



Newpark  
Comprehensive School

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Blackrock, Co. Dublin

Roll Number: 81001I

## **School Improvement Plan Summary**

Evaluation Period: September 2017 to November 2017

Plan Issue Date: June 2017

## Summary School Improvement Plan

### 1. Introduction

#### 1.1 The focus of the evaluation

As part of our ongoing work in the school we conducted a school self- evaluation of Assessment, Feedback and Success Criteria both before and after initiatives to improve teaching and learning were implemented. We evaluated aspects of written feedback on students' work, students' perceptions of the value of feedback, students' understanding of success criteria and teachers' assessment practices.

This school improvement plan sets out the actions that we will undertake in the school over the next year in the areas identified above. The main purpose of these actions is to continue to improve our students' learning.

### 2. Summary of school self-evaluation findings for this period of time.

#### 2.1 Our school has strengths in the following areas:

- Many students read and understand the feedback given by teachers.
- Students are very clear about the kind of feedback they find helpful.
- Teachers use a wide range of assessment practices.
- The school report and parent teacher meetings are widely regarded by teachers as useful mechanisms for giving feedback to parents.
- Teachers use a variety of ways for giving students feedback.
- Teachers reported a high level of their own engagement (86%) with the feedback initiative to improve teaching and learning through using quality feedback and success criteria.

**We know this because we re-surveyed students and all teachers to evaluate these areas.**

#### 2.2 Our school has decided to continue to prioritise the following areas in for development:

- Increase the number of students who read the feedback, who reflect on it and who use it to improve their learning.
- Increase the number of students who understand and use the success criteria for any given task.

**We have decided to prioritise these areas because our research indicates, despite our focus on it last year, there is room for improvement in these areas.**

**2.3 Newpark has set the following targets for improvement which are related to students' achievement and has identified the following actions which will ensure those targets are reached by November 2017.**

Targets for Improvement in 2016/17 (and again in '17/'18 to ensure we build on the small gains made last year).	Actions	Measurable Outcomes
All students will read and reflect on the teacher comments written on their work and use this feedback to improve future learning.	<p><b>Additional actions for 2017/'18</b></p> <ul style="list-style-type: none"> <li>• The Feedback Focus Group will present to staff early in the new school year 2017/'18 to give ideas on using feedback, reflection and success criteria to improve teaching and learning. They will facilitate a session for subject depts.</li> <li>• Subject depts. will share the strategies they find most suitable to their dept. and commit to using two with a particular group during Sept./Oct '17</li> </ul> <p><b>Previous actions to be continued.</b></p> <ul style="list-style-type: none"> <li>• Written comments need to be legible on the students' work.</li> <li>• Meaningful written feedback should be provided on a regular basis, incorporating the 'sandwich' approach, i.e., <i>What student did well, where he/she went wrong and how to improve it.</i></li> <li>• Time is given in class for students to read, reflect and ask questions about the feedback.</li> <li>• Students will be required to have multi-coloured pens to allow for student responses to feedback and self-assessment/peer assessment.</li> <li>• The value of feedback is explained to students and a</li> </ul>	When surveyed again, 85% of the students who were already surveyed will report that they read the comments on their work and 80% of the same cohort will report that the feedback helps them improve future performance.

	<p>growth mind-set encouraged with the aim of stretching all learners.</p> <ul style="list-style-type: none"> <li>• Students will be made aware that work will be revisited and should be filed accordingly to allow easy access in the future.</li> <li>• Parents will be encouraged to talk to their children about the feedback on their work to support the children in the learning process.</li> </ul>	
Students will understand the criteria for success before they begin a task.	<ul style="list-style-type: none"> <li>• Encourage students to agree success criteria for a given task.</li> <li>• Give students clear instructions about how to succeed in a task.</li> <li>• If appropriate, give students marking schemes and explain how to use them.</li> <li>• Ample time to be given for writing down homework in class.</li> </ul>	When resurveyed, 50% of the students will report that they know what they need to do to succeed before they begin a task.

As a parent you can help us by:

- Checking the student journal regularly.
- Checking the feedback on written work, talking to your child about it, signing it and helping him/her to use feedback for further improvement.
- Attending parent/teacher meetings.

2.4 We will know we have achieved our improvement targets when the measurable outcomes in the above table have been met.