



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: Comprehension

Teachers are implementing the Building Bridges of Understanding comprehension strategies.

Differentiation: The strategies are taught in a spiral approach starting with predicting and making connections in the Infant classes. Each year the previous class' strategies are revised and new strategies are introduced.

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

While there is a whole school approach to the Building Bridges of Understanding, teachers feel that the pupils need more opportunities to work independently on developing their comprehension techniques and approaches to answering comprehension questions.

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 comprehension by continuing to teach the Building Bridges of Understanding strategies and picture books.

To transfer these comprehension strategies across other curricular areas.

To use the Prim- Ed *Teaching Comprehension Strategies* books at each class level through a differentiated approach to help the pupils' develop their own ability to answer comprehension questions.

This is what you can do to help:

When your child is reading show an interest in the book and ask questions about the book before they start reading it for example, predicting- what do you think the story might be about? Asking your child questions about the story or asking them to summarise the main points of the story.

This year the Focus for our Whole School Initiatives are working towards the **Active Flag** and the **GAA 5star flag**. We are embedding the following initiatives: **STEM Engineering** (VEX Robotics, Engineering in a Box Initiative, Science & Engineering Week; Scratch 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 schooldays** each year. This year we had 183 schooldays, from 29th of August 2019 to 24th of June 2020.

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. 2019

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