



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# School Directed Sequence

## Planning for Highly Effective Reporting



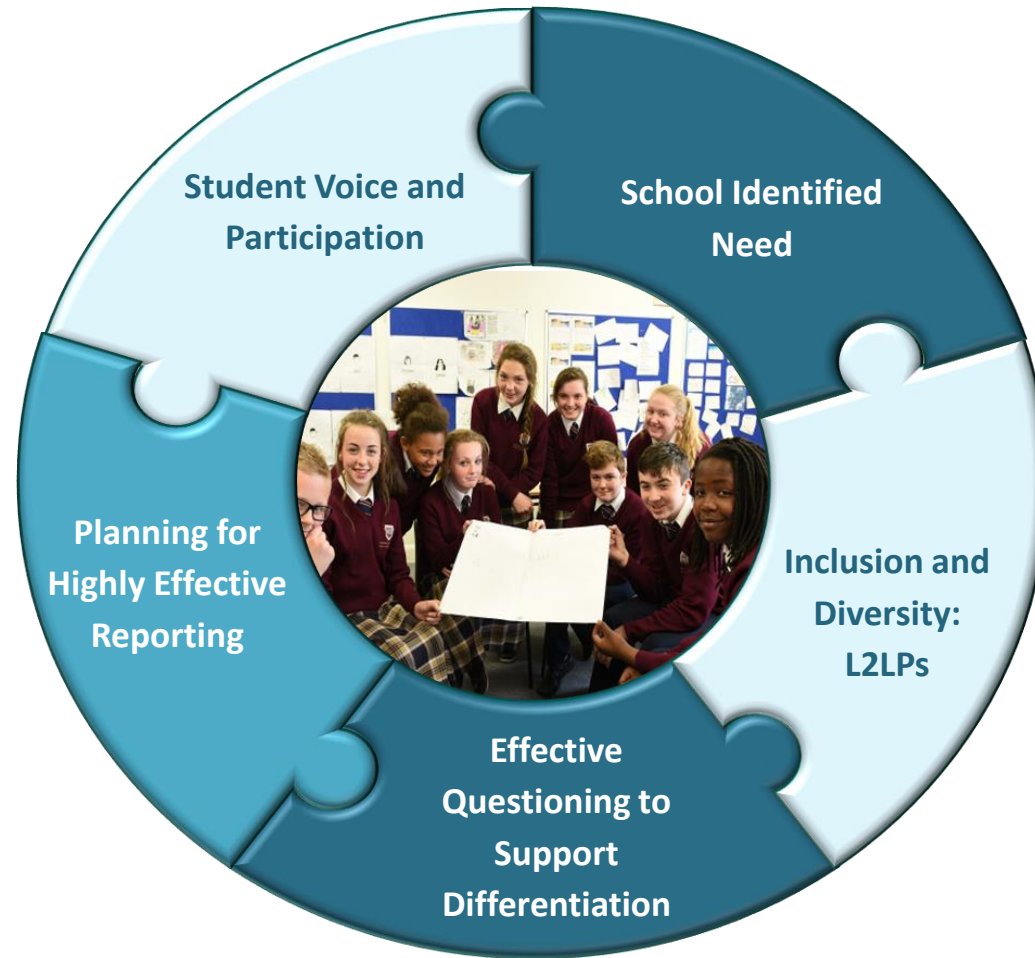
Schools own image to go here



# School Directed Sequence Progression Pathways



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# Planning for Highly Effective Reporting

## - Our Context



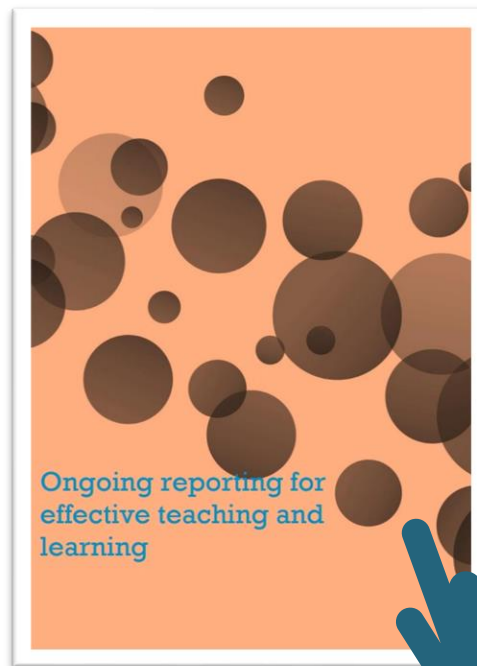
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# NCCA Ongoing Reporting for effective teaching and learning.



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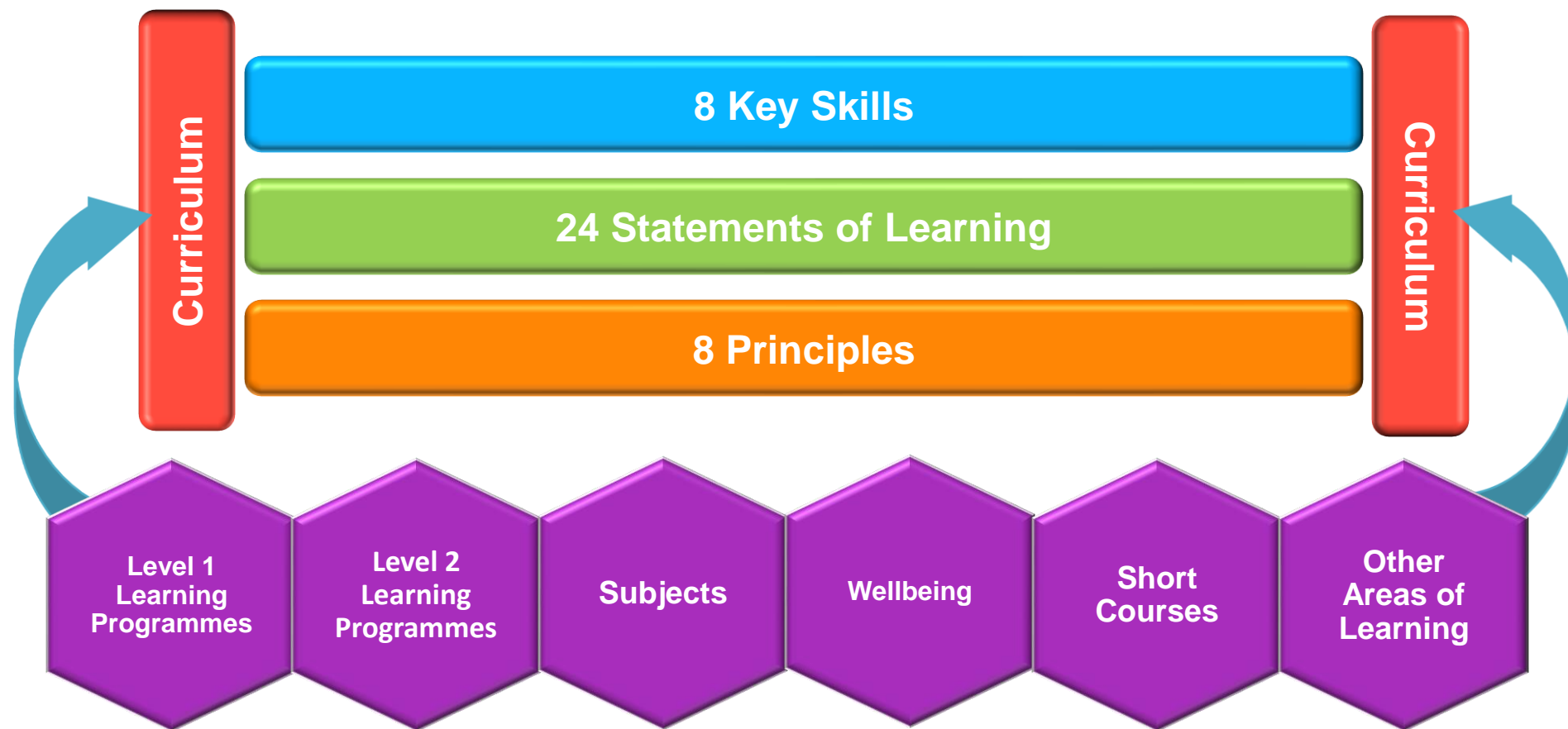


Step 1

Open the NCCA Ongoing Reporting Booklet by clicking on the image.



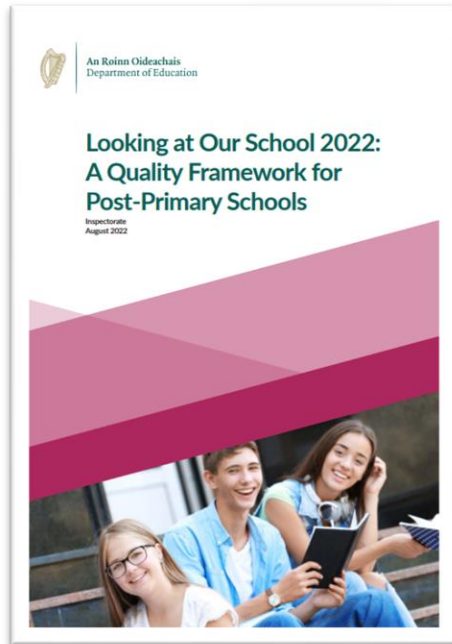
# Rationale



# LAOS- The System Values All Learning



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	Students
Learner outcomes	<p>enjoy their learning, are motivated to learn, and expect to achieve as learners</p> <p>have the necessary knowledge, skills and attitudes to understand themselves and their relationships</p> <p>demonstrate the knowledge, skills and understanding required by the post-primary curriculum</p> <p>attain the stated learning outcomes for each subject, course and programme.</p>

(Department of Education, 2022, p. 25)



# How do your school-based reports align with the JCPA?



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- State Examinations
- Classroom-Based Assessments
- L2LPs
- Wellbeing
- Short Courses
- Other Areas of Learning
- Other Areas of Wellbeing

Why report in this manner?

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		Minnie Mouse 2022	
<b>State Certified Final Examination</b>		<b>Classroom-Based Assessments - Subjects</b>	
Irish L2 (O)	Merit	Irish L2	Language Portfolio: Exceptional Communicative task: Above Expectations
English (H)	Merit	English	Oral Communication: Above Expectations The Collection of the Student Texts: Exceptional
Mathematics (O)	Higher Merit	Mathematics	Mathematical Investigation: Exceptional Statistical Investigation: In Line with Expectations
History (C)	Merit	History	The Past in My Place: Exceptional A Life in Time: Not Reported
Geography (C)	Merit	Geography	Geography in the news: Not Reported My Geography: Above Expectations
French (C)	Merit	French	Oral Communication: Above Expectations The Student Language Portfolio: Yet to Meet Expectations
Business Studies (C)	Achieved	Business Studies	Business In action: Yet to Meet Expectations Presentation: In Line with Expectations
Home Economics (C)	Merit	Home Economics	Creative Textiles: Above Expectations Food Literacy Skills Brief: Exceptional
Science (C)	Achieved	Science	Extended Experimental Investigation: In Line with Expectations Science in Society Investigation: Not Reported
Visual Art (C)	Higher Merit	Visual Art	From Process to Realisation: Yet to Meet Expectations Communicate and Reflect: Above Expectations
<b>Other Areas of Learning</b>		<b>Classroom-Based Assessments - Short Courses</b>	
		<b>Wellbeing</b>	
		CEPE (Civic, Social, Political Education)	Above Expectations
		Physical Education	Not Reported
		SPHE (Social, Personal, Health Education)	In Line with Expectations
		<b>Other Areas of Wellbeing</b>	
<b>Principal</b>	<b>Year Head</b>	<b>Roll Number:</b>	10000X
Mr. John Smith	<i>John Smith</i> Testing	My Schools Cornamaddy, Ballymahon New Road, Athlone, Co. Westmeath N37 TR23	
This JCPA recognises and records achievements in Junior Cycle.			

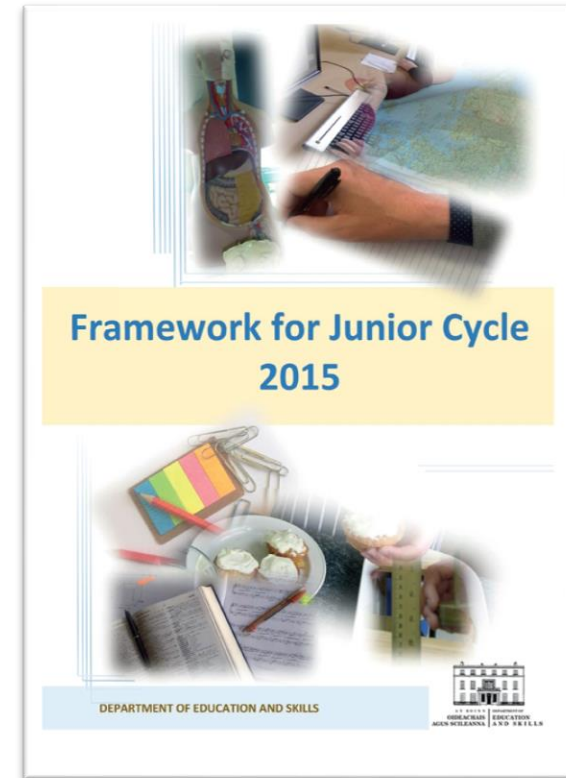
# The Effect of Feedback



Research shows that the greatest benefits for students' learning occur when teachers provide effective feedback to students that helps them to understand how their learning can be improved.

(Department of Education and Skills, 2015, p.29)

How do your current reporting practices align with the statement?

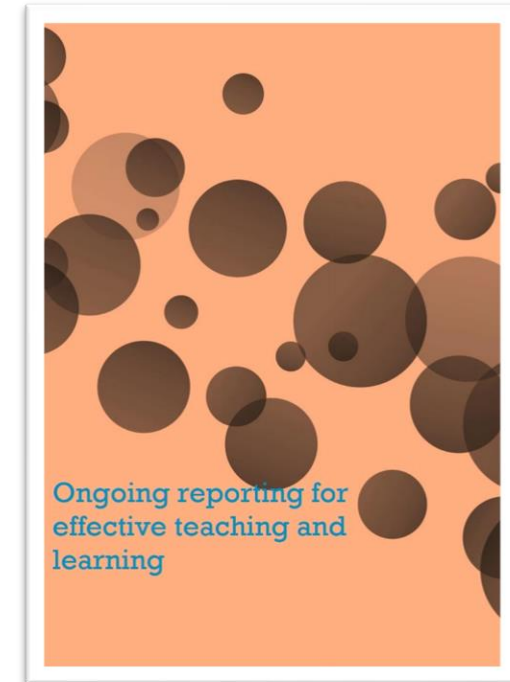






# Ongoing Reporting for Effective Teaching and Learning

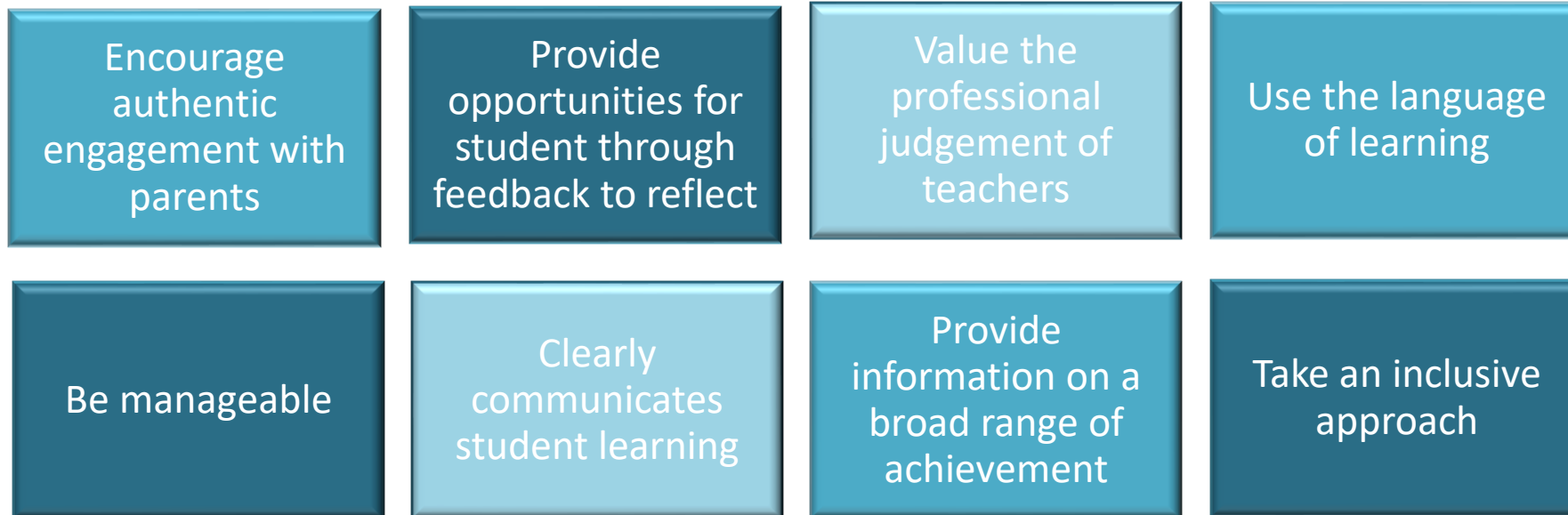
- Reporting is a process not a product.
- Teaching, learning, assessment and reporting are interconnected.
- Reporting needs to go beyond marks and grades and should be seen as a means of sharing progress in learning between teachers, students, school leaders and parents.





# Apply The Guiding Principles of Reporting- First Year Report

Effective reporting should...



(NCCA, 2017, p.13)



# Guiding Principle Activities

Guiding Principle 1: Encourage authentic engagement with parents

Reflective questions for staff members: Work either individually or with a partner and then discuss how well you feel your school is doing in the reporting process.

Indicate your responses to the questions below

**A = Always**  
**S = Sometimes**  
**N = Never**

- Our school looks for ways to encourage parents to be involved in their child's learning
- We provide a warm, welcoming environment for parents
- We reach out to try to engage with 'hard to reach' parents
- We are aware of issues of equality and diversity
- Our parent-teacher meetings are valued by parents
- We keep contact with parents about student progress

Guiding Principle 2: Provide opportunities for students through feedback to reflect on their learning

Workshop Discussion: In your groups, consider ways to provide opportunities for students to reflect on their learning. What are the challenges and opportunities?

**Learning log:** A learning log is a planned, purposeful activity that allows students to reflect on their learning experience. These reflection logs can enable a dialogue between the student and the teacher. In some cases, reflections might be shared in a small group.

**The purple pen for reflection:** If you don't want to spend time on their day-to-day learning, you can ask them to write a reflection on their learning and for you to see their reflections in the next meeting.

**Reflection and 'self-talk':** Given our culture, students need to engage in 'self-talk'. To help students do this, they can be asked to do the following:

- Write a letter/next to their reflection on their learning.
- Write a letter/next to their reflection on their learning.

Guiding Principle 3: Value the professional judgements of teachers

Reflective Questions

Work either individually or with a partner and then discuss how well you feel your school is doing in the reporting process.

Indicate your responses to the questions below

**A = Always**  
**S = Sometimes**  
**N = Never**

To arrive at sound judgements about student progress, I:

- gather a range of assessment evidence
- use discussions in the Subject Learning

Guiding Principle 4: Use the language of learning to provide effective feedback

Workshop Discussion

Changes to how your school will report on student progress using the language of learning may entail significant change for parents and students. In this context, how useful is this quote from Thomas Guskey?

**"Experience shapes attitudes and beliefs. If you focus on changing the experience so both..."**

Step 3

- Access and engage with the pages relevant to your chosen guiding principle as outlined in the infographic on the next page.
- View the short video and/or presentation and read the short text which is aimed at introducing the guiding principle.
- Use the reflection questions and activities as a basis for discussion in response to your stimulus reporting piece.

# SMART Action Plan



## Specific

Try and make your goal as precise and defined as possible.



## Measurable

Establish a criteria to measure your progress.



## Achievable

Work towards a goal that is challenging but achievable.



## Realistic

Be honest about what you and your subject department are capable of.

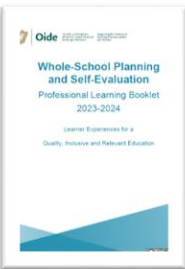


## Time Specific

Having a timeline will help you stay accountable to your goals.

### Step 4

Identify one method you could explore as a subject department, to further your ongoing reporting practices using the SMART planning model on p. 29.





Feedback



<https://registration.oide.ie/feedback>



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Questions?

Míle buíochas



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