



Scoil Maelruain Junior

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Scoil Maelruain Junior actively participates in the School Self Evaluation Process as directed by the Department of Education Circular 0056/2022

<https://www.gov.ie/en/circular/e0383-school-self-evaluation-next-steps-september-2022-june-2026/>

Currently we have three elements that form part of our School Self Evaluation and Implementation Plan:

- Digital Learning,
- Primary Language Curriculum - Phonological Awareness
- SPHE and Wellbeing.

Digital Learning Plan:

1. School Vision:

The policy of Scoil Maelruain JNS in relation to digital learning is to promote the school as a lifelong learning educational use of present and emerging information and communication technologies.

In this era of continuing world technological advances, we at Scoil Maelruain JNS, aim to give our students the skills to use ICT in their future lives. ICT offers teachers and students educational tools and resources, which extend their learning environment. ICT is cross-curricular and is used in all subjects. It facilitates the differentiation of the curriculum to suit the range of learning needs and styles of individuals. The PDST Three Year Literacy and Numeracy Assessment Recording and Analysis Tool is used as part of SSE.

At Scoil Maelruain JNS we aim to give our pupils opportunities to develop and apply their ICT capabilities across the curriculum.

1.1 Brief account of the use of digital technologies in the school to date:

- Communication with parents via Staff email, Aladdin and School website/blog
- Use of Aladdin to share and store pupil information
- Google Drive to share and store resources, plans and policies across the staff
- IT Company contracted for monitoring, updating, installing, repairing, upgrading any hardware or software and GDPR compliance.
- Use of Interactive Whiteboards,
- Educational software (jolly phonics, céim ar chéim etc)
- 50 Android Tablets - use of various Apps (Kahoot, Epic), use of camera function, April 2022 PDST training in Book Creator. December 2023 PDST training in Khan, Seesaw(for assessment)
- Visualisers in each classroom to enhance instruction and learning

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *(month/year)* to *(month/year)*. We evaluated our progress using the following sources of evidence:

- Teaching
- Survey using Google Forms (Oct 2022)

2.1 The dimensions and domains from the Digital Learning Framework being selected

- Teaching and Learning: Domain 1 and Domain 4

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
1.1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Pupils use digital technologies to collect evidence and record progress.
4.4 Teachers contribute to building whole- staff capacity by sharing their expertise	Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.

2.3. These are a summary of our strengths with regards digital learning

- Use of Google Drive
- Equipment and Infrastructure
- Engagement with PDST for training

2.4 Focus on how to improve our digital learning practice further

- Using digital technology to create E-Portfolios
- Discussing digital learning at planning meetings
- Use of devices during station teaching to enhance learning

3. Achieving our digital learning objectives

1. Work as a small group committee with a member of staff from each year group and SET to achieve above focus points
2. Allow time during year group planning meetings for collaborative practice around digital learning
3. Encourage children to use digital technology as a learning tool
4. Encourage children to use digital technology as a self assessment tool.

Primary Language Curriculum - Phonological Awareness

1.1 School Vision:

We are creating a school where there is a strong emphasis on the teaching and learning of phonological and phonemic awareness amongst our pupils. A strong understanding of phonological and phonemic awareness will lead to improved reading, comprehension and spelling.

Comprehension was seen as an area for improvement in the school. This information was gathered through examination of standardised assessment results along with teacher observations and in class station teaching. Further investigation of how to develop comprehension skills lead us to the area of phonological awareness and through developing this further in children in junior infants before they begin to read we should see improvements across all areas of the curriculum including comprehension.

1.3 Looking At Our Schools 2022

Further to the focus above, our school will use the 'Looking At Our Schools 2022: A Quality Framework for Primary Schools and Special Schools' to develop our teachers personal practice to include the following Domains and Standards with regards to the teaching and learning of phonological awareness:

Domain:	Standard:
Learner experiences	Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning
Teachers' collective / collaborative practice	Teachers will work together to devise learning opportunities for pupils across and beyond the curriculum

2.1 Focus of our Primary Language Curriculum - Phonological Awareness Plan

- Primary Language Curriculum with a focus on phonological and phonemic awareness leading to a solid base to teach phonics, reading, comprehension and spelling.
- Aspects of oral language through our teaching of phonological awareness and phonemic awareness.
- Increased attention and concentration to enhance the teaching of phonological and phonemic awareness.

2.1 This is effective / very effective practice in our school

Learner outcomes:

- Enjoy their learning and are motivated to learn.
- Integrating phonological awareness instruction into reading and writing activities, emphasising the connections between sounds and letters, to support the development of these skills and to improve children's overall literacy abilities.

Learner experience:

- Engage purposefully in meaningful phonological awareness activities into daily lessons such as playing rhyming games, singing songs, and identifying sounds in words, to support the development of phonological awareness skills.
- Experience a multi-sensory approach that involves visual, auditory, and kinesthetic activities to engage in phonological awareness activities to support understanding and retention of these skills.

Teachers' individual experience:

- Providing explicit instruction and practice in phonological awareness skills, such as, syllable segmentation, sound blending and rhyme recognition, to support the development of these skills in children.
- Incorporating phonological awareness into daily language instruction, such as playing rhyming games, singing songs, and identifying sounds in words.

Teachers Collective/Collaborative practice:

- Assessing and monitoring children's progress in developing phonological awareness skills, using this information to inform and adjust instruction to meet the specific needs of individual children and to support the development of these skills.
- Encouraging teachers to participate in ongoing continuous professional development and collaboration to stay current on best practices for teaching phonological awareness and to support the development of skills in children.

2.2. This is how we know

- Monitoring pupils progress by regular assessments (3 times a year) and tracking progress over time.
- Teacher observations
- Evaluation of interventions and assessment
- Evaluation of CPD

2.3 This is what we are going to focus on to improve our practice further

- Class based intervention programme for Junior Infants
- Phonological awareness teaching and interventions in 'Literacy Liftoff' stations
- Discrete teaching of phonological awareness in 1st and 2nd classes
- Creating a phonological awareness school plan

SPHE and Wellbeing:

1.1 School Vision:

Our school focuses on inclusion of all students. The teaching of the SPHE and a focus on wellbeing will allow us to ensure that all children will have strategies and knowledge on how to manage their feelings and emotions thus improving their wellbeing.

The importance of focusing on the wellbeing of staff through the implementation of 'Dignity at work' in a meaningful way will ensure that we create an ethos and environment that includes the whole school community.

1.2 The focus of this evaluation

Circular 0056/2022 gives space for schools to evaluate the impact of Covid teaching and learning and the wellbeing of the school community. Teachers were asked to work in teams to do the evaluation. They focused on the other areas of the School Self Evaluation and Improvement Plan and on the area of student and staff wellbeing.

The findings of the survey were that children are lacking in social skills, in understanding how to work with one another, managing their feelings and emotions and that they are lacking in resilience skills. For that reason we will concentrate the focus of our School Self Evaluation and Improvement Plan on building their resilience through the teaching of SPHE with a particular focus on feelings and emotions.

1.3 Looking At Our Schools 2022

Further to the focus above, our school will use the ‘Looking At Our Schools 2022: A Quality Framework for Primary Schools and Special Schools’ to develop our teachers personal practice to include the following Domains and Standards with regards to the teaching and learning of the curriculum Strand ‘Myself’ and Strand Unit ‘Growing and Changing - Feelings and Emotions’:

Domain:	Standard:
Learner outcomes	Pupils have the necessary knowledge, skills and attitudes to understand themselves and their relationships experience opportunities to develop the skills and attitudes necessary for lifelong learning
Teachers’ collective / collaborative practice	Teachers will contribute to building whole-staff capacity by sharing their expertise

2.1 This is effective / very effective practice in our school

- Teachers provide learner experiences through opportunities to develop the skills and attitudes necessary for lifelong learning
- Teachers are reflective practitioners both as individuals and as part of a class grouping within the school. They select and use preparation and assessment practices that progress pupils’ learning
- Teachers’ individual practice responds to individual learning needs and differentiates learning and teaching activities as necessary This is complemented by the use of programmes to supplement the teaching of SPHE such as ‘Incredible Years’, ‘Fun Friends’ and ‘Zippy’s Friends’.

2.2. This is how we know

- Evidence from the classroom, pupils work, and understanding of the strands and strand units of SPHE.
- Teacher observations and assessments
- Consultation with staff and parents

2.3 Focus on how to improve our SPHE and Wellbeing practice further

We have identified that there is a need to update our school plan for SPHE and Wellbeing, taking into account the evolving nature of teaching and learning of this area. We will do this by:

- Creating a school plan that identifies best practice in SPHE and Wellbeing;
- Incorporating the advice and guidance of 'Wellbeing Policy and Framework for Practice 2018-2023' into our school plans.
- Using this framework to understand the long lasting impact of Covid on the wellbeing of staff and students;
- Using this framework to create a 'Dignity at Work Policy' that is reflective of our staff;
- Using this framework to create a motto or ideation for our staff and school community.
- Working in collaboration with Scoil Maelruain Senior and St Annes PS as a 'Creative Cluster' using the arts to help build resilience.
- Target school attendance after covid with the support of the 'Attendance Support Grant for Primary Schools'.