

# **Scoil Asicus Naofa**

STRANDHILL  
CO. SLIGO

## **SCHOOL SELF- EVALUATION REPORT**

**EVALUATION PERIOD:** Sept 2018 - Sept 2023

### **INTRODUCTION**

#### **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in Scoil Asicus Naofa was undertaken during the period September 2018 – December 2018. During the evaluation teaching and learning in the following Domains of the Quality Framework for Primary School were evaluated.

- Teachers' Individual Practice

This is a report on the findings of the evaluation.

#### **1.2 School Context**

Scoil Asicus Naofa is a mixed school under the patronage of the Bishop of Elphin. The school currently has nine mainstream classes from Junior Infants to Sixth class. The current enrolment is 245 with several classes having over 30 children.

Since September 2012 the school has engaged in self-evaluation in respect of the following areas

1. Literacy – spelling & poetry
2. Numeracy – fractions & problem solving

The Primary Language Curriculum is being implemented over the years 2016 -2020. Circular 0039/2016 strongly advises schools to use the SSE process to support the investigation and implementation of the Primary Language Curriculum.

#### **2.1 Previous SSE processes.**

On 7<sup>th</sup> December, our school held its in-school planning day to reflect on previous SSE initiatives and plan for this year's focus.

*Strengths of previous initiatives?*

- **Spellings:** the SWST record sheet was very useful as a testing tool. A power-point on Tricky Words was also found to be useful. Spelling approach was easy to assess and track progress. Scores could be tracked to demonstrate year on year improvement. Spellings groups could be organised based on results. The approach followed through the school. It allowed for differentiation and developed children's confidence.
- **Problem Solving:** The whole school approach to problem solving worked well & increased awareness of the area. Children were practising the same strategies in each class. Resources were purchased to support this including Apex CDs and Maths Boxes.

- **Poetry:** a poet was chosen for each class group and their work discussed.
- **Fractions:** this subject was interrupted by the embargo on cooperation with SSE.

#### *Areas for improvement in previous initiatives*

- We could review the initiatives around spelling, poetry and problem-solving strategies at a staff meeting and explain them to new staff members.
- Topics need to be refreshed after a number of years to allow for new staff and teachers working in different classes.

## **2.2 Teaching and Learning with the PLC.**

On Monday 26<sup>th</sup> November, the Principal Joseph Fogarty attended an Inspectorate-led seminar “*Leading Teaching and Learning through School Self-Evaluation*”. Schools could produce a combined SSE report and School Improvement Plan of approx. 2 pages. In discussion with Dept. Inspector Leo Kilroy, it was suggested that we could focus on Teachers’ engagement with the PLC for 1 year and then more to a learner-focussed objective for year 2.

On 6<sup>th</sup> December, PDST Bairbre Ní Thuairisg met with teachers of all class levels during the day before addressing the whole teaching staff as part of a Croke Park hour after school. Bairbre elicited teachers experience of the PLC to date and, focussing on the Oral Language element, explained how the learning outcomes could relate to the 8 spoken text types as identified by the PDST.

#### *Teachers’ Focus Group on their experience / opinion of using the PLC*

- Teachers felt the PLC is unclear and confusing. It lacks concrete resources to support it. Teachers felt it was overwhelming with an overload of information
- Teachers wondered do we need an assessment programme to assess students? Should we assess every year or twice during the child’s career in school.
- The Emphasis in PLC on Oral Language was felt to be worthwhile. We cannot take it for granted that children can talk and express themselves verbally. Level and quality of talk in houses and cars is less due to the impact of technology. Children are not getting an example from adults who are increasingly communicating through their phones.
- One teacher reported planning using the NCCA template and the Learning Outcomes. Another teacher reported as having no experience of the PLC.
- The message to slow down our rate of implementation in recent months was welcomed. Teachers were concerned about the uncertain roll out of the PLC to senior classes and worried that our work could be undone by subsequent changes of policy.

## **3.1 Summary of SSE Findings**

The focus for SSE 2018 - 2019 is Teachers’ Planning of the Oral Language element of the PLC with children’s Learner Outcomes in this area to be the focus for SSE 2019 – 2020.

Domain	Standards
Teachers' individual practice	The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning

Our objective is to achieve a level of effective and/or highly effective practice throughout the school.

	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning	Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning needs.	Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning needs. Learning objectives reflect a developmental and incremental approach to progressing pupils' learning.

We will interweave the learning outcomes of Oral Language strand of the PLC with the 7 Spoken Text Types endorsed by the PDST. We would add "Poetry" as an additional 8th Spoken Text Type.

We will group the Spoken Text Types into a two-yearly cycle to be engaged with from Junior Infants to 6<sup>th</sup> beginning in Sept 2019.

	Sept – Dec	Jan – Mar	Apr- Jun
Year A	Oral Reports Storytelling & Anecdotes	Partner & Small group work	Questioning & Interviews
Year B	Conversations Giving Instructions / Procedures	Arguments /Persuasion /Debates	Poetry

This will build upon our school's strength as identified in the previous SSE plan: "*Pupils are being explicitly taught a range of writing genres in a consistent manner across the school.*"

### 3.2 Areas Prioritised for Improvement

#### Teachers Individual Practice

- Teachers to become familiar with the Spoken Text Types as endorsed by the PDST
- Teachers to integrate these with the Learning Outcomes in the PLC .
- Teachers to implement a whole-school approach to planning, preparation and assessment of the Oral Language strand of the PLC from Sep 19 onwards.
- Where teachers wish they may integrate the Oral Language strand with reading and writing.

Our SSE focus for 2019 – 2020 will be on a Learner Outcome / Experience around the Oral Language strand of the PLC.

#### 4. Results and Conclusions:

In the school year 2022 – 2023, the two-year cycle of whole-school approach to Oral Language was completed after the interruption of the COVID pandemic and so in October 2023 we were in position to reflect on the SSE plan.

The most recent whole-school oral language focus was on Instructions and Procedures and a sample from every class was assessed.

Jnr Infants – How to Make Butter

Snr Infants – How to make Jelly

1<sup>st</sup> Class – How to create a Volcano

2<sup>nd</sup> Class – How to make Rice Crispie Buns / Ham & Cheese Sandwich / Plant a Daffodill

3<sup>rd</sup> Class – How to perform a selection of science experiements.

4<sup>th</sup> Class – How to make a Pom-Pom / a snowflake.

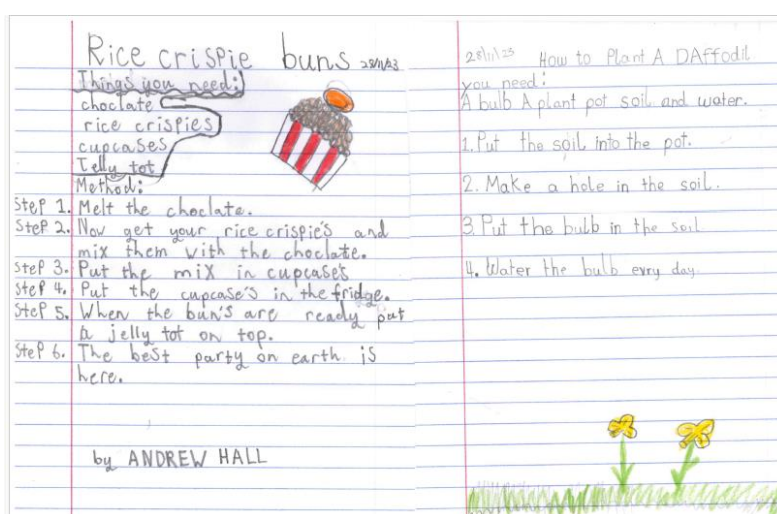
5<sup>th</sup> Class – How we created our Skyscrapers.

6<sup>th</sup> Class – How to play a new Playground Game they created.

Across the age-groups it was observed that

- Children displayed good speaking and listening skills (e.g. eye contact & tone of voice). This speaks to the ongoing work across all the oral language text-types.
- Children showed good recall and awareness of the text structure. They were able to identify the steps involved in the procedures and usually offer details.
- An area that could be improved upon was the language element of the genre. Greater range and versatility of time connectives (not relying on “Then”) and verbs in the imperative tense (not relying on “Put”). We will continue to work on the language-specific elements of the oral language genres as we encounter them.

In our WSE-MLL of mid-October 2023 it was "recommended that the spoken text types developed in oral language should be aligned with the writing genres." This is something we will take on to further embed the whole-school approach to teaching and learning of language.



	1	2	3	4
<b>Text Structure</b>				
<b>Introduction</b>	The speaker did not attempt an introduction to the procedure.	The speaker attempted an introduction but it was confused and unclear.	The speaker introduced the procedure but did not use sufficient details. EF	The speaker had a strong introduction that provided the listener with a clear overview and a context for the task in hand. RT NF
<b>Organisation &amp; Sequencing</b>	Instructions were poorly sequenced, unclear and difficult to follow.	Instructions were somewhat sequenced but needed to be clearer and better explained. EF	Instructions were sequenced in the main but could have been provided in a more logical manner. RT NF	Instructions were very well presented, clearly organised and given in a logical, sequential manner.
<b>Detailed factual descriptions</b>	No details were used in the instructions.	Minimal details were used throughout the instructions.	Some details were provided. EF NF	The speaker provided many details throughout their instructions. RT
<b>Conclusion</b>	There was no clear conclusion to the instructions.	There was some attempt made to conclude the instructions. RT NF	The instructions concluded, but somewhat abruptly.	There was a clear, logical conclusion to the instructions provided.
<b>Language</b>				
<b>Use of time connectives</b>	The speaker did not use time connectives throughout their instructions.	The speaker repeated the same time connective throughout their instructions. EF	The speaker used a couple of time connectives throughout their instructions. RT NF	The speaker used a good variety of appropriate time connectives throughout their instructions.
<b>Use of verbs in the Imperative</b>	Very limited use of verbs and tense confused.	A limited use of verbs used. Inconsistent use of tense.	Some attempts to vary the verbs provided in instructions. Tense used was mostly correct. RT NF	A good variety of appropriate verbs used in the correct tense throughout.
<b>Speaking and Listening Skills</b>				
<b>Broad rules that govern social interaction</b>	The speaker did not respond appropriately to turn taking, was unclear when to speak and could not repair mistakes.	The speaker attempted to turn take and made some attempts to correct errors made.	The speaker followed turn taking appropriately for the most part and was capable of some self-correction.	The speaker followed turn taking appropriately throughout and was confident when correcting errors.
<b>Use of voice</b>	In appropriate pitch and volume used throughout. Mumbled speech and inappropriate pace.	Some pitch and volume issues when providing instructions. Speech was somewhat clear.	Pitch and volume were good in parts. Generally clear speech at an appropriate pace. EF NF	Smooth, effective delivery appropriate pitch, volume and pace throughout. Clear pronunciation that the listener could follow. RT
<b>Non-verbal behaviours</b>	Speaker positioned themselves inappropriately to the listener. Poor eye contact and gesture throughout.	Speaker attempted to position themselves appropriately to the listener. Speaker used some appropriate gestures and attempted to use eye contact. RT EF	Speaker positioned themselves appropriately for the most part. Good use eye contact and gesture to support instructions. NF	Speaker positioned themselves very well for the listener. Excellent use of eye contact and gesture throughout to encourage and respond to the listener.

I am exploring

*mixing things*



you will need *lucorade, cola*  
*1. Mentos and a bottle*  
 Method  
 1. Place the bottle into a *bracket*  
 2. Add 2 or 3 *mentos* to the liquid.  
 3. Observe  
 Result:  
*bubbles came out*

Ms. Marren  
 Junior and Senior Infants  
 2023

Date:  
 Presenter name:

### Oral Presentation Rubric - Giving Instructions on the procedure of making butter.

Name of Presenter:	Topic			
	High levels of competency.	Capable and competent.	Needing some help.	Experiencing difficulty.
Eye contact when speaking & tone of voice.				
Use of language relevant to providing instructions/sharing a procedure. (First, Next, after that, then, here, later, finally, in the end)				
Use of dictate verbs such as (get, go, put, shake, close, cut, look, open).				
Overall quality.				
Ability to answer questions on the procedure.				