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**Ramsgrange Community School**

**2015/2017**

 **Subject/Department Plan – organisation and development in the pursuit of enhanced teaching and learning**

**Subject/Department:**

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**1. School Mission Statement & Vision:**

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| Ramsgrange Community School is a welcoming, open and inclusive school. Our aim is to develop each of our students as a whole person by promoting an atmosphere of respect, honesty and fairness in which all the school community can achieve their full potential.RCS Vision: Respect, Community, Success |

**2. Programmes and Levels:**

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**3. Subject/Department Aims:**

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**4. Subject/Department Objectives:**

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**5. Subject Liaison Teacher and Subject Teachers:**

**Liaison Teacher**:

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**Subject Teachers**:

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| **Teacher** | **Qualifications** |
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**6. Time Allocation:**

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**7. Grouping of Students (Mixed ability, Streaming):**

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**8. Special arrangements for mixed ability teaching - details:**

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**9. Student Access to Subject / Level:**

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**10. Class Organisation:**

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**11. Strategies for Classroom Behaviour Management:**

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**12. Textbooks and Course Materials:**

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| **Year** | **Textbooks** | **Course Materials** |
| **1st** |  |  |
| **2nd**  |  |  |
| **3rd**  |  |  |
| **Transition Year** |  |  |
| **5th**  |  |  |
| **6th**  |  |  |

**13. Planning for Students with Special Needs:**

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**14. Cross-Curricular Planning:**

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**15. Subject/Department Planning for a Culturally Diverse Society:**

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**16. Effective Teaching Methodologies:**

**Please STATE ‘YES’ ‘No’ or ‘In Progress’ after each statement and state the evidence for this judgement.**

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| **Statement** | **Yes/No/In progress** | **Evidence** |
| Lessons are guided by curriculum-linked learning outcomes that are shared with the students |  |  |
| Expected learning outcomes are achieved during lessons |  |  |
| Attention is given to the consolidation of student learning during and at the end of the lesson |  |  |
| Attention is given within each curriculum area* to the systematic development and application of knowledge and skills, including the students’ literacy, numeracy and ICT skills.
* to the development of positive dispositions and attitudes towards learning
 |  |  |
| A range of curriculum-appropriate approaches are used including* Guided discussion
* Collaborative and co-operative learning
* Investigative approaches to learning
* Higher-order thinking and problem solving
* Encouragement of the student’s personal and creative response to the subject
* Developmentally appropriate reference to requirements for state examinations
 |  |  |
| Opportunities for collaborative and independent work are provided |  |  |
| Students’ prior learning, interests and experiences are taken into account in lesson organisation and content |  |  |
| Appropriate links to other subjects are established and exploited with particular reference to cross-curricular opportunities to support students’ literacy and numeracy skills |  |  |
| Questions are clear, include lower-order and higher-order questions and stimulate student response |  |  |
| Questions are equitably distributed among the students |  |  |
| There is effective differentiation to cater for the range of students’ abilities |  |  |
| Students are enabled to use relevant and necessary resources (including ICT) to support their learning |  |  |
| Assessment for learning is embedded in classroom practice (sharing learning intention with students, establishing evaluation criteria, feedback) |  |  |
| Assessment outcomes are systematically analysed and used to inform subsequent learning experiences for students |  |  |

 **17. Student Engagement in Learning:**

**Please state ‘Yes’, ‘No’ or ‘In Progress’ after each statement and state the evidence for this judgement.**

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| **Statement** | **Yes/No/In progress** | **Evidence** |
| The students are enabled to engage actively in their learning* + Students work purposefully during lessons
	+ Students are interested in the lesson content
	+ All students participate in the lesson
	+ There is a balance between teacher talk and student talk
	+ Opportunities are provided for students to report on and explain their learning
 |  |  |
| Students are given purposeful and frequent opportunities to engage in collaborative learning |  |  |
| Students are given purposeful and frequent opportunities to engage in independent learning |  |  |
| The students are enabled to develop appropriate subject-specific skills in a progressive and sequential way |  |  |
| The students engage in relevant co-curricular activities |  |  |
| The students engage in relevant extra-curricular learning experiences |  |  |
| The students are adequately challenged in their learning |  |  |
| The students are adequately supported in their learning |  |  |
| Students enjoy their learning and are motivated to learn |  |  |
| Students achieve the expected learning outcomes of lessons |  |  |

**18. Range / Variety of Resources:**

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**19. Use of ICT Facilities:**

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**20. Provision for Health and Safety Requirements:**

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| The Department has access to the school’s Health and Safety Noticeboard in the Staff Room and access to the H&S Committee as necessary. |

 **21. Curriculum Content: 1st year**

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**22. Curriculum Content: 2nd year**

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**23. Curriculum Content: 3rd year**

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**24. Curriculum Content: 4th year**

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**25. Curriculum Content: 5th year**

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**26. Curriculum Content: 6th year**

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 **27. Homework Procedures:**

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**28. Assessments and Examinations Procedures:**

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**29. Arrangements for Formative Assessment:**

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**30. Literacy – School Improvement Plan (May 2015)**

**Set out the steps being taken by the Department to meet the targets set in the School Improvement Plan, as follows:**

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| **Target 1:** **Steps:** |

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| **Target 2:** **Steps:** |

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| **Target 3:** **Steps:** |

 **31. Numeracy – School Improvement Plan (May 2015)**

**Set out the steps being taken by the Department to meet the targets set in the School Improvement Plan, as follows:**

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| **Target 1: To increase the proportion of students taking higher level Maths at Junior Certificate from 30% to 35% by 2014 and to 38% by 2015.****Steps:** |

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| **Target 2: To increase the 2012/2013 1st year cohorts ability to gather and analyse data from 78% to 83% by the end of Yr 2 and 100% by the end of Yr 3****Steps:** |

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| **Target 3: All of 2012/2013 1st Yr student cohort will have a visual awareness of what percnetages look like as part of a whole. All Students should be able to convert their test results from fractions to percentages by Christmas.****Steps:** |

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| **Target 4: 80% of 2012/2013 1st Yr student cohort will have knowledge of basic numeracy terminology e.g. solve, simplify, analyse, compare, the sum of…. By the end of 2013/2014 and this will increase to 95% by 2014/2015 (21% at beginning of 2012/2013)****Steps:** |

 **32. Record Keeping Procedures:**

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**33. Reporting Procedures to Parents:**

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**34. In-class Career Guidance Provision for this Subject/Department:**

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 **35. Teacher Continuous Professional Development in the past 6 years:**

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**2013-14:**

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| **Name** | **Date** | **Topic** |
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**2012-13:**

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| **Name** | **Date** | **Topic** |
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**2011-12:**

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| **Name** | **Date** | **Topic** |
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**2010-11:**

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| **Name** | **Date** | **Topic** |
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**2009-10:**

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| **Name** | **Date** | **Topic** |
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**36. DES Subject/Department Inspection:**

**Date:**

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**Recommendations:**

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**Steps taken to address recommendations:**

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 **37. Analysis of 2015 State examination results:**

**Junior Certificate**

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| **Comment on the school’s results in this subject in comparison to national outcomes at different levels.** |
| **Answer:** |
| **Outline steps to be taken in 2015/2016 to build upon any strengths identified by this comparison.** |
| **Answer:** |
| **Outline steps to be taken in 2015/2016 to build upon any weaknesses identified by this comparison.** |
| **Answer:** |

**Leaving Certificate**

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| **Comment on the school’s results in this subject in comparison to national outcomes at different levels.** |
| **Answer:** |
| **Outline steps to be taken in 2015/2016 to build upon any strengths identified by this comparison.** |
| **Answer:** |
| **Outline steps to be taken in 2015/2016 to build upon any weaknesses identified by this comparison.** |
| **Answer:** |

**38. Subject’s/Department’s Self-Evaluation: Strengths and Weaknesses**

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| **Strengths** | **Evidence** |
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| **Weaknesses** | **Evidence** |
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**39. Subject/Department Action Plan 2015/2016**

**Outline the measures to be taken over the next year , by whom and when to address the weaknesses and build upon the strengths identified in the previous section. Please refer to specific action/support, if any, required from school management.**

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| **Measure** | **By whom?** | **When?** |
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**40. Subject Department Meeting Agendas**

**August 2015**

**Appointment of Subject Liaison Teacher**

**Review of Leaving Certificate 2015 results**

**Department business**

**October 2015**

**Review of Junior Certificate 2015 results**

**Subject Department Plan**

**Department business**

**December 2015**

**Subject Department Plan –**

**Department business**

**April 2016**

**Budget submission, 2016/2017**

**Booklists, 2016/2017**

**Subject Department Plan**

**Department business**

**41. Development Education**

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| **Development Education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live.****Development Education seeks to engage people in analysis, reflection and action for local and global citizenship and participation.****Development Education is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels****Please outline 3 ways in which Development Education is incorporated into your subject:****1.****2.****3.** |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Important**

**Please remember to submit a copy of the minutes of each subject department meeting to the Principal within one week of the meeting.**