



SCHOOL SELF EVALUATION REPORT

Second Phase: TEACHING AND LEARNING

The use of Learning Intentions and Formative Assessment in the Overall Context of Wellbeing

September 2020 - May 2021

1.1 Introduction

Self-evaluation of teaching and learning in Maryfield College has been ongoing since September 2013. The Following themes have been evaluated:

- Literacy
- Numeracy
- Assessment

This year, 2020-2021, the focus for SSE is the use of Learning Intentions and Formative Assessment in the Overall Context of Wellbeing.

1.2 School Context

Maryfield College is an all-girls voluntary post primary school under the trusteeship of the Le Chéile Trust. The current enrolment is 583 students. TY and LCVP are well established and are optional programmes that cater for 69 and 26 students respectively. Students come from a variety of socio-economic backgrounds with a range of abilities. This is consistently reflected in the results of assessment testing of incoming students each year.

During the 2020-2021 the SSE team did not formally meet due to Covid-19 restrictions and constraints on availability of cover for class substitution. Regular

meeting took place the Principal, Deputy Principal and SSE coordinator. The SSE coordinator is an AP II post holder. SSE was included as an agenda item at staff meetings.

2 The Findings

Meetings of the SSE coordinator, principal, and deputy principal took place during the school year. A presentation regarding SSE and its implementation in our school was given by the SSE coordinator to the staff on 16 November 2020. Learning Intentions signs were placed in each classroom in November. Further updates on SSE implementation were given at staff meetings on 23 February 2021 and 6 May 2021. At the meeting on 23 February issues regarding the implementation of SSE strategies in remote online teaching and learning were discussed.

The SSE coordinator held meetings with new staff on 7 and 8 December to guide them through the SSE process at Maryfield and provide information on the implementation of our strategies in Literacy, Numeracy, AFL, Learning Intentions and Formative Assessment.

A follow-up survey, with the purpose of monitoring our actions in teaching and learning, was given to the same cohort of students who were initially surveyed in September 2019. These students were in 3rd Year at the time of the follow-up survey. The follow-up survey mirrored the original survey but also included focused questions regarding the effectiveness of Learning Intentions and Formative Assessment. The findings of the follow-up survey were shared with staff at the meeting held on 6 May 2021.

The results of the follow-up survey in questions relating to our two agreed strategies were as follows:

The use of Learning Intentions

- 88% of students who responded to our survey said that the use of Learning Intentions helps them to understand what they should have learned
- 78% of students responded that when their teacher uses Learning Intentions, they feel focused on their learning

- 89% of students responded that they found the use of Learning Intentions contributes to their awareness of what they have learned

The Use of Formative Assessment

- 95% of students who responded are aware of how to improve their work when formative assessment activities are used by their teacher

It had been intended that a focus group of 3rd Year students would be convened to discuss student awareness of how best to learn and how to improve their work, and the effect of Learning Intentions and Formative Assessment on their learning experience. Due to Covid-19 restrictions at school this intended meeting did not take place.

Wellbeing

Further progress has been made in student wellbeing through the development and implementation of the SPHE/RSE programmes, and Junior Cycle implementation.

The following practical steps were taken to foster student, parent, and staff wellbeing:

- The following Form Tutor sessions, focusing on Wellbeing, were held with the students:
 - 24 September 2020 – ‘Settling Back to School’, gathering the student voice
 - 21 October 2020 – response to the student voice of previous session, Hallowe’en quiz
 - 13 November 2020 – preparation for the November exams, study tips and techniques, how to manage wellbeing during exams
 - 10 February 2021 – examination of the student experience during remote teaching and learning
- An alternative method of communication with parents to replace the traditional Parent Teacher Meetings was devised. Extended Student Progress Reports on the VS Ware system were developed to allow teachers to provide feedback to parents on student progress, attainment, and areas for improvement.

- A Staff IT Support group was formed to support staff and students in their use of the Virtual Learning Environment. A whole staff CPD session, presented by Wriggle Learning, was held for staff on 3 February 2021 on the use of Office 365 and One Note. Staff Wriggle Connect licenses were provided by the school. On 23 February the staff was given feedback from the student wellness forum on remote learning.

3 Progress made on previously identified improvement targets

During the staff meetings of 16 November 2020 and 23 February 2021 staff revisited the agreed strategies for Literacy, Numeracy and AFL, Learning Intentions and Formative Assessment, with new staff being brought up to date on these strategies at meetings in December 2020.

It was not possible for some Literacy initiatives to take place due to Covid-19 restrictions. As part of the physical distancing measures in the school, the library was repurposed and therefore was not available for student use at lunchtime. The strategy of 'book in the bag' which previously operated on a Drop Everything And Read basis (D.E.A.R.), was unable to take place. As students did not have access to school lockers, they were unable to carry excess books in their bags.