher Share /Student Share
Internet safety talk	Outside speaker	Marguerite Power Anne Flanagan	Changes in practice Teachers' Experiences Pupils' Experiences Impact on Learning		Parents/Pupils/Staff received talk on internet safety and cyber bullying