



The King's Hospital School



School self-evaluation is a collaborative, inclusive, reflective process of internal school review. It is an evidence-based approach which involves gathering information from a range of sources and making judgements with a view to bringing about improvements in students' learning. Self-evaluation requires a school to address the following key questions with regard to an aspect or aspects of its work:

- How well are we doing?
- How do we know?
- How can we find out more?
- What are our strengths?
- What are our areas for improvement?
- How can we improve?

The improvement plan is then put into action and is monitored and evaluated until practice becomes embedded. (School Self-Evaluation Guidelines 2016-2020, Department of Education and Skills, 2016)

Our Self-Evaluation Report and Improvement Plan: Digital Learning Plan 2020 - 2022

The focus of this evaluation:

- **Learner Outcomes:** Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits.
- **Learner Outcomes:** Students can confidently protect their digital identity and manage their digital footprint.
- **Teachers' collective / collaborative practice:** teachers engage in professional development, lead, and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.
- **Teachers' collective / collaborative practice:** teachers collaboratively effect change at a whole-school level to innovate and improve educational practice, through the embedding of a range of digital technologies in teaching and learning.
- **Leadership and Management:** The Principal and other leaders in the school oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.

- **Leadership and Management:** The Principal and other leaders in the school strategically review, plan, and oversee the procurement, maintenance, interoperability, and security of the digital infrastructure for effective learning, teaching, and assessment.

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. These are our findings:

- We have an effective and evolving digital strategy, co-created with teachers, and clearly communicated to all stakeholders.
- Teachers feel supported by school leaders in trying out new ways of teaching with digital technologies.
- The Digital Working Group works collaboratively to consolidate knowledge and support teachers both remotely and in-person.
- Students feel supported when using digital technologies and report that this facilitates their learning.

This is what we did to find out what we are doing well, and what we could do better:

- Teacher survey on distance learning undertaken in August 2020.
- SELFIE survey results: session 1, October 2020; session 2, March 2021.
- Digital Working Group established and engaged in ongoing training on Microsoft Teams to enable roll-out to all staff and students.

This is what we are now going to work on:

- Ongoing improvement of teacher and student confidence in using digital technologies to support teaching and learning.
- Continue to build communities of practice within the school.
- Build partnerships to support collaboration beyond the school.
- Research student devices
- Develop and deliver Digital Citizenship courses for all students

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 27/8/20 to 4/6/21. Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time. YES

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year, due to Covid-19 restrictions, we had 0 parent/teacher meetings as these were replaced by an additional report and 1 staff meeting, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this. YES

All teachers know about the *Procedures*, and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is **Mark Ronan, Principal**
and our Deputy DLP is **Cormac UaBruadair, Deputy Principal**

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy, and it is published. YES

We reviewed (and updated) our admissions policy on: 7/7/20

We keep accurate attendance records and report them as required. YES

We encourage high attendance by promoting a culture of high expectations, encouraging each student to take responsibility for his or her own learning and achieve full potential through regular presence in class.

This is how you can help: Ensure regular and punctual attendance of students and avoid unwarranted absences

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour and asks us to consult parents and students about it.

We do this. YES (Though paused due to Covid-19)

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES