INTRODUCTION

This report has been prepared in accordance with Circulars 016/2018, 0039/2012 and 0039/2016. Our self-evaluation process and this report has also been informed by our Whole School Evaluation in November 2017.

The measures and actions listed herein are in addition to the continued implementation of all statutory requirements relating to child protection and data protection.

School self-evaluation considers reflective practise in respect of

* Leadership and Management
* Teaching and Learning and

LEADERSHIP AND MANAGEMENT

In accordance with Department of Education and Skills Circular 0063/2017 which sets out a leadership and management framework for posts in recognised primary schools Wicklow Educate Together National School has one administrative principal, one deputy principal, one assistant principal 1 post & three assistant principal 2 posts

**Context** A recommendation of the Whole School Evaluation in November 2017 was the allocation of specific curricular responsibility to post holders.

All post holders are informed of curricular development and actions by the School Improvement Plan, and progress this plan through staff collaboration, teacher modelling of good practice, staff meetings and reflective feedback.

Along with specific curricular responsibility post holders have a pastoral duty of care to all pupils and all staff.

**Action in 2017/2018**

Review of post holder duties

Develop use of office 365 for whole staff planning & collaboration

Improve use of Croke Park/Haddington Road time for staff CPD & staff collaborative practices in teaching & learning

**Action in 2018/2019**

Implement the use of staff teams led by post holders to develop, progress and monitor curricular improvement and pupil outcomes

Continue to distribute leadership across the whole staff

Initiate the Droichead process of teacher induction in the school

TEACHING AND LEARNING

1. **Oral language curriculum**

***Context***

The new oral language curriculum has introduced from junior infants to second class in both English and Irish.

***Action in 2017 / 2018***

* Staff training was given by the PDST.
* Staff have begun to plan in their short-term plans in this area from junior infants to second and in more senior classes if appropriate.

***Action in 2018 / 2019***

* The new curriculum will be reflected in long-term and short-term plans from junior infants to second class.
* Staff have decided to commence planning reading and writing using the new draft curriculum as well.
* We anticipate further training will be given to teachers in respect of reading and writing.
1. **Assessment, Collaborative Learning and Collaborative Planning**

***Context***

The need for developing children’s awareness around their own learning and progress arises in the context of pupil questionnaires as part of the whole school evaluation and as a specific recommendation by the inspectorate.

The development of children’s self-awareness will provide the foundation for collaborative learning, as will collaboration amongst teachers.

***Action in 2017 / 2018***

* Staff discussion around the need for children to be able to self-assess and to take ownership of their own learning.
* Each class teacher specifically teaching the peer assessment “Two stars and a wish” and a self-assessment strategy such as thumbs up etc. or traffic lights.
* **Observation of use of assessment by special class teachers in other schools – CHECK WITH DENISE**
* Discussion around measures to improve collaborative planning.

***Action for 2018 /2019***

* Continued development of whole school assessment to enable children to develop their ability to reflect on their learning, have a discussion around their learning and to set their own targets.
* Development of teacher’s use of assessment to inform planning.
* Continued sharing of learning objectives and targets with children.
* Continued exploration amongst staff of different assessment methods such as conferencing, rubrics etc.
* Writing the Whole School Assessment Plan reflecting day to day classroom practice.
* Class teachers and support teachers will plan collaboratively during Croke Park hours.
1. **Guided Reading.**

***Context***

We have identified literacy in the junior classes as a strength, particularly through the implementation of Literacy Lift Off. We know this through teacher observation and through specific benchmarking of children both before and after Lift Off.

***Action in 2017 / 2018***

Piloting of a guided reading programme in 2nd, 3rd and 4th to improve children’s engagement with reading using local library resources. Feedback from staff and children has been positive and thus will form part of our plan for 2018 / 2019.

***Action for 2018 /2019***

Continued development of the guided reading scheme from 2nd to 6th. The main aims / objectives of the programme are

* Children will read at their own level.
* Children will take more ownership of their own reading through independent reading tasks.
* Teachers will develop their use of higher order questioning through reading.

This will require

* Investment in novels / reading material through the book rental scheme
* Staff discussion / collaboration to ensure whole school cohesion.
* Monitoring by relevant post holder.
1. **Writing**

***Context***

The development of writing genre in our school have been the focus of our self-improvement plan.

***Action in 2017 / 2018***

* The purchasing and trialling of the PM writing scheme in 2nd and 5th .
* Teachers reported an improvement in children’s ability to identify and write in differing genre using that scheme.
* It was thought the highly structured materials allowed for teachers to teach the genre effectively and to ensure cohesion.

***Action for 2018 /2019***

* Further investment in the scheme and extension to classes from 1st to 6th.
* Monitoring and collection of writing samples to assist in developing assessment strategies.
1. **Continued Professional Development for Staff**

***Action in 2017 / 2018***

* An audit was undertaken of staff professional development and training to gain a comprehensive overview of skills within the school.
* Staff reflected on areas of CPD that they would like to develop.
* Whole staff training in respect of autism was undertaken as part of Croke Park Hours.
1. **Other Areas**

Work will continue in the following areas as well; the implementation of our Visual Arts Plan, review of the Maths recovery in 2nd, PE and SESE. However, the areas outlined above will be our priorities for 2018 / 2019.