

School Improvement Plan for Assessment Practices at Scoil Aireagail
September 2015 to May 2018
Themes: Engagement with Learning and Assessment

<p>Summary of main strengths</p>	<ul style="list-style-type: none"> • A wide variety of assessment instruments are utilised in teaching and learning practices. • There is good compliance regarding homework completion. • A variety of homework type is evident across year groups. • High level of agreement among school community that examinations are a positive motivating factor. • High level of agreement among school community that regular testing assists learning. • AfL methodologies are utilised across all year groups and subject areas.
<p>Summary of main areas prioritised for improvement</p>	<ul style="list-style-type: none"> • The quantity and quality of completed homework to be addressed by the whole school community. • A comprehensive study skills programme to be implemented involving the whole school community. • Greater coordination of examination preparation strategies on a whole school basis. • Greater consistency in the utilisation of key AfL methodologies in teaching and learning. • The following AfL methodologies to be targeted on an ongoing basis over the three years of a school improvement plan; <ul style="list-style-type: none"> - self and peer-assessment - statement of learning objective - clarification on criteria for success - descriptive feedback
<p>Actions to support the implementation of School Improvement Plan</p>	<ul style="list-style-type: none"> • Staff planning sessions devoted to assisting implementation. • School management and steering committee to coordinate implementation of SIP. • Educational consultants to assist in implementation of study skills programme. • Concerted effort to raise awareness among whole school community in relation to SIP.

IMPROVEMENT TARGET 1 <i>Quantity and Quality of Completed Homework</i>	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES	TIMEFRAME FOR ACTIONS	REVIEW DATES
To increase to amount of time spent by students on homework completion. Currently 65% of students spend at least one hour on homework, this figure to increase to 80% over three years of SIP.	1. Students are given appropriate homework assignments in all subjects for each lesson. Homework is recorded in school journal.	All teachers and students	Full record of homework assignments evident in school journals. An increase in amount of time spent on homework completion as measured by survey.	Ongoing inspection of journals. Survey undertaken in May 2016/17/18.	May 2016
	2. Enhanced parental input into monitoring of homework completion.	Parents	Increased parental engagement in homework completion process as measured by survey.	Throughout duration of SIP.	May 2016/17/18.
	3. Completed homework monitored and evaluated thoroughly and regularly. Students are given descriptive feedback on their work.	All teachers	Evidence of thorough and regular evaluation of students' work in copies/journals/workbooks. General evaluations should occur on three to five occasions annually.	September 2015 – May 2016	May 2016/17/18.

IMPROVEMENT TARGET 2 <i>Exam Preparation and Study Techniques</i>	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES	TIMEFRAME FOR ACTIONS	REVIEW DATES
To strengthen exam preparation practices across all subject areas, student satisfaction level with exam preparation time to increase from 42% to 60%. To increase students' confidence levels in their study techniques from current level of 52% to 75%.	1. Students to be provided with materials to assist their structured revision for house examinations.	All teachers	Increased student satisfaction with exam preparation as measured by survey.	September 2015 – May 2016. Repeated in subsequent years of SIP.	December 2015, May 2016
	2. Comprehensive study skills programme to be undertaken by whole school community.	Students, teachers, parents.	Increased level of confidence in study techniques as measured by survey.	September 2015 – May 2016. Repeated in subsequent years of SIP.	May 2016/17/18.

IMPROVEMENT TARGET 3 <i>Assessment for Learning Methodologies</i>	REQUIRED ACTIONS	PERSON/S RESPONSIBLE	MEASURABLE OUTCOMES	TIMEFRAME FOR ACTIONS	REVIEW DATES
To enhance the utilisation of AfL methodologies across all teaching and learning. Student perceptions of the frequent use of various AfL methodologies to increase gradually over duration of SIP; statement of learning objective from 40% to 60%, student self-assessment from 33% to 50%, peer-assessment 66% to 75%, descriptive feedback that leads to improvement from 56% to 70%.	1. Statement of learning objective to be shared with students at the beginning of each class	All teachers	Increased perception among students of statement of learning objective as measured by survey.	September 2015 – May 2016. Repeated in subsequent years of SIP`.	May 2016/17/18.
	2. Provision for and guidance in self-assessment techniques.	All teachers	Increased awareness among students of self-assessment as learning tool as measured by survey.	September 2015 – May 2016. Repeated in subsequent years of SIP.	May 2016/17/18.
	3. Provision for and guidance in peer-assessment techniques.	All teachers	Increased awareness among students of peer-assessment as learning tool as measured by survey.	September 2015 – May 2016. Repeated in subsequent years of SIP.	May 2016/17/18.
	4. Consistent use of descriptive feedback in evaluation of students' work.	All teachers	Increased perception among students that feedback on school work assists in academic improvement as measured by survey.	September 2015 – May 2016. Repeated in subsequent years of SIP.	May 2016/17/18.