

Targets	Actions	Persons / groups responsible	Criteria for success	Progress & adjustments	Targets achieved
<p>To increase focus on Feedback during lessons</p> <p>LAOS Dimension 1 - Teaching & Learning</p> <p>Domain 3: Teachers Individual Practice</p> <p>Standard: The teacher selects and uses preparation and assessment practices that progress pupils learning.</p> <hr/> <p>Statement of Highly Effective Practice.</p> <hr/> <p>Teachers regularly provide pupils with constructive, developmental oral and written feedback. Teachers use feedback to work with pupils on clear strategies for improvement.</p> <hr/>	<p>We are aiming to embed formative feedback practices on a whole school level. In order to ensure this, we will need to address whole school teaching and learning (LAOS Dimension 1) - specifically; in class teaching strategies; student opinion/awareness of strategies; efficacy of these strategies in an evidence-based manner.</p> <p>This strategy links to our overall Wellbeing and Digital Strategies. Teachers will seek to address student wellbeing as the make the learning process more inclusive, including the student voice, giving time and space to the student to discuss and apply feedback in their learning.</p> <p>Teachers have been asked to consider each methodology used and how they can bring a digital element to the feedback process.</p> <p>We asked teachers the question:</p>	<p>All Subject Departments</p> <p>Members of each subject dep.</p> <p>Student focus groups</p> <p>Parent focus group</p>	<p>Students are involved in the feedback process Move from delivery of information, to asking questions that help provide effective feedback</p> <p>Students engage with the teacher when given a specific piece of feedback</p> <p>Department approach to homework/project work develops opportunities for students to apply feedback</p> <p>Feedback is engaging the students</p> <p>Student confidence is supported by putting in place scaffolded and targeted feedback? Awareness of Feedback more prominent in the</p>	<p>All departments reviewed their progress during the academic year 2023-24.</p> <p>Each department adjusted targets identifying strengths, weaknesses, opportunities, threats.</p> <p>All teachers reviewed their strategies in April 2024 and set adjustments for the 24-25 academic year.</p>	<p>Targets were achieved to varying levels.</p> <p>Some strategies need to be revisited while others can be strengthened.</p>

	<p>Having identified the development of FEEDBACK as our key area of focushow can we go about refining this focus into: something that is manageable/can be addressed on a school-wide basis?</p> <p>Carry out a survey in Sep to ascertain teacher opinion of how feedback happens in individuals own lessons. (Appendix)</p> <p>Carry out focus group with students based on their perception of feedback and what they view as effective feedback in their context.</p> <p>Carry out a survey of parents via a focus group</p> <p>Carry out a survey of student representatives' mid-year</p> <p>Carry out a review in May 2024 to see if there has been a change in practice</p>		<p>teaching, student and parent body.</p> <p>Results from teacher survey carried out between September 23 and April 24 show a marked difference in the approach taken.</p> <p>Student focus groups report need for ongoing feedback in order to gain a greater understanding in subject areas.</p> <p>Parent focus group provided a greater understanding of feedback. Parents engaged with the process and reported their experience of feedback from GCC</p>		
<p>Attendance Strategy LAOS Domain 1 Learner Outcomes Standard:</p>	<p>GCC undertook a strategy to address the high number of lates that was observed by members of</p>	<p>Tutors, yearheads, clerical officers</p>	<p>Number of late arrivals in the morning decline.</p>	<p>This strategy is believed to have had a positive impact on student</p>	<p>The data resulting from this strategy is inconclusive. Initially there was</p>

<p>Students have the necessary knowledge skills and attitudes to understand themselves and their relationships.</p> <p>Statement of highly effective practice : ‘Students have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.’</p>	<p>the MLT. A two-pronged “stick and carrot” approach was adopted.</p> <p>Lates are monitored by the clerical staff and data is collated in a spreadsheet that can accessed by yearheads and SLT.</p> <ul style="list-style-type: none"> • Lates were discouraged with three lates resulting in an after-school detention • Good/full attendance being rewarded with the chance to win highly coveted prizes of €50 JD Sports or Penneys vouchers. Using a budget provided by the Dept. of Education we offered vouchers we were able to fund these prizes and it created an opportunity to publicly reward those with excellent attendance. 			<p>lates/attendance and continues to promote and reward attendance the life skill of being on time each morning.</p> <p>Other interventions are utilised to good effect including meetings with parents and regular check-ins with students to encourage them to take ownership of their own schedules and managing themselves.</p> <p>The appendix contains the data collected using this method during the period of Jan 8-20 May 2024:</p>	<p>a very positive response with numbers arriving late decreasing significantly. However these numbers did increase again afterwards. Further monitoring needed in the ‘24-25 academic year.</p>
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Griffeen Community College
School Self Evaluation Report & Improvement Plan

1. Introduction

Feedback includes:

- Telling students what they have done well and what they need to do to improve.
- It also includes reminding students of what they were aiming to achieve (the learning intentions).
- Finally, high quality feedback is always given against explicit and agreed criteria for success.

Effective feedback is characterised by:

- Focusing on the quality of the student work
- Relating to agreed success criteria
- Identifying success and achievement
- Indicating suggestions for improvement
- Prompting student thinking
- Allowing time for improvement to take place

2. The focus of this evaluation from Sep 2019 to April 2020

We undertook self-evaluation of teaching and learning during the period *Sep 2023 to April 2024*. We evaluated the following aspect(s) of teaching and learning:

Context & Overview

LAOS Dimension 1 - Teaching & Learning

Domain 3: Teachers Individual Practice

The teacher selects and uses preparation and assessment practices that progress pupils learning.

2. Findings

2.1 This is a worthwhile strategy within our school

- Focus on Feedback has become a prominent approach to teaching & learning
- Teaching staff have a greater awareness of feedback and a growing awareness of the elements needed for effective feedback to happen.
- Teacher collaboration is key component for success in this area with teachers sharing ideas within and between departments.
- Student show greater understanding of how feedback works, students using terminology, examples of progression in student written pieces

- Students have expressed they have found the feedback beneficial and use it for correcting work and a study resource.
 - There were some areas where the teacher survey showed a decrease.
 - These could be due to a greater awareness of criteria to be met on the behalf of teachers in the feedback area in order for it to be effective. For example, *'Feedback specifies what students have achieved and what they need to do to improve. - Decrease from 73% to 56% between September 23 and April 24*
 - or it could be a change I practice that led to refocusing away from this specific criterion
- Greater focus is needed on students giving more feedback to each other as this has decreased.

2.2. This is how we know

Delivery of Feedback Workshops during SSE meetings & Staff meeting

Creation and sharing of resources on the VLE – MS Teams

Results from staff surveys, those reporting *'Always'* as an outcome, show:

- Teachers think about the kind of verbal feedback that they give their students:
 - Increase from 77% to 94% between September 23 and April 24
- I give feedback that relates to the learning intention and criteria for success agreed with the students.
 - Increase from 45% to 50% between September 23 and April 24
- Feedback focuses on a small number of targets at a time
 - Marginal decrease from 64% to 63% between September 23 and April 24
- Feedback specifies what students have achieved and what they need to do to improve.
 - Decrease from 73% to 56% between September 23 and April 24
- Students are encouraged to give feedback to each other
 - Decrease from 32% to 19% between September 23 and April 24
- Assessment techniques are used throughout the lesson to facilitate students in giving me feedback on how they are learning.
 - Increase from 45% to 50% between September 23 and April 24
- I allow time for students to consider feedback that they receive from me and their peers.
 - Increase from 23% to 31% between September 23 and April 24
- Students are given a chance to make improvements to their work based on feedback.

- Marginal decrease from 45% to 44% between September 23 and April 24
- My written feedback to students can be read and understood
 - Increase from 68% to 100% between September 23 and April 24

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- All staff will reevaluate chosen approaches at the commencement of 24-25 academic year.
- Analysis of student attainment needs further investigation
- Time needs to be given for peer to peer feedback
- Time to be given during staff and SSE meetings for sharing of teachers own exemplars to all staff.

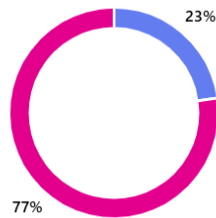
MS Form Questionnaire to Staff

September 2023

Focus on Learning – Learning Outcomes, how are we doing?

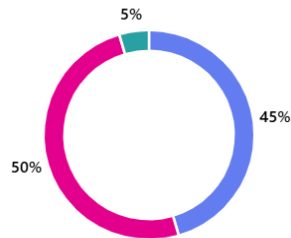
1. I think about the kind of verbal feedback that I give my students.

- Sometimes 5
- Always 17
- Never 0



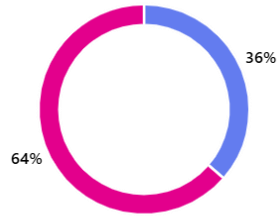
2. I give feedback that relates to the learning intention and criteria for success agreed with the students.

- Sometimes 10
- Always 11
- Never 1



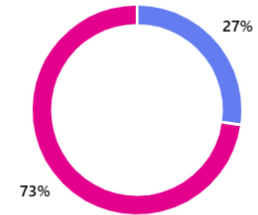
3. Feedback focuses on a small number of targets at a time.

- Sometimes 8
- Always 14
- Never 0



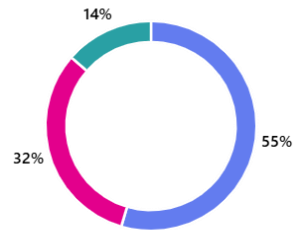
4. Feedback specifies what students have achieved and what they need to do to improve.

- Sometimes 6
- Always 16
- Never 0



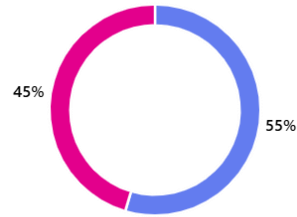
5. Students are encouraged to give feedback to each other.

- Sometimes 12
- Always 7
- Never 3



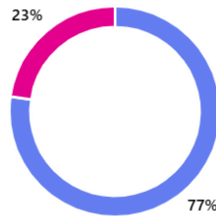
6. Assessment techniques are used throughout the lesson to facilitate students in giving me feedback on how they are learning.

- Sometimes 12
- Always 10
- Never 0



7. I allow time for students to consider feedback that they receive from me and their peers.

- Sometimes 17
- Always 5
- Never 0



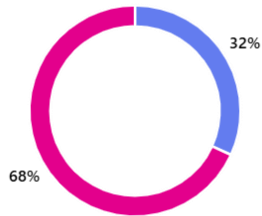
8. Students are given a chance to make improvements to their work based on feedback.

- Sometimes 12
- Always 10
- Never 0



9. My written feedback to students can be read and understood.

- Sometimes 7
- Always 15
- Never 0



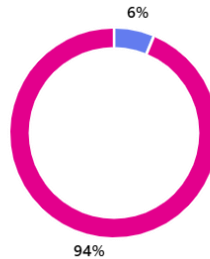
MS Form Questionnaire to Staff

April 2024

Focus on Learning – Learning Outcomes, how are we doing?

1. I think about the kind of verbal feedback that I give my students.

- Sometimes 1
- Always 15
- Never 0



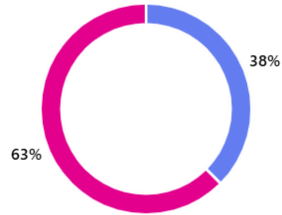
2. I give feedback that relates to the learning intention and criteria for success agreed with the students.

- Sometimes 8
- Always 8
- Never 0



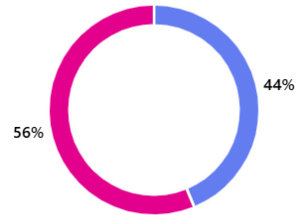
3. Feedback focuses on a small number of targets at a time.

- Sometimes 6
- Always 10
- Never 0



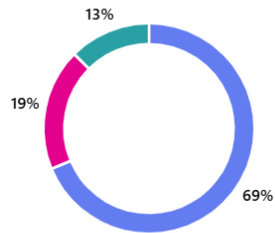
4. Feedback specifies what students have achieved and what they need to do to improve.

- Sometimes 7
- Always 9
- Never 0



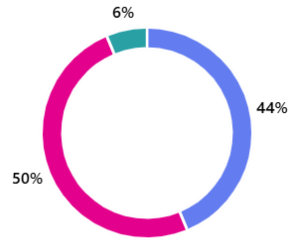
5. Students are encouraged to give feedback to each other.

- Sometimes 11
- Always 3
- Never 2



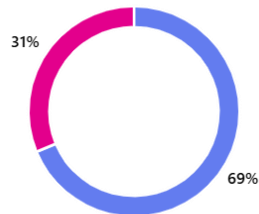
6. Assessment techniques are used throughout the lesson to facilitate students in giving me feedback on how they are learning.

- Sometimes 7
- Always 8
- Never 1



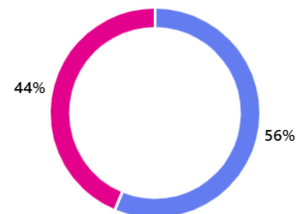
7. I allow time for students to consider feedback that they receive from me and their peers.

- Sometimes 11
- Always 5
- Never 0



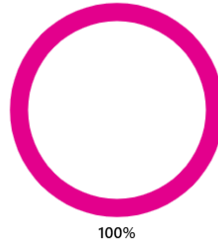
8. Students are given a chance to make improvements to their work based on feedback.

- Sometimes 9
- Always 7
- Never 0



9. My written feedback to students can be read and understood.

- Sometimes 0
- Always 16
- Never 0



Attendance strategy

Numbers of students arriving late in the morning during the academic period Jan-May 2024

8 Jan-19 Feb(5 weeks)	2/19/2025- 20 March(6 weeks)	8 th April -June 4 th
x3 lates: 94 students	x3 lates: 71	x3 lates: 97
x6 lates: 42 students	x6 lates: 22	x6 lates: 41
x9 lates: x16	x9 lates: 13	x9 lates: 28
x12 lates: 6	x12 lates: 3	x12 lates: 10
x15 lates: 1	x15 lates: 1	x15 lates: 2