SSE UPDATE - ST. CAIMIN'S COMMUNITY SCHOOL

Cycle 1 (2012—2016)

LITERACY

<u>Targets</u>:

- To increase the reading age of students by 6 months

- To increase the percentage of students who report that they find their classes interesting from 70% to 75%

- All subject plans will reflect the common approaches to developing literacy within the school

NUMERACY

<u>Targets</u>:

- To increase the percentage of students who say they are encouraged to estimate answers before carrying out calculations in all of their classes from 54% to 65%

- To increase the percentage of students who successfully answer questions on fractions and percentages from 24.78% to 40.0%

- To increase the percentage of students who successfully answer from 12.82% to 40.0%

- To increase the percentage of students who say they like Mathematics from 54% to 60%

LEARNING TO LEARN

<u>Targets</u>:

- To decrease the % of students not performing to their ability from 24% to 18%

- To take a coordinated approach in helping students learn and retain their learning

ACTIONS: LITERACY

- Introduce a library period in the timetable for all first years.

- Students will take part in the accelerated reading initiative.

- Increase the reading material available in the school library

- Staff will receive training in order to increase the use of ICT in their lessons.

- Lessons are differentiated

- Cooperative learning CPD for teachers

- Use of Keywords at the start of class

ACTIONS: NUMERACY

- All teachers to introduce estimating as part of returning exams using the cover sheet. Master cover sheets for exams

- Presentation by Mathematics department on common approach to fractions and graphing. Master sheet in all classrooms

- Graph template in the student journal to track results

- Create a Mathematics rich environment in the school using signs and posters

- Continue to promote Mathematics through competitions

- Math's week events

ACTIONS: LEARNING TO LEARN

- Share learning intentions and success criteria with students at the start of a lesson

- Create a good learning culture in the classroom, subject specific learning strategies

- Remind students what is expected of them to create a positive learning environment at the start of the year

- Seating plans will be devised to accommodate students that work well together.

- Classroom exams will incorporate elements of old and new material to help with revision of topics

- Common correction template

Progress made on previously-identified improvement targets — LITERACY

The first year timetable now includes a library period in addition to four periods of English. During this period students take part in the 'accelerated reading' initiative. Analysis of students pre and post tests indicate that students, on average, have increased their reading age by 6.39 months. The reading material in the school library has been increased over the last three years and the opening times of the library have also increased. A special duties post is in place to facilitate the administration of the school library.

A common correction checklist was developed and presented to the staff. It is in use by all members of the English, Gaeilge and Modern Foreign Language departments.

Progress made on previously-identified improvement targets — NUMERACY

All teachers have introduced estimating as part of returning exams and calculation of percentages in their lesson. A presentation was made by the Math's department on the agreed approach to calculating percentages and plotting graphs. The student journal includes blank graphing templates from students to track results in their different subjects.

A numeracy rich environment has been created in the school. Sign posts are used to highlight the distances to various destinations and heights in the school. Math's week events are organised by the Math's department and include 'crack the code' locker treasure hunts, daily puzzles shown on the screen at reception and a 1st year quiz. Numeracy now forms an integral part of subject plans.

Progress made on previously-identified improvement targets — LEARNING to LEARN

All students now complete the CAT4 test and are banded according to ability. The Deputy Principal and Year Head track academic progress from Christmas to Summer tests using this data. Students who have been identified as 'underperforming' are aided by the Deputy Principal, the Year Head and their parents to decide and put in place actions that will see an increase in their grades from Christmas to Summer. Subject teachers also use these bands to help identify students who are underperforming in their subject area. Teachers share learning intentions and success criteria with students at the start of each lesson and subject plans include formative assessment techniques. At the start of the year academic study seminars are provided to exam groups. The staff have also been provided with training on formative assessment. The central resource library includes the materials developed by the NCCA on formative assessment.

Actions to be embedded in school practice from Cycle 1

Whole School Level:

- Timetabling of the library class in first year.

- Accelerated reading initiative with first year students.

- Further development of the school library.

- Inclusion of graphing template in the student journal.

- Facilitation of Math's week events and the further development of a numeracy rich environment.

- CAT 4 testing of first year students and use of academic tracking to continue to ensure students are performing to their ability.

Department Level:

- Subject plans include information on the use of key words.

- English, Gaeilge and Modern Foreign Language plans include information relating to common correction templates.

- Subject plans identify areas where the use of percentages and graphing can be developed in the subject.

- Subject departments outline the use of formative assessment strategies suitable for their subject.

- House exams include topics from previous terms to help with revision of material

Classroom Level:

- Teachers share learning intentions, success criteria and key words with students.

- Teachers reference CAT4 results to determine which students are underperforming in their subject area.

- Teachers facilitate the estimation of results when returning class tests, calculating percentages and generate graphs using the common approach demonstrated by the Math's department.