



Interim School Development Plan 2021/2022

School: Saint Fanchea's College

DE Number: 2230099

Date: Sept 2021-June 2022

Areas for Improvement Identified through self-evaluation and Inspection:

- Continue to make more effective and diagnostic use of the available data to improve further the pupils' learning and the standards they attain and to close the attainment gaps within FSM and SEN groups.
- Continue to develop the use of qualitative and quantitative measures to inform improvement planning and, particularly, curriculum development to ensure that the needs and aspirations of our pupils are met.
- Continue to build leadership and management capacity at all levels to meet the present and future needs of the college.
- Continue to plan for, and manage, issues related to the sustainability of the school's provision, in particular, at post-16 level, in order to address the current and future needs of the pupils and the staff.

COVID-19 Recovery priority areas:

- Supporting the physical, mental and emotional health and well-being of pupils and staff.
- Planning curricular delivery and in particular at post-primary level ensuring a resumption of practical activities across the curriculum.
- Developing effective approaches to learning and teaching (including remote/blended teaching) and/or assessment.
- Developing effective approaches to delivering services to vulnerable learners and those learners who have statements of special educational needs.
- Identifying and addressing underachievement, particularly for those pupils who have experienced barriers to engaging in remote learning.
- Developing an effective programme of professional learning for teachers.

Additional priority areas:

- Implementation of SEN Framework Code of Practice
- Implementation of Addressing Bullying in Schools Policy

Attendance Action Plan 2021-2022

Objectives / Targets	Success Criteria	Actions	Resources	External Support	Staff Involvement	Timescale
<p>Supporting the physical, mental and emotional health and well-being of pupils and staff.</p> <p>a) To increase the numbers of pupils achieving at least 95% attendance</p> <p>b) To improve overall % attendance of pupils in the college</p> <p>c) To reduce the numbers of pupils with % attendance below 85%</p>	<p>a) Pupil will sustain levels of attendance at 93% + at whole school level</p> <p>b) Prompt & direct contact with parents</p> <p>c) Strong multi-agency support for pupils / families</p> <p>d) Accurate recording of</p>	<p>Focus on positive pupil attendance & punctuality to achieve whole school target of 95%</p> <p>Establish a leadership role for prioritising positive attendance across the college</p> <p>Individual attendance monitored and tracked – Central Pupil Database</p> <p>Communication of ‘Miss School Miss Out’ messages to parents and pupils linking positive attendance to positive attainment (Leaflet, FB, Website, Facebook, Induction Meetings & PT meetings)</p> <p>Review of School Attendance Policy to reflect education restart after impact of Covid-19 – highlighting the responsibility of the class teacher / form teacher / Attendance Coordinator / governors / etc ...</p>	<p>SIMS analysis</p> <p>-class attendance</p> <p>-monthly reports</p> <p>-form class awards for best attendance</p> <p>Use of PEPs to set targets</p> <p>Parents SIMs App</p>	<p>Early engagement with external agencies to support early intervention to address poor attendance</p> <p>EWO (Aisling Reilly)</p> <p>Traveller Support Officer (Concepta Gilheaney)</p> <p>https://www.nidirect.gov.uk/articles/school-attendance-and-absence</p> <p>CAHMS</p> <p>AAIS</p>	<p>Form Teacher</p> <p>KS3 Coordinator</p> <p>Attendance Coordinator</p> <p>Assistant Principal</p> <p>Clerical Officer</p> <p>Senior Executive Officer</p> <p>Escalating letters / phone calls / messages to parents when attendance falls below 90% trigger point</p> <p>One-One parent meetings when attendance drops below 85% trigger point</p> <p>Planning for linking attendance to behaviour management</p>	<p>Sept 2021 – June 2021</p> <p>NB Sustained focused support for isolating / Covid 19 +Ve pupils</p> <p>Covid 19 +Ve pupils list updated on a daily basis.</p> <p>List of pupils isolating due to close contact Track & Trace updated on a daily basis.</p> <p>Roll out of Lateral Flow Testing process across Year 8-14 from Sept 2021.</p>

	<p>d) To communicate key messages of the 'Miss School Miss Out' strategy</p> <p>e) To update policy to reflect new procedures for addressing / monitoring / intervention on low attendance</p> <p>f) To establish clear roles and responsibilities in order to manage attendance across the college.</p>	<p>attendance on SIMs</p> <p>e) Improved levels of attendance among teaching and non-teaching staff</p>	<p>Dissemination of School Attendance Policy to parents and pupils</p> <p>Re-establish mentoring intervention programme for pupils who are falling below 85% attendance</p> <p>Implement systematic processes for gathering accurate data on attendance including the use of appropriate coding</p> <p>Increasing parent use of Parents SIMs app to monitor pupil attendance.</p> <p>CO to make contact with parents on the 1st day of absence</p> <p>Display of the PERMA (<i>Positivity, engagement, relationships, meaning, and achievement</i>) model in all classrooms</p> <p>Involvement of CEIAG classes to emphasise the importance of good attendance in the workplace (use of guest speakers from local employers)</p> <p>Development of Power Point Resource for Form Teachers to encourage the importance of good attendance. (link with Careers dept)</p> <p>Use of school assemblies to encourage positive attendance.</p> <p>Form teachers actively follow up on absence notes / reasons / signatures supplied by parents.</p> <p>Appointments organised during school hours are actively discouraged pupils and staff.</p> <p>Sickness & Absence procedures shared with all staff. Staff Attendance Policy shared with all staff.</p>	<p>School Attendance Policy</p> <p>Staff Attendance Policy</p>	<p>WHSCT</p> <p>Gateway Team</p> <p>Family Works Counselling Service</p> <p>Fermanagh Family Hub</p> <p>Lateral Flow Admin C Thompson A Grainger</p> <p>DE Guidance on Recording pupil attendance https://www.education.gov.uk/recording-pupil-attendance</p>	<p>rewards for implementation of House System in 2022-2023</p> <p>M Nagi C Harron</p>	<p>Vulnerable Staff Risk Assessments completed – Sept 2021</p> <p>Inspire NI – strategies in place to raise staff awareness of the service</p> <p>Staff Well Being addressed through related action plan.</p> <p>Review meetings with staff reaching trigger levels ongoing throughout the academic year.</p> <p>Agreement and distribution of time budgets for all teaching staff to assure positive home / work life balance.</p> <p>CAs – Tues 21st Sept 21 Teachers – 19th Oct 21</p>	
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Care & Welfare Action Plan 2021-2022

Objectives / Targets	Success Criteria	Actions	Resources	External Support	Staff Involvement	Timescale
<p>Supporting the physical, mental and emotional health and well-being of pupils and staff.</p> <p>To promote staff engagement in wellbeing training</p>	<p>a) pupils have opportunities to improve levels of physical health</p> <p>b) +ve attendance of pupils in the Summer Scheme</p> <p>c) extra-curricular activities resume with +ve uptake by pupils</p> <p>d) staff leaders identified for extra-curricular activities</p> <p>e) submitted action plans for ES approved by EA</p>	<p>Summer Scheme (July 2021) Week 1: Induction Year 8 pupils Week 2: Year 8&9 pupils</p> <p>Opportunities for utilisation of outdoor space: Rest break walks for classes around the school grounds during the day / week. Lunch time: Pupils encouraged to go outside after lunch.</p> <p>PE Classes continue to operate following updated DE guidance.</p> <p>Participation in inter-schools competitions.</p> <p>After school sports clubs initiated from September 2021 according to new DE guidance</p> <p>Extended schools funding to be utilised to fund other additional extra-curricular sports activities: Athletics Club Soccer Club</p> <p>Team Building Day @ Share Centre, Lisnaskea: Post 16 pupils</p>	<p>DE funding £6200</p> <p>Appropriate Risk assessments</p> <p>PE Department</p> <p>Extended Schools Programme of events communicated with parents / pupils</p> <p>E Woods £500 + transport costs</p>	<p>Marble Arch Caves Erne Water Adventures</p> <p>DE Evaluation to be completed in Oct21 - pupil survey included</p> <p>Supporting CV / CEV pupils https://www.nidirect.gov.uk/articles/coronavirus-covid-19-guidance-clinically-extremely-vulnerable-and-vulnerable-people#toc-4</p> <p>Share Centre instructors EA Bus Service</p>	<p>E Woods L Woods C Lunny K Peters S Andrews</p> <p>N Canavan E Woods E Shiels M Nagi</p> <p>ES coordinator: D Cassidy</p>	<p>Pupil evaluations (July 2021)</p> <p>DE summative evaluations (Oct 2021)</p> <p>Fitness Suite [Mon-Thurs] Years 11-14 U14 Gaelic [Tues] Years 8,9,10 U16 Gaelic [Thurs] Years 11&12 Junior Netball [Thurs] Years 9&10 Senior Netball [Tues] Years 11&12</p> <p>ES Action Plans approved on 20.9.21</p>

		<p>f) +ve engagement with sporting organisations in the community</p> <p>g) Pupils have opportunities to improve levels of emotional and mental well being</p> <p>h) Vulnerable pupils (inc newcomers) are supported across the college</p> <p>i) The majority of staff engage in wellbeing training activities</p>	<p>Links established with community groups: Enniskillen Gaels / Cobh GAA Jets Cheerleading Group Pupils encouraged to participate</p> <p>Staff Training: AMH Training: Supporting Positive Mental Health (Mar2021) EA Online Training – Trauma Informed Practice & Adverse Childhood Experiences (Aug2021) EA Healthwell Programme</p> <p>Pastoral Team re-established to coordinate care & welfare</p> <p>Resumption of Family Works Counselling Service (Sept21)</p> <p>Upgrade the Pastoral Care consultation room in order with multisensory lighting / soft furnishings.</p> <p>Implementation of programmes to support the mental wellbeing of pupils: Action Mental Health Workshops(Term1) Meditation Strategies for pupils (Term2) Parental Workshops to support positive mental health PSNI (Alcohol / Social Media / Drugs)</p> <p>Risk Reduction Action Plans (RRAPs) for vulnerable pupils and shared to relevant staff [clear focus on SBEW]</p>	<p>Leanne Howe – Jets Cheer Coordinator</p> <p>Ongoing work with outside agencies to support families / parents who may be concerned about their daughters’ wellbeing:</p> <p>CAHMS WHST Gateway Social Services Fermanagh Family Hub AAIS Traveller Support Officer Bronagh Starrs</p>	<p>Caring for Children & Young People in NI Strategy: https://www.education-ni.gov.uk/publications/life-deserved-caring-children-young-people-northern-ireland-strategy</p> <p>EA HEALTHWELL PROGRAMME PHASE 2: AUGUST - OCTOBER 2021</p>	<p>Pastoral Team C Harron R Gallagher P Armitage Y McGee</p> <p>S Lavelle (FamilyWorks)</p> <p>C Harron</p> <p>R Maguire AMH Dr A Monaghan S Tierney PSNI</p> <p>C Gilheaney</p> <p>R Gallagher M Donnelly (Educ Psy)</p>	<p>College to investigate the potential of introducing online 1-1 Pastoral Support programmes for vulnerable pupils</p>	
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			<p>'Reverse the Trend' initiative implemented across KS3 LLW programme of study</p> <p>Continued use of Hopeful Minds resources across the LLW programme of study</p> <p>P Armitage E Woods L McGirr</p> <p>Nov21-Dec21</p>	
		<p>Full review & whole school consultation of Preventative Curriculum (including RSE)</p> <ul style="list-style-type: none"> - ETi Survey (Oct21) - Parent Online Survey (Nov21) - Pupil Online Survey (Nov21) - Staff Online Survey (Nov21) <p>C Harron / C Cassidy</p> <p>Sept 2021-Mar2022</p>		
		<p>Review & Update of RSE Policy</p> <p>RSE Guidance (Catholic Schools Trustee Service)</p> <p>SLT Fr R Donnelly</p> <p>Oct21</p>		
		<p>Engage 11 Funding in place to provide support for vulnerable / examination pupils: 2 PT teachers employed to provide Literacy & Numeracy support for targeted pupils</p> <p>£26,466 – Literacy & Numeracy £1,575 GCSE Maths</p> <p>'My School' Action Planning Tool for Engage 11</p> <p>Aug 2021</p>		
		<p>VPRS Funding in place to provide pastoral & literacy support for Newcomer pupils</p> <p>EA Contact: Ciaran McPeake</p> <p>V Lucchesi</p> <p>Sept 2021</p>		
		<p>Staff online training: Trauma informed practice / adverse childhood experiences</p> <p>EA Intercultural Education Service (IES)</p> <p>Staff training ongoing with R Maguire (AMH)</p> <p>K Wilson</p>		
		<p>Formation of weekly afterschool International Club to support newcomer pupils</p> <p>Schools Trauma Advisory and Referral Service (STARS)</p>		
		<p>Health Promotion Focus on establishing healthy routines:</p> <ul style="list-style-type: none"> - Regular sleeping patterns - Healthy Eating (including the importance of healthy breakfasts) <p>Peter Simpson Leeds University</p>		

		<p>- Regular exercise P-Point presentation shared with all form teachers on importance of breakfast / regular sleeping patterns.</p> <p>To support the Period Dignity Scheme Sept 2021</p> <ul style="list-style-type: none"> - acquisition of Period products via iProc - involvement in DE evaluations - link with RSE policy <p>After school clubs established:</p> <ul style="list-style-type: none"> - Blossom Hill Gardening Club - International Club (newcomer pupils) - Homework Club - Languages Club - Drama Club <p>Update ETi Proforma for Safeguarding 2021-2022</p> <p>Safeguarding Team Annual Review Meeting 2020-2021</p>	<p>DE Guidance: https://ccea.org.uk/learning-resources/period-dignity.</p> <p>Mark Rogers [Children & Family Services]</p> <p>C Russell (BoG)</p>	<p>'Breakfast Survey'</p> <p>£1,395 allocated to college budget</p> <p>BSR Room</p>	<p>N Canavan & E Woods (PE Dept) S Andrews (HE Dept)</p> <p>Y McGee / C Harron N Canavan</p> <p>M O'Hara / T Agnew S Howe / K Wilson T Agnew & English Department 2 x CAs to facilitate the after school homework club</p> <p>Year 13 Volunteer pupils to support staff in afterschool clubs</p> <p>C Harron</p> <p>C Harron Y McGee P Armitage</p>	<p>Dec21-Mar22</p> <p>HW Club: Every Tues & Thurs</p> <p>International Club: every Wednesday</p> <p>22nd Oct 2021</p> <p>Oct 2021</p>
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Health & Safety Action Plan 2021-2022

Objectives / Targets	Success Criteria	Actions	Resources	External Support	Staff Involvement	Timescale
a) Develop Education Restart Plan for all stakeholders	Staff who are available for work are identified	Develop processes for disseminating Covid-19 related mitigation measures to staff, parents and pupils	August Baker Days	DE Letter to Parents / Carers (26.8.21)	M Collins	24 th August 2021
b) To establish staff capacity across the college to assure delivery of key operations	Key roles will be covered in the college e.g. DTCP, First Aid, SLT	Whole school Risk Assessment established (Aug2021) Completion of staff capacity audit. Risk assessment plans in place for vulnerable staff and pupils	Education Restart Plan shared with parents / pupils	DE Guidance: https://www.education-ni.gov.uk/coronavirus-covid-19-guidance-schools-and-educational-settings-northern-ireland	M Collins C Cadden	26 th August 2021 24 th August 2021-
c) To implement Covid-19 mitigation measures	Spaces within the school that could be reconfigured in order to maximise capacity are identified.	Management of rooms to support maximum social distancing <ul style="list-style-type: none"> - Assembly Hall - Lecture Drama Room - Library 	New School Day timetable in place		All staff	1 st Sept 2021 - “
d) To minimise transmission of Covid-19 within the school community		Re-establish one-way movement system around the college. Diversification of facilities to maximise supervision capabilities Split lunch & Break times– monitor impact on staff and pupils, ensure timetable and cover facilitates in place Strategies to support cover, allowing teachers to maximise use of non-contact time	Time Budgets negotiated with teaching staff Deployment of CAs to support after schools programme of events		M Collins G O’Brien R Gallagher	“ “ “

<p>e) To deliver extra-curricular activities</p>	<p>Re-establish after school activities and breakfast club</p>	<p>Development & implementation of Action Plans to support the delivery of the Extended Schools Programme</p>			<p>D Cassidy M Collins</p>	<p>Deadline: 24/9/21 Submitted: 20/9/21</p>
<p>f) To update all polices related to H&S / Covid-19</p>	<p>All related Health & Safety Policies updated.</p>	<p>Update all polices on health and safety, critical incident, first aid and risk assessments, intimate care, in line with the guidance on implementing protective measures in an education setting.</p>	<p>Education Restart guidance</p>		<p>Y McGee (H&S Coordinator) M Collins</p>	<p>Sept 21</p>
	<p>Covid-19 Policy and Procedures shared with all stakeholders</p>		<p>College website updated with key policies</p>		<p>C Cassidy G O'Brien</p>	<p>Sept21</p>
<p>g) To facilitate enhanced cleaning procedures across the college</p>	<p>Enhanced cleaning schedule re-established in consultation with EA Cleaning Services</p>	<p>Building Supervisor liaises with EA Cleaning Services Procurement of extra cleaning materials / Fog sanitising machines</p>	<p>3 x break & lunch times (New School Day)</p>			<p>24th August 2021-</p>
<p>h) To establish procedures for managing symptomatic staff / pupils in the college</p>	<p>Appropriate school level response should someone become symptomatic with Covid-19 on site</p>	<p>Sustained approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items Record Forms used for Symptomatic Pupils / Pupils who have received a PCR test</p>	<p>LFD test roll out for all pupils and staff Covid-19 Policy & Procedures</p>		<p>K Montgomery C Cadden C Thompson (LFD) A Grainger (LFD)</p>	<p>1st Sept 2021 –</p>
<p>i) To establish procedures to manage contact tracing in the college</p>		<p>Register of isolating pupils maintained in main office to support remote learning Liaison with PHA re contact tracing including issue of alert letters following new guidance from 10/9/21.</p>	<p>Daily liaison with bus drivers by supervising staff on morning / evening duty to assure pupil</p>		<p>K Montgomery M Collins SLT</p>	
<p>j) To establish blended learning for Covid-19 / isolating pupils</p>					<p>M Collins</p>	<p>Webinar: 21/9/21</p>

<p>k) To establish a working partnership with home-school transport providers to ensure that Covid-19 mitigation measures are being adhered to by pupils</p> <p>l) To assure the health & safety of all visitors to the college</p> <p>m) To ensure Fire Safety Procedures are maintained</p>	<p>Covid-19 transmission is minimised on home-school transport</p> <p>Visitor Protocol shared with all counsellors / support workers</p>	<p>Attendance at EA webinar on contact tracing</p> <p>Continue to liaise with EA Transport, Translink and other transport providers to confirm mitigation measures to minimise Covid-19 transmission.</p> <p>Pupil lists eligibility for home-school transport established.</p> <p>Bus passes distributed to eligible pupils.</p> <p>Develop a policy for school visitors, including parents / carers, School Counsellors and peripatetic teachers / tutors.</p> <p>Fire / evacuation wardens established - Termly fire drills organised for all pupils</p>	<p>compliance to mitigation measures</p> <p>M Collins</p>	<p>EA Transport Office (Sligo Rd) Translink Diamond Taxis</p> <p>https://www.translink.co.uk/usingtranslink/whatwaredoing</p>	<p>Supervising staff</p>	<p>1st Sept 2021 –</p>
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Learning & Teaching Action Plan 2021-2022

Objectives / Targets	Success Criteria	Actions	Resources	External Support	Staff Involvement	Timescale
Learning & Teaching Policy						
<p>To update Learning & Teaching Policy to include: - an Addendum for supporting blended / remote learning</p>	<p>All stakeholders are fully informed of L&T Policy</p> <p>Teachers and classroom</p>	<p>Continue to raise teacher, classroom assistant, parental and pupil awareness of Learning & Teaching Policy</p> <p>Continued implementation of Learning and Teaching Policy [which includes</p>	<p>Email database College website SIMS Parent App</p>	<p>DE Guidance EA Guidance T Scullion (CCMS)</p>	<p>SLT All staff G Murphy</p>	<p>October 2021</p>

<p>- Magenta Principles initiative</p> <p>New policy disseminated to all stakeholders</p>	<p>assistants have a clearer understanding of their role in supporting effective learning and teaching.</p> <p>Effective learning and teaching is witnessed in 100% of lessons observed</p> <p>A common, transparent and consistent approach to judging the quality of teaching & learning is used in all lesson observations.</p>	<p>details on how TSPCs, active learning, connected learning, AfL procedures should be embedded into expected classroom practice], and which provides support and guidance, clarifies expectations and secures continuity and recovery of learning for all pupils across the curriculum.</p> <p>Review of College policies to support Remote / Blended Learning Approach: * e-Safety Policy * Acceptable Use of ICT Policy</p> <p>Organisation of SLT roles & responsibilities re PRSD roll-out 2021-2022</p> <p>SLT and teachers agree appropriate PRSD personalised targets for improvement</p> <p>SLT provide constructive feedback from PRSD lesson observations and support to teachers where required.</p> <p>Staff training: Responsibilities of CAs for supporting learning in the classroom</p>	<p>Department Self Evaluation Folders (Jan22-June22)</p> <p>PRSD Frameworks</p>		<p>R Gallagher</p>	<p>22.9.21</p> <p>21.9.21</p>
<p>Objectives / Targets</p>	<p>Success Criteria</p>	<p>Actions</p>	<p>Resources</p>	<p>External Support</p>	<p>Staff Involvement</p>	<p>Timescale</p>
<p style="text-align: center;">Delivery & Recovery</p>						
<p>To plan curricular delivery ensuring a resumption of practical activities across the curriculum.</p>	<p>Practical subjects resume across the whole curriculum</p>	<p>Collaborative courses established implemented from Sept 2021: - Post 16 (Travel & Tourism / Creative Media / CCLD) - Occupational Studies (SWC) - Year 12 Music (St Joseph's College) - Year 12 Geography (StF)</p>	<p>PRSD Whole School Risk Assessment</p>	<p>CCMS FDC</p>	<p>C Teague M Nagi T Cox</p>	<p>Early Sept21</p>

<p>To develop effective approaches to remote/blended teaching, learning and/or assessment</p> <p>Extended Schools Classes allocated to support the Recovery Curriculum.</p> <p>To implement Engage 2 funding programme</p>	<p>Covid-19 +Ve pupils and isolating pupils are supported for remote learning.</p> <p>Pupils actively engage in extra-curricular activities</p> <p>Numeracy & Literacy support for targeted groups of pupils as part of Recovery Curriculum.</p> <p>The majority of Year 12 pupils are supported with preparation for GCSE Maths assessments</p>	<p>- Year 11 Digital Tech / OCN ICT / Art & Design (St Joseph's College) - Year 11 Geography & History (StF)</p> <p>Google Classroom codes established for all teaching groups across the college.</p> <p>Lists of isolating / Covid-19 +Ve updated and shared with teachers.</p> <p>See Care & Welfare Action Plan</p> <p>Engage Initiative: Additional Data analysis to select pupils / establish baseline for small group / one-one intervention support in literacy and numeracy.</p> <p>All GCSE mathematics teachers will receive 2 x revision classes per week in run up to November series of examinations</p>	<p>Record of GC codes collated</p> <p>Online staff meetings</p> <p>DE allocation £26,466</p> <p>The Engage Planner (My School)</p> <p>DE allocation £1,575</p>	<p>FLC TPL Subgroup Meeting</p> <p>Mike Hughes</p> <p>C McCrumlish EA</p> <p>C McCrumlish EA</p>	<p>C Teague</p> <p>K Montgomery</p> <p>D Cassidy</p> <p><u>Term 1:</u> V Lucchesi (1 day/wk) – Numeracy support M Jackson (3 days/wk) – Literacy support</p> <p>C Lunny M Connolly B Birney / M Barrett</p>	<p>Sept 21 -</p> <p>Sept 21 -</p> <p>Sept21 – Dec21</p> <p>Sept 21 – Nov 21</p>
<p>Support Resources for Learning & Teaching: EA Supporting Learning Hub https://sites.google.com/c2ken.net/teacherprofessionallearning-ea/home</p> <p>DE Guidance for supporting remote learning: https://www.education-ni.gov.uk/sites/default/files/publications/education/Updated%20Circular%20Remote%20Learning%20-%20January%202021%20%28002%29.pdf</p>						

DE Guidance for Effective Remote Learning:
<https://www.education-ni.gov.uk/sites/default/files/publications/education/DE-EFFECTIVE-PRACTICE-IN-REMOTE-LEARNING.PDF>

Letter from Minister of Education (April 2021):
<https://www.education-ni.gov.uk/sites/default/files/publications/education/WRAPAROUND%20CARE%20OUTDOOR%20SCHOOL%20SPORTS%20AND%20SINGING%20-%20MUSIC%20PROVISION.pdf>

Music Unlocked Guidance:
<https://musicservice.eani.org.uk/schools-teachers/music-unlocked-guidance-schools>

EA Educational Visits Guidance:
<https://www.eani.org.uk/school-management/educational-visits>

Curriculum Planning in Post Primary Schools:
<https://www.education-ni.gov.uk/publications/circular-202119-curriculum-planning-post-primary-schools-202122>

Education Training & Inspectorate:
<https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-work-of-the-education-and-training-inspectorate-autumn-term-update.pdf>

Objectives / Targets	Success Criteria	Actions	Resources	External Support	Staff Involvement	Timescale
Teacher Professional Learning						
<p>To promote critical reflective processes among teachers to enhance the quality of learning and teaching</p> <p>To develop teacher skills to evaluate the quality of outcomes for pupils as a result of changes to pedagogical strategies</p> <p>To increase opportunities for</p>	<p>Teachers have more ownership / autonomy in identifying personal targets for improving their classroom practice</p> <p>SLT provide constructive feedback from PRSD lesson observations / small scale Action Research projects and support to teachers where required</p>	<p>Update college PRSD policy</p> <p>Staff Presentation re overview of PRSD priorities for 2021-2022</p> <p>Share PRSD resources in Staff area on C2K</p> <p>Implementation of PRSD programme of lesson observations to support staff self and peer evaluation.</p> <p>SLT and teachers agree appropriate personalised targets improving their classroom practice</p>	<p>Learning Leaders Strategy https://www.education-ni.gov.uk/articles/teachers-professional-learning-strategy</p> <p>SDP Priorities</p> <p>Handbook for Schools: PRSD</p> <p>NASUWT Guidance Booklet: PRSD</p>	<p>FLC TPL Subgroup Meeting</p> <p>Mike Hughes</p> <p>C McCrumlish EA</p>	<p>M Collins</p> <p>M Collins</p> <p>SLT</p> <p>SLT</p>	<p>23.9.21 (Staff Briefing)</p>

	<p>teachers to collaborate with other subject leaders</p> <p>To disseminate best practice of effective learning and teaching across the college</p>	<p>Teachers to understand and use Evidence Based Practice (Action Research) to improve classroom learning and teaching and promote professional learning (TPL)</p> <p>All teachers trial the use of at least one reflective framework to evaluate the quality of learning and teaching processes used in their lessons</p> <p>50% of teachers engage in shared observation of classroom practice</p> <p>Teachers are supported by the SLT in sharing best practice to promote CPD</p>	<p>Re-establish focus for continual whole school evaluation and review</p> <p>Introduction of Department Self Evaluation Folders (Jan22-June22)</p> <p>Performance Review of Principals re-established</p> <p>Teachers continue to engage in TPL Action Research (including Magenta / Use of ICT) which accesses and uses educational research to implement changes in classroom practice - Teachers use current and research-based practice with a focus on continuous improvement and CPD</p> <p>Small cohort of teachers to trial TPL action Research based around Barak Rosenshine's principles in action</p> <p>Teachers trial the use reflective frameworks / pupil survey results to evaluate the quality of learning and teaching processes in lessons</p> <p>Set up Learning & Teaching Committee to facilitate collaboration and sharing of best practice</p>	<p>Dept Action Plans Whole School Action Plans</p> <p>10 x Books 'Magenta Principles'</p> <p>Library Stock of teacher support resources / books in the staffroom to promote TPL Principles in Action (Sherrington & Grimes)</p> <p>New book case for staffroom</p>	<p>M Kennedy Appointed Governors: J Farry P Armitage</p> <p>FLC funding £200</p> <p>Additional Cohort: TBC</p> <p>3 x Twilight Sessions for 5th SDD</p>	<p>M Collins</p> <p>Cohort 2 Teachers: C Lunny N Canavan E Woods S Andrews P Armitage C Cassidy D Cassidy C Sweeney-Gormley</p> <p>Magenta Coordinator: G Murphy</p> <p>SLT</p>	<p>Planning meeting: M Kennedy 29.11.21</p> <p>Magenta Workshops: 1) 8.8.21 2) 20th-22nd Sept 2021 3) 18th-20th Oct 2021 4) 29th Nov – 1st Oct 2021 5) 31st Jan – 2nd Feb 2022 6) 21st Mar - 23rd Mar 2022 7) 4th May - 9th May 2022</p> <p>Twilight Sessions: Monday 22nd Nov 2021 Wednesday 2nd Feb 2022 Monday 16th May 2022 3:30pm-5:30pm</p>	
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		<p>Clusters of teachers (L&T Committee / Magenta teachers) engage in shared observation of classroom practice – Focus of SDD days / Twilight sessions</p> <p>Sharing of Best Practice: Events for dissemination of Professional Practice among teachers. (Teams of teachers across the college 5 x 5 teachers)</p> <p>Develop research informed approaches to inform L&T</p>				
Objectives / Targets	Success Criteria	Actions	Resources	External Support	Staff Involvement	Timescale
Using Data to inform Learning and Teaching						
To develop the effective use of baseline data to monitor, evaluate and review the impact of L&T on pupil progress	All teachers can interpret and utilise baseline data to inform learning and teaching	<p>Central Pupil Database updated for 2021-2022</p> <p>GL Assessment staff training for teachers / subject leaders re tracking pupil progress through baseline data including CAT / PTE / PTM / PASS data</p> <p>Progression Data for Year 8-10 on PTE & PTM</p>	<p>Central Pupil Database</p> <p>SiMs Tracking Sheets</p> <p>PLPs</p> <p>GL Assessment</p>	<p>GL Support Emily Horshel 01793516317 Sam Lach 01793516374 £4874 GL Package</p>	<p>M Collins</p> <p>T Cox (SiMs) R Gallagher (GL Data)</p>	<p>Sept21 –</p>
To enhance quality assurance processes across the college	SLT and all HoDs engage in self – evaluation processes to review pupil & department performance	<p>SLT, subject leaders and teachers track assessment data on SiMs to monitor pupil progress</p> <p>SLT, teachers and subject leaders trial the use of baseline data to track pupil progress / achievement of Year 10 cohort to inform subject options at GCSE / Level 2</p>	<p>SDP</p> <p>Department Action Plans</p> <p>PRSD</p>		<p>PRSD Reviewers Subject Leaders</p>	<p>Sept21 –</p> <p>Oct 2021</p>

	teaching) and/or assessment.	<p>pupil progress, including external examinations (see whole school targets)</p> <p>Subject areas demonstrate improved online engagement within each year group</p> <p>Staff demonstrate improved skills in supporting L&T (online or in class)</p>	<p>Update and implementation of Assessment Policy with focus on:</p> <ul style="list-style-type: none"> Formative assessment (including AfL) Diagnostic assessment Summative assessment Evaluative Assessment <p>Participation of teachers in the Magenta Principles (TPL) training</p> <p>Formation of Curriculum working group tasked with creating strategic approach for blended/remote learning</p> <p>Improved networking within the College and on-line to share excellence in L&T including best practice in blended/remote learning</p> <p>Continue to gather 'teacher/pupil/parent voice' to regularly evaluate and build on curriculum provision.</p> <p>Purchase of Apple TV to support IPAD technology across the college</p> <p>AMMA Training: Use of IPAD technology to support L&T via apple TV</p> <p>Pilot: Upgrade IPADs to support the delivery programme for lead teachers of Apple TV</p> <p>Deployment of acquired Chromebooks across the college to support L&T</p>	<p>Remote Learning Policy</p> <p>Bloom's Taxonomy</p> <p>Staff Meetings – agenda on sharing best practice</p> <p>Careers Surveys: Year 10 / Year 12 £150 x 18 = £2700 Classrooms (Apple TV + Cables) £350 X 6 IPADs</p> <p>ICT Action Plan</p>	<p>Online Training: M Hughes</p> <p>Amazon</p> <p>AMMA</p>	<p>Cohort 2 Teachers: C Lunny N Canavan E Woods S Andrews P Armitage C Cassidy D Cassidy C Sweeney-Gormley</p> <p>C Teague (ICT Coordinator)</p> <p>C Teague</p> <p>"</p> <p>" R Hughes</p>	<p>Sept 2021 -</p> <p>Sept 2021</p> <p>Oct 2021 -</p>	
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			Booking calendar established.			
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Curriculum Action Plan 2021-2022

Objectives / Targets	Success Criteria	Actions	Resources	External Support	Staff Involvement	Timescale
Appointment of new Curriculum Coordinator	All staff employ rigorous processes / strategies to track, monitor and review pupil (including FSM / SEN) progression in all areas of curriculum provision	Interviews for SLT position Curriculum Team Profile: Careers Coordinator SEN Coordinator SLT Extended Schools Coordinator		CCMS EA School Development Service T Scullion	BoG C Teague M Nagi R Gallagher D Cassidy	July 2021 Oct 2021
To re-establish a curriculum team with responsibility for overseeing curriculum provision across the college to meet the needs of all pupils	All Pupils & Parents make informed decisions re KS4 pathways / courses	Schedule GL Assessment staff training for teachers / subject leaders re tracking pupil progress through baseline data including CAT / PTE / PTM / FFT data. Departments to focus on SAS scores linked to their subject area to guide pupils for future pathways.	GL Package (£5000)	GL Assessment Support	R Gallagher T Cox	Oct 2021
<u>KS3 Curriculum</u> To build staff capacity in the use of baseline / progress data to inform curriculum planning,	Development of core ICT skills in KS3 pupils	Tracking of pupil attainment / CAT / SEN / FSM using C2k / Central Pupil Database	Central Pupil Database SIMs Tracking sheets	GL Assessment Support	All teachers M Collins	Sept 2021
To continue to monitor KS3 curriculum implementation		Continued development of ICT programmes of study re coding Enrol staff on training programmes to support blended / remote learning		AMMA Training	C Teague	Sept 2021 -
Completion of ICT Mapping Audit re KS3 Accreditation		Full completion of ICT Mapping Audit re KS3 Accreditation	£3000			

	<p>Full implementation of 'Reverse the Trend' programme to support the recovery timetable in KS3</p> <p>To audit Year 10 pupils' aspirations / interest re potential future KS4 pathways / career routes (Feb-Mar 2022)</p> <p>To inform and market Year 10 pupils and parents re alternative pathways / courses at KS4.</p>	<p>Targeted Literacy and Numeracy support for pupils to aid the recovery curriculum</p> <p>MyMaths & Accelerated Reader programme to be supported through English and Mathematics departments</p> <p>Opportunities for shared education investigated</p> <p>Staff have access to up-to-date</p>	<p>Investment of new Data-Logging equipment for Science Department to support ICT accreditation</p> <p>Continue to implement Accelerated Reader across KS3 supported with online MyOn Library resource</p> <p>Continued employment of Librarian through ES cluster funding to: * oversee restock of the college library resource * support implementation of AR / Myon</p> <p>'My Maths' programme and coordinated through the Mathematics Department Action Plan for continued implementation</p> <p>Employment of Mathematics specialist teacher to support KS3 Mathematics delivery</p> <p>Engage Funding 2020-2021 M Jackson 3 days per week for KS3 Literacy Support for targeted pupils V Lucchesi for KS3 Numeracy Support for targeted pupils 1 day / week B Birney for KS3 Numeracy Support for targeted pupils 1 day / week</p> <p>GCSE Mathematics Afterschool revision classes (2days per week)</p> <p>Re-gage participation in the Peace IV Shared Education programme for 2021-2022</p>	<p>Data Harvest hardware & software</p> <p>Extended Schools Funding (£1500)</p> <p>ES Cluster Funding</p> <p>DE allocation £26,466</p> <p>The Engage Planner (My School)</p> <p>DE allocation £1,575</p> <p>SIMs Tracking Sheets</p>	<p>Data Harvest</p> <p>Re-establish link with Devenish College</p>	<p>N Monaghan B Campbell C Sweeney-Gormley</p> <p>S Goodwin M McLaughlin</p> <p>S Goodwin M McLaughlin</p> <p>C Lunny M Connolly M Barrett</p> <p>Maths dept</p> <p>C Teague</p>	<p>Nov 2021</p> <p>Sept 2021</p> <p>Oct 2021 – June 2022</p> <p>Sept 21-June22</p> <p>Sept21-Mar22 Oct21-Mar22</p>	
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		<p>baseline data on all pupils in KS3 / KS4</p> <p>Year 10 pupils and parents can make informed decisions about subject options for KS4</p> <p>EF options at KS4 expanded for pupils</p> <p>Appropriate transition arrangements in place for pupils transferring from St Mary's High School</p> <p>Follow-up training for SLT re the use of FFT Analysis for evaluation of whole school and subject performance</p> <p>College to maintain</p>	<p>Teachers / Learning Support Coordinator / CEIAG feed into database of all Year 10 pupils in order to identify pupils who may benefit from following an applied / alternative pathways at KS4 in Sept 2021.</p> <p>Update of Year 10 Options Booklet for parents and pupils.</p> <p>Careers coordinator to carry out a Year 10 pupil audit of KS4 course aspirations / interests (Feb22).</p> <p>Continued collaboration with CCMS / partner schools to enhance KS4 Subject offer for Sept 2022</p> <p>Organisation of Information Evenings / Career Speakers for informing [and marketing] Year 10 pupils and parents re alternative pathways / courses at KS4.</p> <p>Continued support for pupils who have transferred from St Mary's HS into St Fanchea's College</p> <p>Liaise with SWC re implementation of alternative L2 Occupational Studies courses at Skills Centre (Year 11 group + targeted Yr12 pupils)</p> <p>Introduction of OCN L2 qualification in Applied Science for Year 11 pupils.</p>	<p>Central Pupil Database</p> <p>Yr10 Options Booklet</p> <p>Term 1 Monitoring meetings with pupils</p> <p>Pupil surveys</p> <p>SWC progress reports</p> <p>SWC Attendance Records</p> <p>Central Pupil Database</p>	<p>CCMS</p> <p>R Harbinson</p> <p>T Scullion</p> <p>SWC Link staff (C Durkin)</p> <p>OCN Support Materials</p>	<p>R Gallagher T Cox M Nagi C Teague</p> <p>M Nagi</p> <p>M Nagi</p> <p>M Collins C Teague</p> <p>C Teague M Nagi</p> <p>S Bradley</p> <p>N Monaghan</p> <p>Data Team / T Cox</p>	<p>Feb 2022</p> <p>Mar 2022</p> <p>Sept – Dec 2021</p> <p>Sept21 – May 22</p> <p>Sept2021 -</p>	
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	<p>To implement new OCN L2 Certificate Course on Religious Studies</p> <p>To offer Occupational Skills courses to targeted KS4 pupils in collaboration with SWC</p> <p>To implement new GCSE specifications across a range of subjects</p> <p>To investigate potential collaboration options with CCMS maintained partner schools for 2021-2022.</p> <p>To embed PTEs and PTMs assessments in tracking / progress data to inform future pathways for pupils.</p> <p>To chart, monitor and review pupil progression / achievement as they move through Level 2 / GCSE courses using SiMs / department databases</p> <p>To increase pupil enrolment into Post 16 courses</p>	<p>accredited OCN centre status.</p> <p>Budget Analysis – investigate staffing cost analysis to facilitate current and future curriculum provision.</p> <p>Staff Audit – to clarify current GCSE provision, future changes to provision, suitability of provision (GCSE / BTEC / etc ...), progression pathways to Post 16 and Third Level Education courses</p> <p>Continued use of MER tools to evaluate quality and pupil progression internal & external academic and alternative KS4 and Post 16 curriculum provision.</p>	<p>SLT, Subject leaders and teachers use GL baseline data to set targets and evaluate pupil performance in GCSE / Level 2</p> <p>Attendance of teachers / subject leaders at relevant agreement trials / CEA updates re awarding arrangements 2021-2022</p> <p>Continued Liaison with C2k support staff re training on use of SiMs to enable teachers, subject leaders, middle managers and SLT to chart, monitor and review pupil progression / achievement through broadsheets.</p> <p>CEA GCSE in Digital Technology delivered for 2 x Year pupils from St Mary's Brollagh</p> <p>CEA GCSE in H&S Care delivered for 2 x Year pupils from St Mary's Brollagh</p> <p>Planning meetings scheduled with CCMS officers / curriculum planners / principals / timetable coordinators from STF, STM, STJ during 2021-2022.</p> <p>Ongoing support meetings with CCMS advisors and District Inspector re curriculum offer.</p> <p>Audit of pupil uptake of GCSE subjects and pupil performance over last 3 years to investigate potential gaps in curriculum provision</p> <p>Evaluation of all internal audits relevant to Curriculum Planning in order to</p>	<p>CEA Principal Meetings</p> <p>Training Log</p> <p>Pupil progress data</p> <p>“</p> <p>Minutes of Collaboration meetings</p> <p>FFT Analysis Exam Results Analysis Dept Analyses</p> <p>Staff Curriculum Audit</p>	<p>R Torrens C2K K Stuart C2K Data Team</p> <p>P Donnelly (SWC Advisor on ICT)</p> <p>CCMS Advisors T Scullion R Harbinson</p> <p>S Fearon (ETi)</p>	<p>M Collins / T Cox</p> <p>Data Team / T Cox</p> <p>S Bradley / C Teague</p> <p>C Cassidy (online delivery) / G Murphy</p> <p>T Cox SLT</p>	<p>Sept2021 –</p> <p>Sept2021 –</p> <p>Sept2021 –</p> <p>Oct 21 – May 22</p> <p>Sept21-</p>
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	<p>To utilise pupil profile database which incorporates and tracks pupil performance and progression data, CAT indicators and SEN data in order to effectively identify potential alternative pathways for pupils at KS4</p> <p>To update staff training on tracking pupil performance and progression</p> <p>To continue to raise awareness of pupils of viable alternative pathways / courses at KS4 (ongoing)</p> <p>To complete an internal curriculum audit in order to identify potential gaps in 22/23 curriculum provision</p> <p>To complete a cost analysis of the potential 22/23 curriculum options / pathways at KS4</p> <p>To establish extra support provided</p>	<p>Continued implementation of L3 BTEC Diploma in Business for Year 13 pupils</p> <p>To deploy ES funding to support the delivery of Essential Skills in Application of Number to targeted pupils</p>	<p>identify and agree upon potential gaps / models / staff development issues in the timetable re the deployment of internal / external staff to deliver applied / alternative KS4 courses in Sept 2022</p> <p>Continued collaboration with the FLC and relevant subgroups, investigate a range of KS4 options within the Entitlement Framework (on-going)</p> <p>Analysis of costs associated with the introduction of potential new courses – Budget planning meeting with LMS</p> <p>Implementation of Extended Schools Programme</p> <p>Re-establish accountability structures for Principal, SLT, Subject Leaders and classroom teachers re tracking pupil performance and progression and its link to curriculum planning at KS4.</p> <p>Establish internal staffing capacity to deliver alternative applied / vocational [e.g. Essential Skills / Occupational Studies] courses at KS3 and KS4 in 2022-2023</p> <p>Identify potential staff development / training needs associated with potential</p>	<p>FLC minutes</p> <p>Budget Expenditure Reports</p> <p>ES Action Plans 2021-2022</p> <p>Dept Action Plans</p> <p>Curriculum Audits</p>	<p>FLC FLC CEIAG subgroup</p> <p>LMS C Teague</p> <p>John Donnelly EA</p> <p>T Cox</p> <p>SLT</p> <p>SLT</p> <p>C McPeake EA</p>	<p>M Collins M Nagi C Teague</p> <p>D Cassidy</p> <p>T Cox</p> <p>SLT</p> <p>SLT</p> <p>V Lucchesi</p>	<p>Sept21-</p> <p>May21-</p> <p>Sept21-</p> <p>Sept21-</p> <p>Sept21-</p> <p>Sept21-</p>
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	<p>pupils following the reduced GCSE's pathways.</p> <p>Post 16 Provision To actively engage in Area Planning Processes for Post Primary Education in the Enniskillen area</p> <p>To implement a tailored curriculum to suit the needs of targeted pupils in Post 16</p> <p>To embed BTEC L3 Certificate in Business at Post16</p> <p>Pupils to have access to a broader range of courses / pathways at</p>	<p>VPRS / Newcomer pupils are supported</p> <p>Active engagement in Area Planning Processes for Post Primary Education in the Enniskillen area</p> <p>Support provided for new staff delivering units in GCE Health & Social Care / BTEC L3 in Business</p> <p>All pupils to have access to a</p>	<p>introduction of alternative pathways / courses in 2022-2023</p> <p>Personalised curriculum in place for VPRS / Newcomer pupils</p> <p>Provide opportunities for VPRS/ Newcomer pupils to complete:</p> <ul style="list-style-type: none"> - CFER assessments - Entry Level Qualifications in Communication - GCSE qualifications in Arabic / Polish / Russian - Youthscape (SWC link) <p>Establish personalised curriculum for targeted VPRS pupils</p> <p>Attendance of Principal & Chair of Governors at Area Planning meetings.</p> <p>Continued collaboration with the FLC and relevant subgroups, investigate a range of Post16 options <u>Year 13</u> Travel & Tourism (SWC) CCLD (Devenish College)</p>	<p>Minutes from confidential planning meetings (Steering Group)</p> <p>Progress Reports from link partner institutions</p> <p>FLC MER tools for Shared Collaborative Post16 Blocks (FLC)</p>	<p>Steering Group</p> <p>T Scullion CCMS R Harbinson CCMS</p> <p>FLC D Gamble</p>	<p>C Teague</p> <p>M Collins P Maguire</p> <p>G Murphy C Teague SLT</p> <p>T Cox G Murphy</p>	<p>Sept21-June22</p> <p>Sept21-June22</p>
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<p>Post 16 in collaboration with FLC</p> <p>Pupils to have access to a broader range of courses / pathways at Post 16 in collaboration with FLC</p> <p>To review how pupil progress/ achievement is monitored as pupils move through Post 16 courses</p>	<p>broader range of courses at Post 16</p> <p>All pupils achieve their full potential in their Post 16 Studies</p> <p>The majority of staff can engage in curriculum development planning within their own A-Level unit area</p> <p>Key A-Level staff are adaptable and acquire capacity in embracing and implementing curriculum change</p>	<p>Implementation of internal Excel tracking system to monitor pupil progress at Post 16 level and inform CDGs in the event of alternative awarding arrangements</p> <p>Develop links with collaborative partner schools in the FLC to chart, monitor and review pupil progression / achievement in collaborative Post 16 courses</p> <p>Continued Implementation of BTEC L3 Certificate in Business at Post16</p> <p>Support meetings with CCMS advisors re curriculum offer</p>	<p>Development Plan: Implementation of the Entitlement Framework (FLC)</p> <p>Analysis of pupil attendance at L3 link courses in SWC (One Yr13 pupil dropped out of PA L3 course in SWC)</p>	<p>FLC D Gamble</p>			
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Action Plan for Looked After Children 2021-2022

Baseline	Targets	Action	RAG Dec 21	Monitoring & Evaluation	Success Criteria	RAG June 22
<p>2 LAC pupils currently attending St Fanchea's College.</p>	<p>To establish a working partnership with teachers, classroom assistant and parents.</p> <p>To ensure each LAC child reaches her full potential</p>	<p>Set up 'Safe Hand' team for LAC pupils</p> <p>Set and share targets identifying particular needs of LAC pupils – liaise with Learning Support Coordinator.</p> <p>Engage pupils with an appropriate and interesting curriculum to suit needs and encourages participation – differentiate / dis-apply curriculum where necessary.</p>		<p>Parent/teacher meetings</p> <p>Form teachers / classroom teacher/LAC support teacher / Learning Support</p>	<p>The pupils knows and engage with Safe Hand team - and in particular a 'significant other/key adult' on the team, eg LAC support teacher, form teacher, classroom assistant, Social Worker.</p> <p>LAC pupils will name their 'significant other/key adult'. LAC pupils will meet</p>	

	<p>To ensure each child has maximum possible access to NI curriculum</p> <p>To listen to the voice of the child</p> <p>To develop resilience, positive identify and achievement</p> <p>To ensure that subject teachers set individual targets where appropriate to engage LAC pupil</p>	<p>Complete Personal Education Plan (PEP) twice a year for the LAC children.</p> <p>Inform Governors of any issues and the work being done in partnership to support Looked After pupils.</p> <p>Mrs Harron (LAC support teacher) to attend LAC or other identified meetings.</p> <p>Mrs Harron to meet with LAC pupils termly to ensure pupils needs are met.</p> <p>Mrs Harron to act as a voice for the young person at meetings as necessary.</p>		<p>Coordinator monitor progress</p> <p>Feedback from LAC Review meetings</p> <p>PLPs</p>	<p>regularly with key adult – Mrs Harron to discuss progress and issues, if any.</p> <p>LAC support teacher has periodic dialogue with Social Worker.</p> <p>Use SIMS to track pupil progress</p> <p>Pupil participation in compilation of PLP</p> <p>Feedback from pupil and parents at LAC Review meetings.</p> <p>50% Pupil participation in extracurricular activities.</p> <p>100% Pupils participation in school activities, eg Easter Bonnet, Dance Factor, Hamper collection</p> <p>Pupil of the Month Award</p> <p>100%-97% attendance for LAC pupils</p>	
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Leadership & Management 2021-2022

Baseline	Targets	Action	RAG Dec 21	Monitoring & Evaluation	Success Criteria	RAG June 22
<p>Continued staff training on action planning for improvement (one-to-one support included)</p> <p>Support / Review meetings with SLT and subject leaders / teachers / PRSD reviewers to provide evaluative feedback on the quality of their action planning</p> <p>Middle Managers and teachers continue to assume more responsibility in leading new change initiatives across the school</p> <p>Use of PRSD arrangements to monitor, review and evaluate the development of leadership and management skills for subject leaders / middle managers</p> <p>Staff engagement in RTU Emerging Leadership Programmes (Senior Leadership Pathways Programmes – 5 Staff Members) [Oct16-May17]</p> <p>Teachers, middle management / subject leaders continue to take up the opportunity attend BoG meetings / meet with the BoG chair over the academic year to ensure that BoGs are informed of developmental work [disruption due to Covid-19 over past 2 years]</p> <p>Principal has completed Induction Principal Training (RTUNI School Development Service)</p> <p>SLT and BoG have reviewed the existing school structure, roles and responsibilities and agree appoint to vacancies within a coherent, costed Management Structure aimed at meeting the needs of the college (May 2021)</p> <p>Governors taking an enhanced role in monitoring and evaluating the progress made in realising the objectives set out in the SDP.</p> <p>Governors development needs are seen as an integral part of the SDP. Training and development issues have addressed at BoG meetings.</p>	<p>To ensure a strong secure senior leadership team is in place.</p> <p>To ensure that the senior leadership team enables the college to improve the standards of education for pupils.</p> <p>To implement a revised management structure</p> <p>To ensure that the roles of staff are clearly defined, evenly spread, appropriate and related to college improvement</p> <p>To ensure that relevant CPD opportunities for middle managers and senior leaders are provided</p> <p>To embed a culture of effective self-evaluation and improvement across the college</p> <p>To enhance the contribution of governors' to the monitoring of standards and quality of provision across the college</p>	<p>Review and update job description templates associated with new leadership / management positions (June21-Oct21)</p> <p>1.Senior Leadership Team Member (Behaviour Management etc...) 2.Post 16 Coordinator 3.CEAIG Coordinator 4.Literacy Coordinator 5.Numeracy Coordinator</p> <p>Participation of Middle / Senior Leaders in EA leadership training: STEPS to Leadership (N Monaghan / G Murphy) Pathways to Leadership (C Teague) CCET course and access arrangements training (R Gallagher) (Sept21-June22)</p> <p>Implementation of re-organised management structure with appointments to new leadership / management positions (July21-June22)</p> <p>Introduce a planned programme of meetings and systems of communication of outcomes to ensure effective implementation of 2021-2022 SDP (Sept21-June22)</p> <p>Re-embed an internal accountability culture where middle managers, subject leaders, coordinators create an annual Action Plan outlining targets, planned developments and monitoring and evaluation procedures. (Sept21-June22)</p>		<p>Use of ETi ISEF tool to support the college in carrying out self-evaluation across the college -Outcomes for Learners -Quality of Provision -Leadership & Management -Care & Welfare -Safeguarding</p> <p>Use of Leadership and Management Quality Indicators to review the effectiveness of</p> <p>Evaluative staff Questionnaires VfM analysis</p> <p>SLT minutes</p> <p>Training evaluations Staff Appraisals PRSD</p> <p>Use of ETi ISEF tool to support the college in carrying out self-evaluation across the college</p> <p>ISEF for Governance is a standing item</p>	<p>The work of SLT is clearly defined and focused on monitoring curriculum planning, improving the quality of teaching and raising standards of attainment etc...</p> <p>Staff, governors, pupils and parents are confident in SLT as effective leaders / managers</p> <p>SLT, middle managers and teachers work together to develop and implement a new SDP outlining targets, planned developments, budget proposals and monitoring and evaluation procedures.</p> <p>Robust qualitative and quantitative measures are used by the majority of teachers, middle management / subject leaders to inform improvement planning.</p> <p>Governors and the SLT work together to develop and implement a new SDP outlining targets, planned developments, budget proposals and monitoring and evaluation procedures.</p>	

<p>Middle managers / co-ordinators have made presentations to BoGs on school improvement initiatives.</p> <p>Appointment of two new teachers to the SLT: R Gallagher – Learning Support Coordinator Dec 2020 C Teague – Behaviour Management Coordinator July 2021 SLT team profile enhanced from 4 teachers to 5 teachers</p>	<p>To support governors in ongoing process of self-evaluation to include</p> <ul style="list-style-type: none"> -Outcomes for Learners -Quality of Provision -Leadership & Management -Care & Welfare -Safeguarding <p>Ensure that one strand of the ISEF for Governance is evaluated during each BoG meeting</p>	<p>Implementation of PRSD arrangements across the college with personalised targets for development for middle managers / SLT (Nov21- June22)</p> <p>Review the monitoring role of governors using the ISEF for Governance</p> <p>Governors restart use of ISEF to:</p> <ul style="list-style-type: none"> -identify strengths of the college -identify areas for development -hold the Acting Principal and SLT to account -monitor and evaluate the impact of actions in SDP on pupils. <p>BoG subcommittees set up to facilitate evaluations (Feb22-June22)</p> <p>Engagement in ETi school self-evaluation initiative: 'Empowering Improvement – Stepping Forward Together' (focus on middle leadership)</p> <ul style="list-style-type: none"> *in-school planning & preparation *ETi professional learning *dissemination work *follow up work with DI *Collaboration with other schools (Jan-Mar 2022) 		<p>on each BoG agenda from Feb22</p>	<p>Governors are confident in SLT as effective leaders / managers</p> <p>Governors use enhanced accountability structures to monitor and evaluate the management and leadership of the Acting Principal and SLT</p>	
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Literacy Action Plan: Planning for Improvement 2021-2022

Baseline	Targets	Action	RAG Jan 22	Monitoring & Evaluation	Success Criteria	RAG June 22
<p>Reading for pleasure is actively encouraged across the school</p> <p>The MyOn library management system is used by the English department</p>	<p>To continue to implement the Accelerated Reader programme through the Extended Schools' Initiative, embedding a library period into the KS3 curriculum</p>	<p>KS3 pupils to have a discrete AR periods (including reading time) designated on their English timetable</p> <p>All KS3 pupils encouraged to take part in AR activities: tests, reading and quizzes</p>		<p>Accelerated Reader and Library usage data</p> <p>Teacher observation re reading and</p>	<p>All KS3 pupils are designated an AR score and take part in one quiz on a novel of their choice</p> <p>All KS3 pupils carry a library book at all times</p>	

<p>Covid-19 restrictions precluded library use during 2020-21</p> <p>Use of Central Pupil Database to identify KS3 pupils eligible for Paired Reading & targeted Engage support</p> <p>Post16 pupils assume mentor roles to PR pupils</p> <p>Year 8&9 pupils have used a whole curriculum spelling booklet</p> <p>Accelerated Reader has been established across KS3</p> <p>A creative writing competition is held annually for KS3 pupils</p> <p>The applicable departments avail of a level-linked bank of literacy targets when creating IEP SMART targets</p> <p>Library Administrator employed (M McLaughlin) during 2020-2021 through ES funding</p> <p>Targeted Literacy Support for</p>	<p>Development & roll out of KS3 Literacy support booklet</p> <p>To implement a consistent marking strategy for enhancing literacy skills</p> <p>To continue to target FSM pupils re eligibility for paired reading</p> <p>To monitor mentoring process and evaluate efficacy of PR programme</p> <p>To analyse PTE scores for KS3 pupils, with a view to using data to inform future literacy initiatives</p> <p>To implement a whole curriculum spelling initiative across the entire school year, matching key words to current learning</p> <p>To extend participation in the school's creative writing competition to KS4 pupils</p> <p>To appoint a Literacy Coordinator</p> <p>To carry out a whole school literacy audit</p> <p>To ensure all IEPs contain level-linked SMARTE targets which are linked to Using Communication levels of progression</p>	<p>Library Administrator employed Sept-Apr (M McLaughlin: 10 hours / week) to support the administration of:</p> <ul style="list-style-type: none"> • Re-stock of Library • Myon Library • Accelerated Reader <p>Candidates for Paired Reading are identified / selected using Central Database /Access Reading Test scores / PTE scores</p> <p>Introduction of enhanced PTE assessment within KS3 to facilitate evaluation of the impact of literacy interventions</p> <p>Use of Spelling booklets for KS3 pupils and subject departments plan for spelling tests in all subjects across the KS3 curriculum</p> <p>Implementation of annual Spooky Story competition (Oct21)</p> <p>Implementation of PR programme (Jan22)</p> <p>Implementation of ENGAGE 11 programme to provide targeted literacy support (small group / one-one) [M Jackson: Sept21-Mar22]</p> <p>Development and dissemination of college marking / correction code (Oct21)</p> <p>Development of Literacy Support Booklet for all pupils in KS3 (Nov21)</p> <p>Update of Literacy Policy (Nov21)</p> <p>Completion of whole school literacy audit (Jan22)</p> <p>Appointment of New Literacy Coordinator (Jan22)</p> <p>Update of Literacy Policy (Nov21)</p> <p>Dissemination of literacy support resources including Connectives mats to develop extended writing (Nov21)</p>		<p>participation/engagement</p> <p>ES Action Plan</p> <p>Central Pupil Database</p> <p>Yr8/9/10 PTE data analysis</p> <p>Department Test Spelling Test Results Analysis</p> <p>Pupil participation in competition</p> <p>Teacher feedback</p> <p>Engage 11 Action Plan</p> <p>Implementation of booklets across the English department / subject areas</p> <p>Department Self Evaluation Tool</p> <p>Quality of extended writing tasks of pupils analysed</p> <p>IEPs as evidence of adherence to literacy target guidelines</p>	<p>Library is fully operational</p> <p>The majority of KS3 pupils learn fifty key word spellings in all subject areas</p> <p>Quality assurance structures in place to measure pupil progress</p> <p>Sustained participation in the annual creative writing competition</p> <p>Targeted pupils receive interventionist support</p> <p>Consistent marking practices across the college to promote the development of literacy skills</p> <p>All departments respond in detail to a whole school literacy audit</p> <p>All departments completed Self Evaluation Tool (Jan22)</p> <p>Coordinator role established and in post</p> <p>Agreed policy in place</p> <p>Effective Staff Training to promote the development of literacy skills</p>	
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	<p>To investigate possibilities re digital assistive technology to enhance literacy levels in pupils</p> <p>To map the delivery of the levels of progression for Using Communication across KS3</p>	<p>Twilight Training: Setting IEP targets (22.11.121)</p> <p>Whole Staff training on Chrome Read & Write (E Woods) [Sept21]</p> <p>Mapping across subject areas re assessment / delivery of levels of progression for Using Communication (Feb-Mar22)</p>		<p>Use of Chrome R&W to support Engage2 pupils</p> <p>Department Self Evaluation Tool</p>	<p>Staff are adept in creating level-linked literacy targets</p> <p>All teachers supported re the use of assistive technology</p> <p>Clear map of assessment for KS3 Using Communication</p>	
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Numeracy: Planning for Improvement 2021-2022

Baseline	Targets	Action	Monitoring & Evaluation	Success Criteria	RAG Dec 21	RAG June 22
<p>Position of Numeracy Coordinator advertised in June 2017, Oct 2019, Nov 2020, Dec 2021 – no internal applicants received.</p> <p>Numeracy committee established in the college (Industrial Action limited meetings)</p> <p>Continued use of a bank of numeracy related targets for IEPs linked to levels of progression to be used by all staff</p> <p>Implementation of Essential Skills Course in Application of Number for targeted Year 11 pupils at GCSE</p> <p>Change Fund: Essential Skills Course in Application of Number for targeted Year 12 pupils at GCSE 2017-18 (External Tutor</p> <p>Attendance of staff at CCEA KS3 Using Mathematics Standard Setting Events.</p>	<p>To audit staff perceptions of the main issues / difficulties re development of numeracy skills across the college.</p> <p>To re-establish a numeracy committee in the college</p> <p>To audit the development across the college of: Number & Algebra Shape, space & Measures Data Handling Skills</p> <p>To effectively use school-based data to measure pupil progress / development of numeracy skills in mathematics.</p> <p>To develop resources to support the consistent development of Numeracy</p>	<p>Appointment of Numeracy Coordinator</p> <p>Re-establish Numeracy committee</p> <p>Cross department meetings of the Numeracy Committee.</p> <p>Completion of Numeracy Audit across all subject areas ('Number & Algebra' Strand in Using Mathematics)</p> <p>Introduce quantitative tracking systems and analyses to indicate progress in numeracy (PTM testing Yr8 / Yr9 / Yr10)</p> <p>Introduction of Essential Skills Courses in Application of Number:</p> <ol style="list-style-type: none"> 1. Year 11 / 12 & targeted Post 16 pupils (Mrs Lunny timetabled classes [supported with Extended Schools Funding if required]) 2. Review of staff with responsibility for delivery or GCSE Mathematics 3. Employment of Specialised teacher for Mathematics 	<p>Audit results analysis</p> <p>Completion of PTM Assessments</p> <p>Analysis of pupil attainment in Essential Skills Courses including value added impact on GCSE performance</p>	<p>Numeracy Coordinator in place</p> <p>Teachers share best practice / resources re delivery of numeracy in the classroom</p> <p>Strong cross departmental links to support the consistent delivery of teaching related to Numeracy skill development.</p> <p>+ve Impact of Year 12 pupils following Essential Skills Courses in Application of Number on GCSE performance</p> <p>Analysis of PTM data indicates 100% of KS3 pupils make</p>	<p>R</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>	

<p>Extra numeracy support classes embedded into the Year 11 curriculum</p> <p>Completion & Analysis of PTM assessments for all Year 8 / 9 / 10 pupils.</p> <p>Baseline audit of numeracy skills employed across different subject areas in KS3 and KS4 (2017)</p> <p>Development and implementation of support resources (e.g. agreed P-Point Teaching Resources re teaching of Data Handling Skills / Numer & Algebra / Shape, Space & Measures / agreed Laminated prompt cards for pupils). Signposting of staff towards Using Maths support resources on CCEA hub etc ...</p> <p>Focus on the development of Mental Maths skill development for KS3 pupils in Mathematics 20/21 & 21/22</p> <p>Implementation of annual 'Maths Week' initiative.</p> <p>Assessment of Using Mathematics is coordinated by the Mathematics Department</p> <p><u>Change Fund 2016-2017</u> 5 pupils achieved a Level 2 Certificate 13 pupils achieved a Level 1 Certificate. 46% of pupils in Change initiative achieved a C-Grade in GCSE Mathematics</p> <p>GCSE Maths Results (all)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>CAT</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>78.1%</td> <td>82%</td> </tr> <tr> <td>2020</td> <td>81.8%</td> <td>86.8%</td> </tr> <tr> <td>2019</td> <td>63%</td> <td>63.3%</td> </tr> <tr> <td>2018</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>2017</td> <td>72%</td> <td>74.1%</td> </tr> <tr> <td>2016</td> <td>56%</td> <td>52.6%</td> </tr> </tbody> </table>	Year	CAT	Result	2021	78.1%	82%	2020	81.8%	86.8%	2019	63%	63.3%	2018	55%	70%	2017	72%	74.1%	2016	56%	52.6%	<p>skills across subject departments.</p> <p>To provide support materials for staff to support the delivery of key mathematical skills / concepts across the school.</p> <p>To implement 'Maths Week' programme to raise pupil awareness of the importance of numeracy skills.</p> <p>To implement and review the 'Mental Maths' programme to KS3.</p> <p>To provide targeted Numeracy interventionist support for selected KS3 pupils</p> <p>To involve parents in supporting the development of Numeracy skills in pupils.</p> <p>To target improvement in FSM pupil achievement in mathematics.</p> <p>To enhance overall pupil achievement in GCSE mathematics</p> <p>To pilot the use of CEA Adaptive Assessments in KS3 Mathematics</p>	<p>Attendance of staff at CCEA KS3 Using Mathematics Standard Setting Events.</p> <p>Numeracy support classes embedded into the KS3 Curriculum (Year 8&9: 2 extra classes / week)</p> <p>Engage 2: Funding Teachers employed for 1-1 / small group support for targeted pupils (M Maguire / V Lucchesi)</p> <p>Completion & Analysis of PTM assessments for all Year 10 pupils</p> <p>Whole School Target Setting in Mathematics.</p> <p>Analysis of KS3 pupil tracking in Mathematics.</p> <p>Development and implementation of support resources (e.g. agreed P-Point Teaching Resources re teaching of 'Number & Algebra' / agreed Laminated prompt cards for pupils). [Shared Folder – Google Drive]</p> <p>Implementation of 'Maths Week' (Annual Whole School Event)</p> <p>CEA Adaptive Assessments in KS3 Mathematics (Jan22)</p>	<p>Staff training records and evaluative feedback</p> <p>Timetable Pupil results</p> <p>Engage 2 Action Plan</p> <p>SiMs tracking sheets & broadsheets</p> <p>Lesson Observations Book scoops</p> <p>Analysis of pupil work</p>	<p>progress from their baseline position.</p> <p>The majority of pupils targeted in Engage 2 programme demonstrate progress in numerical skills development</p> <p>New support Numeracy resources on teaching are disseminated to all staff.</p> <p>Teachers utilise Numeracy Teaching support materials (including CCEA resources / tasks)</p> <p>Adaptive assessments demonstrate pupil progression data / evidence at KS3</p>	<p>A</p> <p>G</p> <p>A</p> <p>R</p>		
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<p>3 Year Av (FFT – all pupils) – 2019 Analysis % A*-C (school) = 69.4% % A*-C (NI Non Sel) = 53.5%</p> <p>3 Year Av (FFT – all pupils) – 2021 Analysis % A*-C (school) = 72.9% % A*-C (NI Non Sel) = 59%</p> <p>3 Year Av (FFT – FSM pupils) – 2019 Analysis % A*-C (school) = 63.6% % A*-C (NI Non Sel) = 53.5%</p> <p>3 Year Av (FFT – FSM pupils) – 2021 Analysis % A*-C (school) = 64.6% % A*-C (NI Non Sel) = 59%</p>							
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Learning Support: Planning for Improvement 2021-22

Baseline	Targets	Action	Monitoring & Evaluation	Success Criteria	RAG Dec 21	RAG June 22
SEN pupils are reluctant to use allocated laptops – no pupils using personally assigned assistive technology in class.	To promote the use and benefits of assistive technology to pupils, teachers and CAs.	<p>Pupils availing of the Engage Project Literacy lessons are to be trained in the use of Read&Write software for Google Chrome.</p> <p>Teachers and CAs are to get training in Read&Write in order to help their pupils.</p> <p>Read&Write software is to be installed on all school Chromebooks so that all pupils have access to the application.</p> <p>Once training is complete, a number of pupils will be assigned Chromebooks in Year Eight and Nine in order to trial the use of assistive technology during lessons.</p> <p>The ICT schemes of work will reflect a whole school focus on Read&Write in order to support all learners’ needs.</p>	<p>Questionnaires to be distributed to the pupils and parents of those using assistive technology as to the efficacy and benefits of such technology.</p> <p>Feedback from CA and pupils with SpLD</p>	<p>All teachers and CAs are proficient in Read&Write for Google Chrome.</p> <p>SEN pupils are targeted as potential users of assistive technology by their teachers and the LSC.</p> <p>All pupils know how to use Read&Write software and can recognise its benefits.</p>		

<p>Staff have been made aware of the upcoming changes to SEN on staff day, August 2018 and throughout the year</p>	<p>To make staff aware that the stages of the code of practice have changed from 1 -5 to 1 to 3; that SIMs has been updated and that IEPs are in the process of being changed to PLPs.</p>	<p>LSC gives a presentation to all staff: 'Update on the SEN Framework: 5 to 3 stages, Roles and Responsibilities'.</p> <p>LSC gives a presentation to CAs on 'The role of additional adult assistants for pupils with special educational needs/disabilities'.</p> <p>LSC to attend a number of courses offered throughout the year re: changes to SEN, with a particular focus on PLPs.</p>	<p>Staff are updated throughout the year of how new SEN changes are to be implemented.</p>	<p>All staff understand the implication of new legislation relating to SEN Framework.</p> <p>Staff are aware of the changes of stages and aware of their roles and responsibilities in relation to our SEN pupils.</p>			
<p>The LSC currently oversees the creation of Individual Education Plans for all Stage Three to Stage Five pupils on the SEN register.</p>	<p>IEPs are to be changed to Personal Learning Plans.</p> <p>All pupils on the SEN register (stages one to three) are to have PLPs created for them.</p>	<p>LSC organises PLPs for all pupils on the SEN register.</p> <p>LSC attends upcoming training events for the creation of PLPs</p>	<p>Creation of PLPs that include SMART targets in line with levels of progression for literacy and numeracy.</p>	<p>PLPs are successfully created for all pupils on the SEN register.</p> <p>LSC is aware of the new PLP format so that next year's PLPs are in line with EA expectation.</p>			
<p>VPRS pupils are taught individually or in small group settings.</p> <p>Ms Vania Lucchesi, with a primary background, has been employed to teach the Syrian pupils English: this approach has proved successful.</p> <p>Paper copies of CEFR progress grids are used to track the Syrian pupils' progress.</p>	<p>To continue the work that is being done, both pastorally and academically, by Ms Lucchesi, so that the Syrian pupils continue to flourish in St Fanchea's.</p> <p>Use CEFR progress grids for all Newcomer pupils in order that pupils needing support are identified.</p> <p>To link CEFR progress grids to SIMs.</p> <p>To promote the inclusion of our EAL and Newcomer pupils.</p>	<p>LSC and Ms Lucchesi liaise in order to oversee Newcomer provision: Ms Lucchesi creates a scheme of work, based on CEFR results, for Newcomer pupils requiring one to one or small group setting support.</p> <p>MS Lucchesi continues to provide support for VPRS pupils in St Fanchea's, working between this school and St Joseph's College.</p> <p>LSC used CEFR training to input CEFR results, thus linking CEFR progress grids to SIMs.</p> <p>LSC organises an International Club for all EAL pupils, providing refreshments and games, so that there is the opportunity to mix with other EAL pupils, practise English and talk about each other's experiences.</p>	<p>CEFR progress grids</p> <p>Class tests</p> <p>Attendance and feedback from club members</p>	<p>VPRS and Newcomer pupils continue to progress as per CEFR progress grids.</p> <p>Newcomer CEFR progress can be accessed via SIMs.</p>			

<p>GL assessments ordered annually: cognitive ability tests, Progress Test in Maths and Progress Test in English.</p> <p>LSC reports back to staff, results from online GL assessments for year 8 and year 10, and new students, highlighting individual pupils who have concerns/need stretched.</p> <p>At present there is no baseline assessment for pupils at the end of Years Eight and Nine: tests are administered at the start of Year Eight and again at the start of Year Ten</p>	<p>To administer CATs to year 8 and 10 and to new students who arrive during the year; PTE and PTM to year 8 and new students.</p> <p>To make staff more confident with using baseline GL assessment data to monitor pupil progress and achievement.</p> <p>To improve how we track progress across Key Stage Three, ensuring that we have rigorous assessment data for each individual pupil across the year groups, so that we can plan interventions in an effective and timely manner.</p>	<p>Administer all initial tests in September 2021. Administer tests to new students recently arrived in St Fanchea's.</p> <p>Hard copies are distributed to staff and copies available in staff area. Pupils who are of concern are brought to the attention of staff and suitable support is put in place- spelling, paired reading, numeracy support etc.</p> <p>Purchase The Complete Digital Solution from GL Assessment.</p> <p>Plan and execute a new baseline data test schedule: CATs, PTE and PTM in Year Eight, PTE and PTM end of Year Eight; PTE and PTM end of Year Nine; CATs start of Year Ten and PTE and PTM end of Year Ten.</p>	<p>LSC identifies if the relationship between ability and attainment is as expected or whether there is a significant divergence in scores which may need further investigation.</p> <p>If support is not effective, then a referral to education psychology/outside agency is made.</p> <p>Start and end of year SLT survey of collated data in order that pupil progress is measured.</p>	<p>Teachers are confident in understanding the results of CAT4/PTM/PTE data.</p> <p>Teachers are confident in monitoring pupil progress and achievement using baseline data.</p> <p>SLT, Heads of department and teachers have a better knowledge of their pupils and plan accordingly: both pupil progress and teaching and learning are monitored effectively.</p>			
<p>St Fanchea's SEN department has experienced a rise in the number of pupils experiencing/sharing social, behavioural, emotional and wellbeing issues; some of which have been exacerbated by covid.</p> <p>Significant work has been done with Maria Donnelly (Ed Psy) to adapt the EA behaviour RRAP template to suit the profile and needs of our SBEW pupils, particularly where related behaviour is not overt or experienced by others.</p>	<p>To plan and provide for those pupils in emotional crisis.</p>	<p>To continue to create RRAP that suits the needs of St Fanchea's pupils; putting in place actions and success criteria so that interventions are recorded and success is measured.</p> <p>To create Dos and Don'ts in partnership with the pupil concerned so that pupil voice is acknowledged and heard.</p>	<p>RRAPs.</p> <p>Dos and Don'ts are shared with staff – pupil and staff feedback on this process.</p>	<p>Pupils are safe in St Fanchea's College.</p> <p>Pupils are part of the RRAP process, notably the Dos and Don'ts.</p> <p>Dos and Don'ts are used by teachers and pupils progress accordingly.</p> <p>Pupils with SBEW concerns, subject to risk reduction action planning, thrive in St Fanchea's.</p>			

Marian Connolly had completed CCET course and access arrangements training in 2015-2016. This Level 7 JCQ qualification enables her to carry out the necessary testing for access arrangements. R Gallagher – the newly appointed LSC does not have this qualification.	R Gallagher attains the relevant Level 7 qualification so that she can administer tests and oversee access arrangements.	To contact Eimear Harbinson re potential course provider of Level 7 qualification. R Gallagher enrolls and completes suitable Level 7 course so that she is the designated person responsible for administering CAT tests and for access arrangements.	Tasks and assessments set by qualification provider	R Gallagher successfully completes the Level 7 qualification			
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CEIAG: Planning for Improvement 2021-2022

Baseline	Targets	Action	RAG Dec 21	Monitoring & Evaluation	Success Criteria	RAG June 22
<p>Connect with the community to improve pupil outcomes:</p> <p>Involvement with alumni through the “Careers Reach Out” initiative</p> <p>The CEIAG department liaises with external organisations e.g. sentinus, Young Professionals, Universities/Colleges and Speakers for Schools</p> <p>The college works with a number of external agencies to provide enhanced learning opportunities for pupils within the CEIAG department. CEIAG coordinator involved with the FLC CEIAG group.</p>	<p>To engage with alumni via virtual engagements or in-house careers talks. Accommodate of past pupils via the facilitation of careers talks across and number of subject areas.</p> <p>To disseminate appropriate CEIAG inform and opportunities for subject areas and specific year groups</p> <p>To initiate work with FLC CEIAG sub group (as new college co-ordinator) and to increase networking opportunities with existing members and new members. Create a working partnership with organisations to provide a pathway at KS5 for</p>	<p>To use the school social media page to attract interest from alumni and local employers</p> <p>To inform various class cohorts through the Google Classroom platforms and to engage with parents/carers via the college Facebook page</p> <p>Continued liaison with the FLC CEIAG group to expand curriculum offer and CEIAG opportunities in the college to KS4 and Post 16 pupils. Explore opportunities to develop further Level 2 and 3 courses for pupils and to establish contacts within SWC regarding local Higher Education Pathways for Post 16 Students.</p>		<p>Pupil questions and event evaluations</p> <p>Pupil/parent interaction and feedback</p> <p>FLC meeting participation and engagement with other CEIAG departments as necessary</p>	<p>Students will have first experience of career paths and will get to explore job sectors enabling better career decisions to be made.</p> <p>Students will be able to further their CEIAG knowledge through virtual platforms, gaining a better insight into opportunities available</p> <p>Pupils will have more opportunities within the FLC collaboration at KS4 & Post 16. Further opportunities to gain experiences of work with joint partnerships. (Careers Talks/Events)</p>	

<p>Involved with local employer's/training agencies to enhance pupils work experience.</p>	<p>pupils who don't meet A Level criterion.</p> <p>Provide further opportunities to work in partnership with local/national employers. To promote training and apprenticeship opportunities. Consider the development of a bridging course.</p>	<p>Continued liaison with local employers and external bodies to support the broader educational experience of pupils [Work Experience / NI Careers Service / Year 12 Mock Interviews / UCAS / Rutledge Recruitment / Mencap / McDonald's/Kerry Foods/Universities (UUJ / QUB) / Fermanagh County Museum / Fermanagh County Show / BT Young Scientist & Technology Exhibition / Fermanagh Council / Sentinus / etc ...]</p>		<p>Employers /agencies participation. Review pupil's experiences</p>	<p>Pupils will have better opportunities for training and work placements and experiences of work.</p>	
<p>Develop the curriculum offered at KS4 and Post 16 to provide meaningful pathways aligned with the needs and aspirations of our pupils</p> <p>Implementation of careers specific software i.e. XELLO across all careers classes and year groups</p> <p>CEIAG Scheme of Work. CEIAG Year 10 & 11 SOW are in use with some topics to be revised with STEPs programmes being implemented across all year groups. Further development of Year 11,12,13 & 14 SOW.</p> <p>New GCSE / BTEC / L2 courses The CEIAG department has contributed to the introduction of new BTEC qualifications and GCSE programmes available for Year</p>	<p>To roll out XELLO software across all year groups</p> <p>Year 10 scheme of work to be updated in line with STEPs programme (STEP Forward 14-15 workbook)</p> <p>Alternative pathways / courses at KS5. To provide a pathway for pupils who the traditional A level route is not suitable.</p>	<p>CEIAG dept. to initiate registration of student accounts in XELLO during careers class time during the autumn term to avail of latest Labour Market Information</p> <p>To implement the STEP Forward programmes of study workbook along with integration of WOW careers programme into year 10, 11 &12</p> <p>The department will review, evaluate current procedures for tracking Year 8 – 12 pupil achievement / progression / CAT / SEN data so that subject options available to the pupils meet their learning needs and offer a progression route for all students.</p>		<p>Review of pupils' feedback and teacher dashboard in XELLO</p> <p>New SOW will be embedded into the CEIAG curriculum with the flexibility for other agencies to link in with the delivery of CEIAG.</p> <p>CAT data and SEN data will be used to help pupils make informed decisions about their options</p>	<p>Students will have up-to-date Labour Market Information and be able to make better informed career decisions</p> <p>Pupils will be well informed in the curriculum areas of CEIAG</p> <ul style="list-style-type: none"> • Personal Career Planning • Experiences of work • Career Guidance. <p>Pupils will have the information and guidance to make informed decisions about their future pathways.</p> <p>A suitable pathway/curriculum choice will be available to pupils to allow them to plan for A level/ Level 3 qualification, higher education or university. Providing pupils with the opportunity to become active citizens</p>	

<p>10 pupils. The department constantly reviews and researches new qualifications that are accessible for our pupils. This will enable them to be employable in the future and open progression routes suited to their needs. New level 2 curriculum that offers progression for pupils.</p> <p>CEIAG department works with Year 10 students to make Options choice at GCSE.</p> <p>CEIAG in the Curriculum. Some departments have included a careers unit of study within the Year 10 SOW. CEIAG is also promoted throughout the curriculum as many departments invite guest speakers in that are linked to the subject area. E.g. Home Economics guest speaker from the Food Standards Agency.</p>	<p>To continue to raise awareness of pupils of viable alternative pathways / courses at KS4 To inform and market Year 10 pupils and parents re alternative pathways / courses at KS4.</p> <p>To trial an online system making use of MS Forms and "Options Project"</p> <p>To identify curriculum areas that have links to CEIAG within their subject and how this is incorporated into the department SOW.</p>	<p>The department will use the Staff Audit analysis – to clarify current GCSE provision, future changes to provision, suitability of provision (GCSE / BTEC / etc ...), progression pathways to Post 16 and Third Level Education courses) that could be offered by the college.</p> <p>To pilot "Options Project" in collaboration with parents/carers and Curriculum Departments. Options talk to be delivered to parents and made available virtually. Students will undertake extended project in CEIAG classes and at home regarding subject pathways suited to them and will complete option choices online. Students will make use of LMI and information contained with Xello and self-exploration. These tools can be used to help students make informed decision regarding subject options, further education and careers.</p> <p>CEIAG across the curriculum audit.</p>		<p>at transition stage. (Year 10/12)</p> <p>Review of parent/carer feedback and MS Forms submissions</p> <p>Audit completed and a SWOT analysis to be conducted to identify areas of improvement for CEIAG across the curriculum.</p>	<p>and join the world of work or fulltime education.</p> <p>Students will have up-to-date Labour Market Information and be able to make better informed career decisions. Curriculum teams will have a better teaching experience and less disruption to the start of Year 11. Year 11 students will make the transition to GCSE level smoother and with a less disjointed approach (as is currently)</p> <p>CEIAG will be embedded across the curriculum in all subject areas so that it becomes a whole school focus.</p>	
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ICT: Planning for Improvement 2021-2022

Baseline	Targets	Action	RAG Jan 22	Monitoring & Evaluation	Success Criteria	RAG June 22
<p>Personnel</p> <p>ICT Coordinator in Post. ICT Coordinator has completed Apple teacher accreditation and Google educator training is ongoing.</p> <p>ICT technical support officer in post temporarily to provide practical 'hands-on' assistance to the ICT Coordinator. Shared with HE and Art.</p> <p>ICT Technician has undergone training as an apple teacher and Google educator (to be complete)</p>	<p>To complete Google Educator training and c2K Manager Training.</p> <p>To effectively utilise Technician in the setting up and maintenance of devices. To train technician to change passwords, printer codes, and complete general maintenance of computers throughout the college. To enable technician to complete all relevant training in support of ICT across the College.</p>	<p>ICT Coordinator to train ICT Technician in My School Usernames, PaperCut, C2K Helpdesk and WiFi in school.</p> <p>Further training required in Google and Apple to further enable ability to assist teachers across the school with technical issues.</p> <p>ICT Co-Ordinator undertaking Pathways Training in Senior Leadership with a view to enhance ICT across the Curriculum.</p> <p>Support required from Amma for Technician to help with assistance required in school.</p> <p>C2K training required on use of C2K systems.</p>		<p>Ongoing feedback from staff re ICT provision</p> <p>ICT Cluster Group meeting Minutes</p> <p>Shared observation reports</p> <p>Key staff in each year group to report on Using ICT</p> <p>Feedback from assessments</p> <p>Pupils complete an assessment task for Using ICT</p> <p>Task Approval</p> <p>Standardisation of pupil work</p> <p>Classroom Observation Reports (implementation of ICT in the classroom)</p> <p>Samples of Pupil work</p>	<p>Tasks approved by CCEA</p> <p>Pupils produce work for Using ICT KS3 assessment</p> <p>Teachers standardise assessments and provide a Level</p> <p>Teachers and pupils actively using the ICT to enhance learning and teaching</p> <p>Work-in-progress of E-safety accreditation</p> <p>Enhanced staff capability in in the use of new software for sharing and communicating key documents across the college</p> <p>Enhanced staff capability in the use of software for evaluating school performance / pupil attainment</p>	
<p>Levels of Competency</p> <p>Staff survey re use of ICT across the college (May/June2021)</p> <p>Varying degrees of competency in ICT across the staff. Staff feel that lack of time and guidance/training in subject specific ICT is limiting their ability and motivation to utilise ICT in the classroom.</p> <p>Time lapses between internal training sessions and teacher experimentation have limited the impact on the classroom.</p> <p>Staff recognise the need to investigate the positive impact of ICT on pupil engagement and attainment in a more rigorous manner.</p>	<p>To complete training on areas flagged by Staff</p> <p>All staff to be at consistent levels of basic ICT knowledge.</p> <p>To ensure that all teachers are supported in implementing ICT to enhance learning and teaching in the classroom on a continuous basis.</p>	<p>Schedule internal training opportunities to disseminate best practice re use of:</p> <ul style="list-style-type: none"> - Chromebooks - Interactive whiteboard - Apple TV - Green Screen Technology - Google Classroom - Office 365 <p>Survey the need for and allow the opportunity for Amma Centre to help with subject specific tasks.</p> <p>ICT Cluster group set up with a view to support staff having issues/in need of further training and assistance. Embed priority ICT targets for teachers, subject leaders into the PRSD process for supporting, reviewing and assuring professional development</p>				

<p>Training</p> <p>Staff have engaged in internal and external training to enhance use of computer programs on the C2K network.</p> <p>Staff currently utilising both O365 and G Suite. Introductory training provided throughout Academic Year 2020-21 and August 21 Baker Days. Link with Amma Centre already in place for this training.</p> <p>Google classroom used as an effective Blended Learning Platform with pupils across most subjects.</p> <p>Infrastructure/Resources</p> <p>C2K email used effectively across staff and pupil population.</p> <p>All teaching staff have access to an iPad.</p> <p>Shared drive/Staff Resources on C2K heavily populated.</p> <p>Each classroom has IWB and data projector.</p> <p>4 Apple TVs in place and utilised.</p> <p>WiFi infrastructure has been update in 2020-21 Academic year to ensure that all classrooms have adequate Wifi to support min 20 devices.</p> <p>Pupil devices bookable by Google calendar/Shared excel Spreadsheet. 26 iPads for pupil use in the classroom. 7 ipads for Learning Support 65 chromebooks for pupil use in the classroom. 11 chromebooks for SEN use. 5 ICT suites across the school: -15 desktops T&D -24 desktops Business Studies Room -24 desktops ICT Suite</p>	<p>To schedule staff training in the use of ICT within their subject</p> <p>To give more opportunities for pupils to engage in 'hands-on' experience of using iPads/Desktops/Chromebooks to enhance their learning in the classroom</p> <p>To utilise Google Classroom effectively in every day classroom situation.</p> <p>To upgrade C2K machines where possible and maintain a good level of functionality across the college.</p> <p>To upgrade Teacher iPads for those whom use them regularly/replace with Teacher Laptops if needed.</p> <p>To clear out and back up Shared and Staff drives.</p> <p>To maintain the IWB and Apple TVs that all classrooms have working display and sound.</p> <p>To continue to monitor use of portable devices across the curriculum.</p>	<p>Continued development of tasks across subject areas to assess cross-curricular skills in ICT Training from Amma to be organised.</p> <p>Enable staff with time to implement training with a view to incorporating ICT into their subject area.</p> <p>Encourage use of Chromebooks as a portable laptop to utilise O365 and Google Apps to complete tasks, without the need to move from classroom.</p> <p>Encourage use of Google Classroom for catch-up amongst pupils whom are absent and to issue and collect homeworks.</p> <p>Use of O365 by SLT to communicate SDP / College Policies / Pupil Progress Database / Baseline Data / SLT minutes.</p> <p>Schedule internal training for coordinators / subject leaders / teachers re use of G-Suite platform / 'One-Note' / 'Office 365'</p> <p>Schedule training to implement the use of SiMs App on teacher iPads (liaison with Capita)</p> <p>Regular survey of devices to be carried out by Technician and assistance brought in if required from capita/Calvert/Roca Systems.</p> <p>Investment in new Staff iPads/Laptops</p>		<p>Use of G-Suite / 'Office 365'</p> <p>Teacher feedback re utility of SiMs app</p> <p>PRSD planning meetings and reviews</p>		
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<p>-11 desktops ICT Resource Room -10 desktops HE/Eng Resource Room -9 desktops Library</p> <p>iPADs are currently used by a core group of teachers to enhance learning and teaching (lesson observation reports) Core group meetings of teachers to share best practice.</p> <p>Curriculum All teachers were engaged in ongoing industrial action and instructed not participate in the CCEA end of key stage assessment scheme and therefore have not:</p> <ul style="list-style-type: none"> -submit tasks to CCEA for approval; -compiled portfolios of work for CCEA standardisation; -engage in moderation/standardisation exercises; or -record levels of progression. <p>Pupils complete some ICT tasks across the curriculum with varying degrees of success.</p> <p>Pupils receive 1 hour of discreet ICT weekly at KS3. Scheme of Work evolving.</p> <p>GL Assessment tool has been used across KS3 to populate pupil central database with Baseline Data.</p> <p>E-Safety is acknowledged as an important Safeguarding matter.</p> <p>Home-School Links SiMS app rolled out to parents Sept 2020.</p>	<p>To produce tasks in order to assess Using ICT across all Learning Areas using Levels of Progression Indicators</p> <p>To enable pupils to complete meaningful tasks appropriate for their level.</p> <p>To continue to use data to populate Central Pupil database.</p> <p>To continue to implement E-safety across the curriculum.</p> <p>To encourage use of the SiMS app by Parents.</p>	<p>Training from Amma to be organised following consultation with staff as regards what tasks they might like to trial with various year groups in their curriculum subject. Support given by ICT teachers in order to complete tasks in a timely manner.</p> <p>Enable staff with time to implement training with a view to incorporating ICT into their subject area.</p> <p>Schedule staff training re use of GL Baseline Data</p> <p>Reissue invitations for use of SiMS app. Use SiMS app only to communicate school reports.</p>				
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