**School Self-Evaluation**

**The Focus of the School Improvement Plan (SIP) from September 2018 – June 2019**

Arising from the collated and analysed data, three Literacy, Numeracy, Teaching and Learning targets have been identified and the agreed actions to reach these targets are outlined below.

**Literacy**

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| **Target 1**  **Reading for enjoyment** | To increase the percentage of students ‘**reading for enjoyment for more than one hour per week’.** |
| **Required Actions** | * Drop Everything and Read (DEAR) initiative - Each month 25 minutes of class will be dedicated to whole-school DEAR. * Extra reading material is readily available to students in all classrooms, should they have a free class or finish their assignment in class early. * 1st years will be brought to the library in September during their English classes. * The TY Paired-Reading Programme with 1st year students. * There will be a dedicated reading module in both 1st and 2nd year as part of the Wellbeing programme. |

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| **Target 2**  **Self-assessment of written work.** | To increase the number of students **‘who check their work for grammar errors’.** |
| **Required Actions** | * All 1st year students will be assigned a set grammar exercise in September 2018 and again in May 2019, to check for students’ understanding of key grammatical terms. * Each academic month will focus on a new grammar point. Posters highlighting the most common grammar points will be displayed in classrooms. * Teachers will set aside time in class for students to check their work for grammar errors. * Subject teachers assign students a written assignment in September 2018 and compare it with a similar written assignment in May 2019 to check for an improvement in grammar. * During house exams, students fill out an assessment checklist attached to the front of their test to ensure that they are meeting the success criteria. * Key grammar points will be displayed in the school journal. |

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| **Target 3**  **Improve oral skills** | Toincrease the number of students **‘who are comfortable using oral skills in class’.** |
| **Required Actions** | * Students are encouraged in class to present, read and speak in front of the class. * Student are to be given opportunities to discuss topics in groups or pairs with their peers. * 5-10% of term exams will be allocated for oral literacy skills. |

**Numeracy**

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| **Target 1**  **Calculating Percentages** | To increase the number of students capable of **converting fractions into percentages.** |
| **Required Actions** | * 1st year students complete a numeracy assessment based on converting fractions to percentages. * The Maths Department will teach students how to convert fractions into percentages. * Test results where possible, should be given as a fraction and students must convert their grade into a percentage. * Posters will be displayed in the classrooms. |

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| **Improvement Target 2**  **Calculating Time** | To increase the number of students **reading time in 12-hour and 24-hour notation and being able to read the remaining time using the analogue clock.** |
| **Required Actions** | * 1st year students complete a numeracy assessment based on reading time. * The Maths Department will teach students how to read time in 12-hour and 24-hour notation. * Students are encouraged to read time using an analogue clock in classroom activities. * Students are encouraged to tell the remaining time in all subjects and in class tests. * ‘Drop to the Clock’ whole-school initiative will be rolled out monthly. * The school will invest in a class sets of clocks to aid teaching students how to read the analogue clock. * Each classroom displays signs around the clock to show half past, quarter past, quarter to and o'clock. |
| **Improvement Target 3**  **Converting**  **words↔ numerals** | To increase student’s abilities in **converting words into numerals and numerals into words and reading roman numerals.** |
| **Required Actions** | * 1st year students complete a numeracy assessment based on converting words to numerals, numerals to words and reading roman numerals. * The Maths Department will teach students how to convert words to numerals, numerals to words and read roman numerals. * Poster showing place value will be displayed on all classroom walls. |

**Teaching and Learning**

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| **Target 1**  **Improved Attendance** | To improve **attendance among 5th and 6th year students** |
| **Required Actions** | * GOLD Module * STEP Programme * Mentor Programme * Parents access attendance via VSware * Pop-up classroom for parents at Open night. |

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| **Improvement Target 2**  **Assessment for Learning** | **Formative Assessment** | | |
| **Required Actions** | * Teachers and students agree on the success criteria. * Subject Departments develop a template to provide students with feedback. * Comment only feedback may be used for all types of assignments. Grades can be given for tests as well as formative feedback. * Teachers give students time in class to reflect on written/verbal feedback. * Peer mentoring can be used to discuss further improvement in assignments or tests. * Students can track their progress. Each individual Subject Department should decide on how students should best track their progress, as is relevant to their subject area. * School reports will include a grade as well as formative feedback. | | |
| **Improvement Target 3**  **Managing Myself/My Workload** | | Students take responsibility for **organising themselves and their workload.** |
| **Required Actions** | | * A Wellbeing module in 1st year will focus on teaching students how to organise themselves and their workload. * All 2nd year students will have a 7/8-week module on Learning to Learn as part of the Wellbeing module. * Teachers write homework on the white board at least 5 minutes before the end of class. * Students record homework and assignment deadlines in their school journals. * Form Tutors will check student journals daily to check that homework is being written in and journals are being signed by parents/guardians. * Parents/guardians of SEN students will be invited into the school for a coffee morning and session on ‘Learning to Learn’. |