

**LORETO ABBEY SECONDARY SCHOOL,
DALKEY, CO. DUBLIN.**

**OUR SCHOOL IMPROVEMENT PLAN
JANUARY 2018 - JANUARY 2020**

Domain 4: Standard 3 (page 21) Teachers' Collective/Collaborative Practice ("Looking at our Schools")

STANDARD: Teachers collectively develop and implement consistent and dependable formative and summative assessment practices					
Statements of Highly Effective Practice	Target	Action	Person/Groups Responsible	Criteria for Success	Target date to be achieved
Teachers have collectively developed a whole school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively	Teachers will collectively develop a whole school policy on assessment that is appropriate to the curriculum and to our students. The policy will include formative and summative assessment practices. It will be implemented consistently and reviewed collectively	<ul style="list-style-type: none"> - Establish a committee which will review the current policy and will consult with the partners on the necessary amendments. - The redrafted document will be circulated for further consultation and amended where necessary. - This policy is adopted by the Board of Management and then implemented in the classroom. 	<ul style="list-style-type: none"> - Member of SSE group to lead the committee. 	<ul style="list-style-type: none"> - Publication of policy following a collaborative process with adoption by the Board of Management -Implementation of the policy 	September 2020

Statements of Highly Effective Practice	Target	Action	Person/Groups responsible	Criteria for Success	Target date to be achieved
<p>Teachers have <u>collectively</u> developed a whole school approach to providing developmental, oral and written feedback to students. This approach is implemented consistently and is underpinned by the <u>collective</u> review of students' work</p>	<p>To develop a collective whole school approach to providing developmental oral and written feedback to the students.</p>	<ol style="list-style-type: none"> 1. Introduction of the "Read-Reflect-Respond" sticker. 2. Roll out of use of sticker by staff. Review of sticker at staff meeting. 3. Removal of Comment Bank from Reports. 4. Implementation of school-wide use of 'free text' on reports. 5. Implementation of SLAR meetings in accordance with the new Junior Cycle. 	<ol style="list-style-type: none"> 1. All subject teachers 2. SSE group and Senior Management Team to design the stickers. 	<ol style="list-style-type: none"> 1. Stickers used on written work of students in multiple subject areas. Students respond constructively on sticker. 2. Increased use of 'free text' on reports by all teachers in the school. 3. Minuted SLAR meetings have taken place 	<p>May 2018 review, ongoing to 2020</p> <p>Summer 2018 and ongoing to 2020</p> <p>April 2018</p>
<p>Teachers have <u>collectively</u> developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each students' learning attainments and needs and are built on progressively as the student moves through the school</p>	<p>To develop a whole school approach for to monitor student attainment and progression.</p>	<ol style="list-style-type: none"> 1. Implementation of the "Read-Reflect-Respond" stickers giving a comprehensive overview of student achievement and progression. 2. Introduction of overview cover sheet for individual students where subject assessment work and progression is recorded. 3. Compilation of precise academic tracking documents for each year using standardised student attainment data, e.g. CAT IV, NGRT and Educational Passport from 1st Year. 	<ol style="list-style-type: none"> 1. All Subject teachers 2. Members of SSE group to design assessment coversheet and to arrange for this process to be trialled. 3. Principal, Deputy Principal, Year Heads, Guidance Team and SEN Team 	<ol style="list-style-type: none"> 1. Trialling of assessment coversheet for focus group of 2nd Year students. 2. Widescale use of academic tracking documents by staff to improve student attainment. 	<p>September 2018</p> <p>November 2018 (trial)</p> <p>September 2018</p>