OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered from writing samples from Infants - 6th.

Pupils didn’t have a clear understanding of the Writing Genre being undertaken

There was very little evidence of self-editing and proofreading

Some basic conventions of Grammar were not being adhered to.

Many pupils were not joining their letters.

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

We examined work samples from pupils. We surveyed pupils from 3rd - 6th. We compared what we do with Department Standards.

*What we do well:*

Pupils enjoy learning and have a positive approach to classwork generally.

Pupils have a clear sense of learning outcomes and achieve the intended learning objective appropriate to their ability.

Pupils enjoy writing

Teachers explain writing to them.

*What we could do better:*

Explain each Writing Genre Characteristics more clearly.

Focus more on the process not the product.

Expect the pupils to join their letters at appropriate class levels.

Expect pupils to self-edit and self-assess their work.

This is what we are now going to work on:

We will teach 3 Writing Genres this year: Recount; Persuasive and Procedural.

We will teach the Writing Genres using a 7 Step Process.

We will use the 7 Step Process to focus on a chosen aspect of Grammar.

We will expect the pupils to self -edit and self assess their writing on completion.

We will teach handwriting in line with our handwriting Policy

This is what you can do to help:

Talk to your child about the writing activities they engage with in school.

Encourage and support good penmanship when you child is writing.

When your child completes a piece of writing for homework, encourage them to proofread the piece and assess what they liked about their piece and choose one aspect they would like to improve on.

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 primary schools to have **183 school days** each year.

This year we had 183 school days, from 30/08/2018 to June 28th 2019.

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

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

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had parent/teacher meetings and 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 John Brennan

and our Deputy DLP is Mary Fleming

***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: 24/10/2018

We keep accurate attendance records and report them as required. YES

We encourage high attendance in the following ways:

**Whole School Approach:** Parents are reminded about procedures for notification of student absences in September newsletter.

Follow up letters will be sent where attendance has improved.

All teachers must call the roll on time and record lateness. All teachers feedback concerns around lateness, poor attendance and signs of neglect to the Principal before *Care Needs* Meetings.

Good attendance is encouraged weekly at assembly. End of term certificates are awarded to pupils who achieve 95% attendance or higher.

Parents can use the Aladdin app to explain why their child is not at school.

The following actions are used to address poor attendance: Discussion with Pupil (Where appropriate) - Phonecall – letter- house visit- Meeting- use of interventions - phone support – Education Welfare Officer referral.

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

The Department requires schools to have a code of behaviour, and asks us to consult parents and children 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