



## *Scoil Naomh Cholmcille*

### **School Self Evaluation**

‘We recognise the value in reflective practice and need for a regular evaluative process.’

*(Mission Statement Scoil Naomh Cholmcille 2011)*

The department of Education and Science have introduced an initiative called **School Self-Evaluation** to formalise what has been an ongoing process in schools for years. Teachers reflect on their work and on the learning that their pupils achieve as part of their daily professional work. For many years schools have used the school development planning process to identify what is working well and what might need to be improved. School self-evaluation is a way in which this process of reflection, improvement and development can take place in a more systematic way.

In Scoil Naomh Cholmcille we have been focusing on the area of Literacy. We have worked very hard at creating a literacy programme that provides continuity and progression from Junior Infants to 6<sup>th</sup> Class. The programme has been developed over the last six months or so and focuses on various themes which run from Infants to 6<sup>th</sup> Class. You will become familiar with these themes as your child progresses through the school. These themes will link in with other subject areas such as Art, Music, History, Drama etc.

We have worked on all areas of the English curriculum and we have based our programme of study on the English curriculum provided by the Department of Education. The three main areas of study are Reading, Writing and Oral Language. These in turn have been classified into different areas of focus, eg the various genres of writing, phonics, grammar etc. Each class has a link with the class that has gone before and links with the class to come so that there are no ‘missed areas’ or gaps in the curriculum. What we aim to provide is a structured programme of study with clear defined guidelines that will provide the essential continuity and progression throughout the English curriculum. It will benefit your child’s teacher as they will through formative (informal) and summative (termly tests, standardized tests) assessment have a clearer picture of your child’s competencies and areas which may need extra attention. This will in turn benefit your child.

Through discussion we have observed that there are areas in English that need constant repetition, there are also areas that should not need reinforcement in 6<sup>th</sup> class when taught in 1<sup>st</sup> class, eg grammar rules such as capital letters at the start of sentences etc We will be sending home a note in September in relation to how you can support your child through reinforcement of these concepts at home.

We are also in the process of improving the resources for Reading and we hope to build up the reading programme in order to develop your child’s interests and ability. We will continue with the Reading Record books that we give out every year and we encourage you to continue to write your comments in relation to your child’s progress at home and any problems or concerns you may have in relation to this. Communication is key and the Reading Record Book is an essential tool for Parent and Teacher to obtain feedback and proceed appropriately.

Remember!!

The more something is repeated, the more likely children are to remember it. Repetition in a variety of forms also increases the likelihood of reaching children with different learning styles and provides a more comprehensive understanding of concepts. There are many different ways of learning and children have strengths in different areas. Observe your child and see how they learn and try to support them by using the methodology that best suits them.

- Auditory learners remember by talking out loud, like to have things explained orally and may have trouble with written instructions. Auditory learners may talk to themselves when learning something new.
- Visual learners easily remember visual details and prefer to see what they are learning. They prefer to write down instructions and may have trouble following lessons. This type of learner enjoys art and drawing; reads maps, charts and diagrams well; fascinated with machines and inventions; plays with lego; likes mazes and puzzles.
- Kinesthetic learners prefer activities that allow them to do what they are learning about. Tactile learners like to touch things in order to learn about them and like to move around when talking or listening. Shows you rather than tells you.

If I can be of any assistance to you in relation to your child's learning or if you have any concerns or queries please do not hesitate to contact me through making an appointment with our secretary.

Kind regards,

Anne-Marie Ford

**Principal**