

# St. Mary's Parish Primary School



**Bryanstown, Drogheda, Co. Louth.**

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## School Self Evaluation (2018-20) - *Interim Report*

At the end of Year 1 a focus group was formed which consisted of one teacher from each class level to gather feedback from teachers on the co-teaching model. These are some of the points that were made:

### 1. General Feedback

- Teachers report that support is welcome when trialing new programmes.
- Teachers feel SEESAW has had a positive impact on teaching and learning in their classes and are happy to continue with this into Year 2.
- Children really enjoyed sharing their work to Seesaw and felt a great sense of pride and ownership over their work.
- Most teachers are now comfortable with using SEESAW as an eportfolio and communication tool and are no longer in need of support with this.
- Infant teachers felt that SEESAW is easy for the children to navigate and use.
- Some teachers suggested that a set of tablets in each classroom would allow for further embedding ICT in their classrooms.
- Learning Support teachers are now interested in some CPD sessions on SEESAW.
- Parents of special needs children have reported that they are delighted to see how happy their child is at school and how they interact with other children because of SEESAW.
- While teachers are comfortable with SEESAW they are now looking for more support in rolling out other programmes such as ReadingEggs, Teach Your Monster to Read and GetEpic! to further enhance their teaching of Literacy.
- Most teachers are more comfortable in selecting appropriate ICT tools to support students in their learning
- Khan Academy is going well and will be continued next year
- HTML Heroes has been well received by both pupils and teachers and will continue next year
- Google Classroom has been rolled out in many classes but teachers are looking for further support in using it for assessment as well as an eportfolio
- Learning support teachers are gaining confidence with the use of tablets for team teaching but further support is needed here to embed the ICT stations fully
- Most teachers are blogging successfully but more time is needed to allow senior pupils to contribute to class blogs
- Teachers are engaging in a range of continuous professional development (CPD) over the summer to further improve and enhance their use of ICT for Literacy
- In my role as co-teacher I observed that teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where pupils are self-motivated to engage in, extend and enjoy their learning.

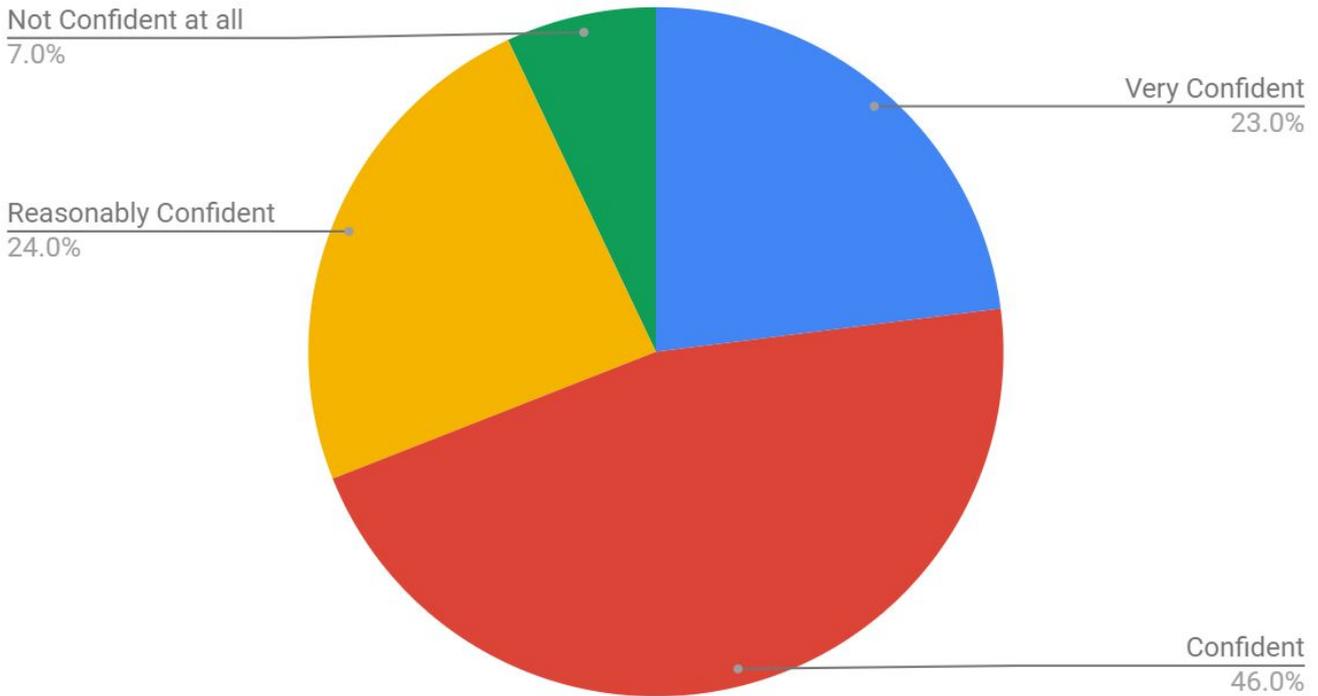
## 2. Teacher Survey

The teachers were also resurveyed in relation to -

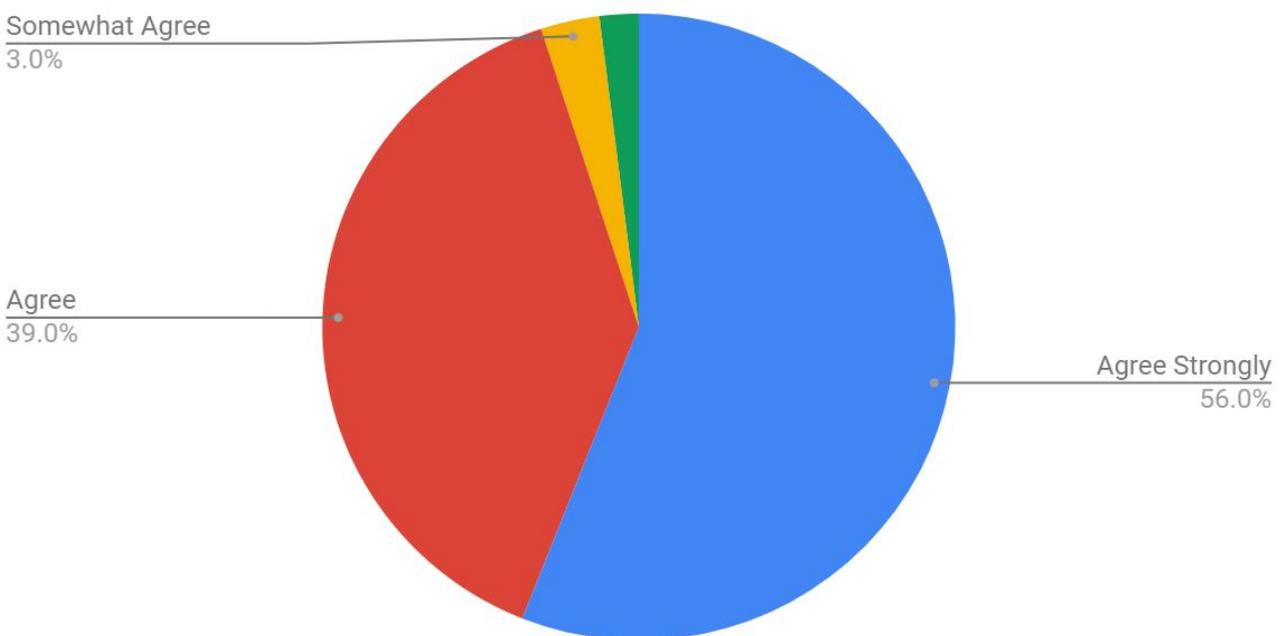
a) confidence using ICT to support Literacy and

b) the effectiveness of their ICT use to enhance Teaching and Learning in Literacy

### Confidence in Using ICT to Support Literacy



### Effective Use of ICT to enhance Teaching and Learning in Literacy



### 3. Results:

<b>Confidence using ICT to support Literacy and</b>	<b>Beginning of Year 1</b>	<b>End of Year 1</b>	<b>Change</b>
Very Confident	13%	23%	+10%
Confident	23%	46%	+23%
Reasonably Confident	21%	24%	+3%
Not Confident at all	43%	7%	-36%
<b>Making Effective use of ICT to enhance Teaching and Learning in Literacy</b>			
Agree Strongly	10%	56%	+36%
Agree	11%	39%	+28%
Somewhat Agree	21%	3%	+18%
Not at all	58%	2%	+33%

### 4. Analysis of data:

Our survey shows that 69% of teachers surveyed are either very confident or confident is using ICT to support literacy. We also have a 36% reduction in teachers who feel that they are not confident at all. 31% of our teachers still feel that they are reasonably confident or not confident at all. Some of these teachers are new to the school this year. This shows that teachers still need support with embedding ICT in their classrooms.

95% of teachers surveyed now agree or strongly agree that they are using ICT effectively to enhance teaching and learning in Literacy.

### 5. Review & Plan for Year 2

Both the focus group and the teacher survey highlight the need for continued support in embedding ICT in their classrooms. New teachers and returning teachers need support in starting out with eportfolios using SEESAW. Teachers have also shown an interest in trialling other programmes such as ReadingEggs with their classes. A detailed action plan will be drawn up by Ms Leonard in collaboration with class teachers on a grade-level basis which will identify a range of ICT which can enhance the teaching of literacy in the classroom.