**Looking at Our Schools (LAOS)**

Selected statements of highly effective practice for Ballydesmond NS to aspire towards

**Domain 1: Learner Outcomes**

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| **Standards** | **Statement of highly effective practice** |
| Pupils achieve the stated learning objectives for the term and year | Pupils demonstrate that they have achieved, and at times surpassed, the stated learning objectives for the term and year, which have been appropriately differentiated where necessary |

**Domain 2: Learner Experiences**

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| **Standards** | **Statement of highly effective practice** |
| Pupils reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning | Pupils assess their progress realistically and can describe their strengths and areas for development as learners.  They have a sense of ownership of their work, take pride in it, and take responsibility for improving it. |

**Domain 3: Teacher’s individual practice**

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| **Standards** | **Statement of highly effective practice** |
| The teacher selects and uses planning, preparation and assessment practices that progress pupils’ learning | Teachers share success criteria with pupils so that they can assess their own learning through self-assessment and peer assessment, and identify strengths, areas for improvement and strategies to achieve improvement. |

**Domain 4: Teachers’ collaborative/collective practice**

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| **Standards** | **Statement of highly effective practice** |
| Teachers value and engage in professional development and professional collaboration | Teachers collectively agree and implement whole-school approaches to teaching and learning to improve pupils’ experiences and outcomes |

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| **SCHOOL IMPROVEMENT PLAN**  ***Handwriting in Ballydesmond NS***  **October 2019 to June 2020** | | |
| **IMPROVEMENT PLAN CO-ORDINATOR:** | | Mr. Pat Neenan |
| **TARGETS** | * All children from Junior Infants-1st class will use tails in handwriting * All children in 2nd Class will learn entry & exit (lowercase) strokes of cursive style in accordance with new language curriculum * 3rd Class- Join letters as words * 4th Class- Introduce capitals as joined * 5th & 6th Class – Implement handwriting scheme in its totality * Increase pupil confidence in handwriting tasks   **General Target**   * Increase parental awareness of and engagement with the SSE Process | |
| **Summary of actions completed in 2018/2019:**  1. Staff collected samples of handwriting from each student in September  2. Handwriting scheme was implemented throughout the school.  3. Photocopies of letter strips appropriate to each class level provided for homework folders.  4. Letter strips are displayed in relevant classrooms | | All teaching staff |
| **New/Continued Targets 2019/2020** | |  |
| **From 2018/2019**   * Update English plan in accordance with new whole school approach to handwriting and informed by new Primary Language Curriculum * Communicate handwriting plan with parents and seek co-operation with homework   **New 2019/2020**   * Handwriting award to be set up for all classes, presented at monthly assembly to provide motivation for children. This can go to best handwriting, most improved, most consistent etc. Children to be rewarded with certificates and celebrated on the school website and Facebook Page * Student Self-Assessment – Across Term 1, students throughout the school will begin to self-assess their handwriting in the corner of their page once completed. * Surveys to be administered before the Halloween break to Children/Parents/Teachers to determine baseline attitudes and beliefs among all stakeholders in the Ballydesmond School Community regarding handwriting. This information will form the basis for further development in the area and allow for year on year comparisons. * New and revised SIP to be placed on Ballydesmondns.ie ASAP and parent’s attention drawn to it. | | ISM Team in consultation with staff  Class teachers in partnership with school principal  Students under guidance from class teachers  Devised by ISM team following request for feedback from staff.  Principal |

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| **MONITORING:**   1. Handwriting samples 2. Discrete handwriting lessons 3. Pen License system in 4th class 4. Teacher observation 5. Display handwriting on the walls | | Teachers |
| **EVAL UATION APPROACH:**   * Handwriting Samples – Collect twice a year * Parent Feedback * Child self-evaluation to be implemented in Term 1 * Monthly awards at assembly | **EVALUATION TOOLS:**   * Collection of handwriting samples * Administration of surveys * Standard assessment rubric/template for analysis of handwriting to be formulated for June 2020 | |

**SSE Review**

**This review that follows was conducted in September 2019 at whole school and ISM level.**

**Review of the targets of SIP:**

Targets were reviewed and all seen as still being relevant for 2019/2020.

It was agreed that a tweak was required to the second target to reflect that children in 2nd class will learn entry & exit (lowercase) strokes in Term 3 of 2nd class

**Review of the actions:**

-Actions 1 and 2 are on target and have been implemented in 2018/2019 school year

-Actions 3 has yet to be implemented, a priority for ISM team in Term 1 2019/2020

-Action 4 has been implemented in September 2019

Letter to parents outlining the SSE process in Ballydesmond NS

Guidance note to parents with helpful information on handwriting from Brendan Culligan

Guidance on homework and how best to assist their children sent home

Action 5 has been implemented fully in 2018/2019 school year

**New**: Action 6 – Handwriting award set up for all classes at monthly assembly to provide motivation and a goal for children. This can go to best handwriting, most improved, most consistent etc. Children rewarded with certificates and celebrated on the school website and Facebook Page

**New**: Action 7: Student Self-Assessment – Across Term 1. Students across the school will begin to self-assess their handwriting in the corner of their page once completed. The score (1-10/smiley or sad face etc) they give themselves will be for neatness and legibility of handwriting alone. Questions to help children arrive at this score will be practiced. Did I give this my best effort? Is there anything I can improve on for next time. Children will be directed to look at their previous pages before starting a new one to make them more aware of their writing practices.

**New**: Action 8: Surveys to be administered before the Halloween break to Children/Parents/Teachers to determine baseline attitudes and beliefs among all stakeholders in the Ballydesmond School Community regarding handwriting. This information will form the basis for further development in the area and allow for year on year comparisons.

**New:** New and revised SIP to be placed on Ballydesmondns.ie ASAP and parent’s attention drawn to it.

**Review of monitoring procedures**

All 5 monitoring instruments have been in place throughout the 2018/2019 school year and continue in 2019/2020

**Review of evaluation methods**

Method 1: Handwriting samples have been collected

Method 2: Communication from parents has not been sought.

New approach to method 2 (2019/2020): Review of attitudes/experiences of handwriting in the school via survey to be completed in June 2020 to assess the impact of the SSE plan in this regard.

**New:** Method 3: Child self-evaluation on a daily basis

**New:** Method 4: Analysis of handwriting samples from each class to be conducted in order to determine if SSE practices are having the desired impact. This is to be done retrospectively for the students in 2018/2019 and the results used to targets specific areas we can work on for 2019/2020.

**Review of Evaluation Tools**

Tool 1: Handwriting Samples – These have been collected

Tool 2: Surveys have not been administered – These will be sent out in T1 and T3 of the 2019/2020 school year to enable leadership team to compare and contrast.

**New**: Tool 3: Devise a standard assessment rubric/template for class teachers that can allow for interpretation and analysis of handwriting samples in June 2020.

**SSE in Ballydesmond NS**

**Every class, every child, every day**