



Scoil Mhaoilíosa, Knockavilla NS

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

Focus: Spelling

Teachers are implementing the Brendan Culligan approach by teaching and developing the pupil's visual skills for spelling.

Differentiation: Different times of the year are dedicated to spelling lists, the teaching and learning of common words and the use of spelling books. Teachers group pupils according to their spelling ability and assign appropriate spelling lists.

This is what we did to find out what we were doing well, and what we could do better:

We didn't have a whole school approach to spelling in the school

We weren't explicitly teaching spellings; we were giving the pupils spelling lists to rote learn and administering the weekly spelling tests on Friday.

We weren't communicating with parents how we teach spellings: *Look, Say, Cover, Write and Check*

This is what we are now going to work on:

Whole school, consistent approach to the teaching and learning of spellings from 1st to 6th class using the spelling rules and lists from the *Single Word Spelling Test*

To teach the High Frequency Words from Junior Infants

Using the *Single Word Spelling Test* programme we will explicitly teach spelling rules and assess pupils to determine their spelling age and level of spelling list. Pupil's progress is monitored in weekly spelling tests.

This is what you can do to help:

Follow the *Look, Say, Cover, Write and Check* strategy

Let your child try the new spelling first- focusing on the correct letters and then helping them with the correction

Practice the spelling lists with your child.

This year the Focus for our Whole School Initiatives are **STEM Engineering** (VEX Robotics, Engineering in a Box Initiative, Science & Engineering Week; Scratching computer programming and an emphasis on STEM lessons/experiments at each class level); to **promote our Irish culture** through song singing and learning the tin whistle.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all primary schools to have **183 school days** each year. This year we had 183 school days, from 30th of August 2018 to 25th of June 2019.

The Department sets out a **standardised school year and school holidays**. This year we took all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had 1 parent/teacher meetings and 10 staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this. YES

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is **Orla O' Shea**
and our Deputy DLP is **Claire Falvey**

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES

We reviewed (and updated) our admissions policy on: Nov. 2018

We keep accurate attendance records and report them as required. YES

We encourage high attendance in the following ways: Good attendance is promoted in the school by a culture of high expectations, encouraging each student to take responsibility for his or her own learning and achieve full potential through regular presence in class.

This is how you can help:

- I. To punctually attend all school every day unless there is a valid reason for not doing so.
- II. Following an absence from school, to present a written explanation in the designated section of the School Journal on the day of return to class.
- III. If arriving late for school, to be accompanied by a parent/guardian or to present a written explanation

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this. YES

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES