

TARGETS	ACTIONS	PERSONS/ GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	PROGRESS & ADJUSTMENT	TARGETS ACHIEVED
<p>FORMATIVE ASSESSMENT PRACTICES</p> <p>REFLECTION</p>	<p>A function has been added to the Compass App called Insights. Students have access to this function on their App. Teachers can formulate reflective questions following an event that students can answer. This information is stored in their App and can be accessed in future years. It is hoped that these reflections can help 3rd students to formulate their 'other areas of learning' statement.</p> <p>This will be used with 1st years to reflect on their 1st week in the school and their experience of their induction into the school. It will also be utilised for whole school assemblies on wellbeing giving each student an opportunity to reflect on the</p>	<p>1st year Induction team and tutors</p>	<p>Students will take the opportunity to reflect on their experiences through Insights on their Compass App and this will contribute to their OLA for their JC.</p> <p>Students will get an opportunity to reflect on how their 1st week in CCS went for them</p>	<p>Students need more assistance on how to access these. Also the questions and formatting needs to be simplified to make it more user friendly. Students find it very cumbersome typing in this information using their phone.</p> <p>The questions and formatting needs to be simplified to make it more user friendly. This information will be used to adjust the</p>	<p>Insights were filled in by all year groups mainly following the 5 whole school assemblies</p> <p>All first year students completed an insight on compass about their induction week. There was also a focus group of 1st years and link representatives.</p>

	<p>theme by answering prompt questions uploaded on 'insights'.</p> <p>Google Sites</p> <p>Transition Year Students will use google sites to create digital portfolios for all TY students</p>	<p>TY teachers</p>	<p>Students will be afforded the opportunity to reflect on the work and actions they engage in during the school year.</p>	<p>Additional time for a tour of the building. Structured activities at lunchtime for the first week or two. A slot assigned to 1st years at their lunch break on the astro turf. Lockers still an issue especially time to organise books. The possibility of some classes being released 5 minutes early from class to avoid congestion.</p> <p>All TY students have created a website/portfolio. More success this year with the inclusion of reflective language due to this being a key requirement in the marking rubric for each website page. Less success with time each student had at their website due to a resumption of extracurricular</p>	<p>Achieved</p>
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	<p>Differentiation/ FAP</p> <p>PDST will give a presentation on various strategies that can enhance formative assessment practices in the classroom. Three teams will be developed focusing on one of the following three areas. It is envisaged that the teachers trained by the PDST will provide ‘teach meets’ for the remainder of the staff to share their expertise in these areas. The areas of focus are:</p> <p>Team 1 - The use of graphic organisers - KWHL, Fishbone, summarisation strategies</p> <p>Team 2 - : Embedding Digital Technologies into our Classrooms - Thinglink & Mentimeter</p> <p>Team 3 - : An introduction to digital technology tools for</p>	<p>PDST facilitator</p> <p>SSE Committee</p> <p>Three sub committees</p>	<p>All teachers will have the ability to adapt their teaching to cater for all learners abilities and needs</p>	<p>activities/events (with only 1 class per week per group. They were often absent on that day.)</p> <p>This training ran well. Repeat training was provide virtually for those who missed the inhouse training due to a storm. The in person training was the preferred forum for training but both worked well.</p>	<p>On the final visit most teachers who had availed of training in January gave feedback to in the groups with Regina on the strategies they used and how effective they found them. It is envisaged those familiar with these strategies will train the remainder of the staff in small ‘teach meets’ during SIP meetings in the next academic year.</p>
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	teaching and learning. Padlet/ Jamboard /Quizlet.				
ENGAGEMENT IN LEARNING ORGANISING MY LEARNING	<p>The main focus will be on 1st and 2nd years this year. Due to the large amount of time both year groups have lost due to Covid it was agreed that additional support would be required to help them engage in their learning.</p> <p>1st Year Induction Week:</p> <p>A new induction plan was formulated with a view of providing a supportive transition for the new 1st years in their first week in CCS.</p> <p>Activities included:</p> <p>How to use their locker effectively</p> <p>How best to follow their timetable</p> <p>Colour coding of each subject and linking it to the colours on their timetable for continuity.</p> <p>How best to record their homework in their journal and</p>	<p>Induction Team of SSE team, Links team, Year Head, Tutors, Deputy Principal.</p> <p>Tutors</p> <p>SPHE teacher</p> <p>Subject teachers</p> <p>Supported by the SSE team</p>	<p>Students will feel well integrated into CCS by the end of week one understanding the main policies and procedures that they must follow.</p> <p>That students will be more organised when approaching their learning.</p>	<p>Feedback received from a focus group of involved teachers and management noted that this induction was too drawn out. Less time was required with Tutors daily.</p> <p>It was also suggested that students attend for two half days at the beginning of term rather than all long days from the beginning. The whole staff need to be told the plan for 1st year induction are our first staff meeting of the year. It was proposed that we return to a grid</p>	<p>All targets were achieved.</p>

<p>Study Skills</p>	<p>checking work assigned on their google classroom.</p> <p>How to create an effective study space</p> <p>The development of mind maps</p> <p>Study Planner</p> <p>Study skills will be administered to all year groups.</p> <p>1st Years in SPHE (Nov 1hr 20 mins)</p> <p>2nd Years in SPHE (Nov 1hr 20 mins)</p> <p>3rd Years: ('Raise the Game:Ray Langan) (3 periods virtual seminar)</p> <p>5th Years: Careers Class (Oct/ Nov 1hr 20 mins)</p>	<p>Tutor</p> <p>SPHE Teachers</p> <p>Career Guidance Teachers</p> <p>Supported by Year Head & Subject Teachers</p> <p>Ray Langan ('Raise the Game) guest speaker virtually</p>	<p>This will be a whole school approach allowing both teachers and students to focus on various techniques/ strategies/supports at specific times of the year to improve learning for students.</p> <p>Students will develop the necessary skills which will enable</p>	<p>format to outline the activities for the induction week making it less confusing for the staff to follow.</p> <p>All Junior classes covered the study skills material in their SPHE classes.</p> <p>Yearheads supported this with reminders</p> <p>First Years took part in a mind map competition</p> <p>3rd year virtual workshop was not as effective as live workshop</p>	<p>Achieved</p>
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	<p>6th Year: ('Raise the Game:Ray Langan) (3 periods virtual seminar)</p> <p>Parents virtual study seminar ('Raise the Game:Ray Langan)</p> <p>Individual guidance given where required via career appointments</p>		<p>them to 'study smart'</p> <p>Parents will have a greater understanding of strategies they can utilise to support their child's study techniques.</p> <p>Students will engage in more productive study which will result in improvements in grades. Students set personal targets, short and long term goals.</p> <p>Students will see study/ revision as productive exercise which helps them reach their targets in their various subjects.</p>	<p>5th Year classes interrupted by high absence.</p> <p>Additional seminar given to 5th years from outside speaker Inspire in an effort to counteract the loss of momentum due to covid.</p> <p>6th Year virtual seminar was well attended and covered key areas goals, plans and study techniques.</p>	<p>Feedback from students was quite positive, some students intend to use some tips they received</p> <p>Feedback from students was positive with intentions of using guidance given.</p>
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	<p>3. Use google forms to provide JC students with formative assessment</p>	<p>Initial training from Tara 365, then M Kennedy plus digital strategy team</p>	<p>Volunteers from selected subject depts will use google forms as a means of formative (summative?) assessment with at least one specific JC class per dept throughout the year.</p>	<p>Learning/best practice was shared in learning pods. The capability of google forms/quizzes for feedback for learning was then shared with all staff via a 'staff quiz' at January SIP. Some excellent up-take of forms as a means of giving additional feedback for learning. Grade importation on Google classroom was then demonstrated as a further selling point. Time consuming to set up but once done it's a resource forever and can</p>	<p>Training at the start of the year from tara 365 was, frankly, off-putting. Training is best if peer led, although it is now difficult to get training leaders \volunteers because they are no longer compelled to do so by management time-tabling</p> <p>Target partially achieved. Partial uptake amongst staff but the time-consuming set-up of each form is off-putting for some.</p>
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<p>LITERACY</p>	<p>1. DEAR reading books will be distributed to first and second year students.</p> <p>EAL students will have access to novels in their own language. These books have been funded by Languages Connect.</p> <p>The school has also received a donation of books from Clonmel library and these books will be used to help students with learning needs and dyslexia.</p> <p>2. It is hoped that all first years will watch a presentation by local librarian about the library and what it has to offer</p> <p>3. Whole school resources will be made available on Compass. These will focus on reflective language for each subject.</p>	<p>English Teachers</p> <p>Resource Teacher</p> <p>First year students</p> <p>Suzanna Brosnan</p> <p>Eimear Tierney</p> <p>Subject teachers</p>	<p>First and second year students</p> <p>Students who require additional supports</p> <p>First year students</p> <p>Subject departments</p>	<p>All of the books for first and second years were reboxed and sorted. Following the relaxation of covid restrictions DEAR was reintroduced to first year classes.</p> <p>Details of the new school library allocation of funding by the Dept of Education have been discussed with senior management</p> <p>Due to Covid restrictions we were unable to have Suzanne in to speak to our first years.</p> <p>However Ty students did visit the library and were given a</p>	<p>Dear was reintroduced to first years.</p> <p>Library funding from DOE discussed and plans are in place for next year.</p> <p>Whole school literacy plan written and formulated.</p> <p>Presentation made to staff on CBA reflective language and staff shown how to access same on Compass.</p> <p>TY's participated in a visit to the library.</p>
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	<p>4. Whole school literacy initiatives will take place over the course of the year- World Book Day/ Whole school DEAR</p> <p>5. First and second year students to participate in An post Literacy and Numeracy competition</p> <p>6. Application for school library grant from Children's Books Ireland</p> <p>7 Oral Literacy information to be included on insights on compass for student access</p>	<p>English teachers</p> <p>English teachers</p> <p>Eimear Tierney</p> <p>Eimear Tierney</p>	<p>Literacy committee</p> <p>First and second year teachers</p> <p>Eimear Tierney</p> <p>Whole school</p>	<p>talk on its facilities and participated in a Pass the Book initiative run by the library.</p> <p>All first years participated.</p> <p>Application was made but was unsuccessful .</p> <p>Oral literacy and reflective language for use on CBA's uploaded onto Compass.</p>	<p>Literacy and numeracy competition completed.</p> <p>Oral literacy details updated on Compass. PDST advisor secured to work with staff for next year on Literacy.</p>
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<p>NUMERACY</p>	<ol style="list-style-type: none"> 1. Whole school focus on percentages and distance 2. First and second year students to participate in An post Literacy and Numeracy competition 3. Maths and numeracy competitions to be held over the course of the year 4. Staff reinforcement of distance and percentages within their class groups 5. Liaison with maths department regarding whole school numeracy needs going forward 	<p>Numeracy committee and coordinator</p> <p>English Teachers</p> <p>Numeracy committee</p> <p>Whole Staff</p> <p>E.Tierney and maths department/</p>	<p>All staff</p> <p>First and second years</p> <p>First year students</p> <p>Whole staff engagement</p> <p>MAths department and numeracy committee</p>	<p>Liaison with Maths dept. Occurred and fractions have been identified as a focus for next year.</p> <p>Numeracy element included into whole school competition.</p>	<p>Maths dept want focus on fractions for next year.</p>
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