

School Self-Evaluation Process 2023-2026 Appendix 1

Step 1 Identify Focus

Agreed points from staff meeting on 12-10-2023:

As a result of the assessment of all areas for consideration as a focus on SSE

- It was decided due to the range of considerations, a macro approach is taken rather than micro.
- Staff group work prioritisation and subsequent discussion of possible actions:

Areas for Consideration	Actions
Mathematics/ STEM/ Use of chrome books (7)	<ul style="list-style-type: none"> • Rollout of new curriculum with Oide • Chromebook CPD with Séan
The Arts (5)	<ul style="list-style-type: none"> • Music a big priority as SSE focus
SESE (3)	<ul style="list-style-type: none"> • Science – Kathy to lead CPD • SESE resources to be sorted • New resources to be purchased
Physical Education (3) physical literacy, outdoor play, loose parts play	<ul style="list-style-type: none"> • PE CPD to be sourced from Oide • Loose parts play CPD to be sourced
Policies and procedures - anti-bullying, PCP, CoB, RP (4)	<ul style="list-style-type: none"> • Croke Park hours to be used to review same, including CPD
SPHE/ Wellbeing (curriculum & staff team building) (3)	<ul style="list-style-type: none"> • Wellbeing a priority as SSE focus • Paul to source wellbeing CPD for staff
Primary Language Curriculum	<ul style="list-style-type: none"> • Further engagement with Oide sustained support
Digital Strategy for Schools	<ul style="list-style-type: none"> • Séan to commence same as part of post
Education for Sustainable Development	<ul style="list-style-type: none"> • Policy to be created by Debbie as part of post and CPD for staff and pupils on same

Wellbeing Policy Statement and Framework for Practice
Key Area 2 Teaching and Learning - Wellbeing Statements of Effective Practice for All
Focus Areas combining Music and Wellbeing

- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.
- Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success.
- Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all children and young people.
- Teachers are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working.

Music and Wellbeing were the areas considered the highest priorities.

1. **Why music?** - form of communication, can help to visualise and think abstractly, links with the wider curriculum
 2. **Components of music curriculum?** - listening & responding, composing and performing
 3. **Areas that need focus of attention** - composing, tonic solfa, physical resources, CPD and a music programme.
- As feedback from parent and pupil surveys did not outline a definitive need in terms of Wellbeing, a focus on Wellbeing Framework Key Area 2 (Curriculum (Teaching and Learning)) incorporating the Music curriculum will be our focus for School Self-Evaluation for the next three years. In addition the Music school plan will be reviewed.
 - I will lead the SSE process.
 - If you are interested in assisting Ailbhe with updating the school plan, please let her know.