



2012-2013 Literacy (LSP)

- The Literacy plan initially focused on the keyword strategy to enhance student engagement with literacy in line with the National Literacy and Numeracy Strategy
- A literacy team was established.
- Standardized testing was used to assess students on literacy skills both pre and post intervention.
- Interventions included KWL square / keyword strategies / think –pair-share
- Key exam action verbs are now listed in students' school journal
- There is heightened awareness of literacy development amongst staff and they see themselves as having a role to play in developing literacy skills, including participating in a very successful World Book Day as well as National Drop Everything and Read.
- Teachers incorporate keyword displays into their classroom and in their teaching practices and in general, the school is a text rich environment.
- Use of the school library is promoted by teachers.
- ISK Literacy plan was developed
- The project was a Learning School's Project, findings of which were presented at an LSP seminar.

2013-2014 Numeracy

- All first year students were assessed using a Maths Competency Test in September.
- STen scores from primary school were also analysed.
- The Numeracy plan initially focused on estimating and calculating, common cross-curricular approach to graphing, calculator skills, common cross-curricular approach to problem-solving in line with the National Literacy and Numeracy Strategy
- Targets were also set to increase uptake of higher level Maths at junior cycle over a three year period which was met and exceeded
- A Numeracy team was established with teacher from a range of departments.
- Maths Week is run annually and is very successful.
- It involves all the students and every member of staff.
- Numeracy Posters (Maths moments, the language and symbols of Maths, approaches to problem solving)
- Maths competency test was administered again in May of first year.

2014-2016 Differentiation

- The focus on differentiation arose from a SWOT analysis conducted by the teaching staff
- All staff received CDP on appropriate differentiation teaching strategies
- The Differentiation plan focused on using multiple means of representation (auditory, visual and written), peer work and group work strategies, think-pair-share.
- The core differentiation team consisted of the Literacy Coordinator, Numeracy Coordinator, Learning Support Coordinator, Principal and 2 members of the teaching staff.
- Following analysis on these strategies, Team Teaching was introduced in some classes where resources permitted.

2016-2018 Assessment for learning

- Use of AFL strategies in the classroom – KWL as a method of introducing a topic – what do I know (prior knowledge), what do I want to know and one thing that I have learned.
- Traffic lights for students to self-assess learning and progress
- Comment only marking for class assignments,
- Sharing learning intentions at the start of a lesson and again at the end of a lesson.
- The initiative was led by three teachers within the school and staff received whole school cpd on AFL strategies.
- These strategies continue to be used and have been expanded on, with a large focus on AFL strategies at junior cycle in the creating and sharing of success criteria, particularly when completing CBAs.
- The student journal was updated to include information for students and parents on AFL strategies.
- The current approach to assessment is a blend of formative and summative assessment.

2019-2021 Digital learning/collaborative practice

- This initiative was led by 2 members of staff with a core group of 19 teachers participating.
- The focus was on building the digital capacity of teachers in the use of MS Teams particularly for the purposes of collaboration and sharing resources with a focus on the following two statements from the Digital Learning Framework
- Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.
- Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.
- A revers-mentoring training session was conducted where teachers were individually mentored in the platform by senior cycle students in the school.
- Follow up training was provided by the digital mentors as required
- Data on engagement with MS Teams was analysed
- In March 2020, the covid-19 pandemic led to a sharp increase in the use of MS Teams as an online learning platform and also as a means of collaborating.
- In 2021, a Digital Learning Coordinator was appointed.
- Staff are provided with opportunities to request training and cpd in digital learning tools

2021-2022 Collaborative practice

- Teachers identified areas in which they needed additional support and training
- Some teachers offered their services to upskill other members of staff; in particular, areas around ICT use in the classroom.
- There was a focus on improving a more student centered learning approach.
- A week-long teacher observation was organized, where teachers observed varied teaching methods in ICT use, use of group-work, benefits of team-teaching as well as differentiated teaching methods.
- There was a huge benefit to the upskilling of teachers' varied computer skills, their teaching methodologies as well as providing for an improved whole school educational experience to the most important people-the students.
- Teachers recorded tutorial videos of their own teacher practices and sharing them to a teacher collaboration group on Microsoft Teams.
- Aim in the future is to increase teacher participation in the teacher observation week and extend this week to a month of observation to facilitate multiple teaching strategies that may not have been observed on this occasion.