



St. Mary's Christian Brothers' Grammar School



REPORT of the BOARD of GOVERNORS

**O God, we thank you for the life of Blessed Edmund Rice.
He opened his heart to Christ present in those oppressed
by poverty and injustice.**

**May we follow his example of faith and generosity.
Grant us the courage and compassion of Blessed Edmund as
we seek to live lives of love and service.
*We ask this through Christ our Lord, Amen***

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Dear Parent/Guardian

I am pleased to present the Annual Report of the Board of Governors for the academic year, 2020-2021. It provides a summary regarding the Board of Governor's statutory responsibilities, to provide education of the best quality to the students attending St. Mary's. The report is a summary of the activities and achievements during the last academic year. The information included in the report provides a record of the work executed across the school and also echoes the vision, leadership and management of the Board of Governors, the Principal and teaching and non-teaching staff who have responsibility for the pastoral care, safeguarding and education of our students.

St. Mary's has continued to experience a number of challenges this year with the COVID-19 pandemic and the closures of all school again in January 2021. This led to a period of remote learning, the replacement of public examinations with Centre Determined Grades (CDGs) and the reopening of school on 22nd March for Year 12 to 14 students and the 13th April 2021 for the remainder of the year groups. Throughout these difficulties I have been impressed by the hard work and dedication of the staff and the enthusiasm of the boys across the key stages.

Included in the Annual Report of the Board of Governors are the public examination (CDGs) and curricular summaries as well as an overview of Pastoral provision. The report provides a window into the many activities that were still possible this year in St. Mary's. The students have been afforded continued opportunities to follow in the vision of Blessed Edmund Rice, and the Christian Brother heritage over the past academic year. We continue to keep our parents, past students and friends of the school informed of our activities and successes through our "Simmarian", text messages, updates on our website and frequent use of Twitter and Facebook. We have used the full range of communication methods particularly during this difficult year.

This year we welcomed Mrs Sarah Crilly and Mr Ryan Graham as permanent members of the Science Department. We also welcomed Mr. John McGuire as the new Head of Department for Digital Technology and Computer Science, Mrs Lindsay O'Connor as a permanent Careers Advisor and Mr. Kevin Herron and Mrs Adrienne McDonnell as permanent members of the classroom assistant team. The school also wished a long serving member of staff a happy, well deserved retirement, Mrs Mary McGettigan has retired after many years of loyal service to St. Mary's. As a school community, we wish her well in her retirement. Ms Anne-Marie Collins, the Principal's PA and Mrs Orla Flood, Careers Officer both moved to pastures new; we also wish them well. A number of our classroom assistants have also left this year: Daniel Cosgrove, Kelly Devlin, Amy Ferris, Gemma Mallon, Matthew McCaughey and Deirdre O'Connor. We thank them for their work with their students. We also said goodbye to Ms Bernadette McAllister and Ms Jean Logue, members of our cleaning staff. I want to thank each of them for their contribution to the school and wish them all the very best in their new ventures.

St. Mary's is committed to continuous improvement, as part of this, it is important to pause and reflect on the achievements and progress that has been made. As a school community we will use this backdrop to further develop St. Mary's in the year ahead, to meet the needs of our students and challenge ourselves so that St. Mary's continues to deliver quality education to all of our students.

I hope that you enjoy reading about progress and achievements in St. Mary's during 2020-2021.

Yours sincerely

Siobhan Kelly
Correspondent to the Board of Governors
St Mary's Christian Brothers' Grammar School

ANNUAL REPORT OF THE BOARD OF GOVERNORS

2020-2021

Introduction

St. Mary's Christian Brothers' Grammar School is a community of Christian values and excellence where children can realise their full potential in their academic, creative, personal, physical, moral and spiritual development. Our mission is to provide Catholic education in the Edmund Rice tradition.

This Mission Statement guides us in the task of enabling each of our students to realise his full potential. It stresses the importance of relationships. Students are to be cared for and their talents developed in a harmonious manner. They are encouraged to use their talents for the benefit of others.

St Mary's Christian Brothers' Grammar School core aims as outlined in the charter of the Edmund Rice Schools Trust (ERST) are:

- Nurturing faith, Christian spirituality and Gospel-based values;
- Promoting partnership in the school community;
- Excelling in teaching and learning;
- Creating a caring school community;
- Inspiring transformational leadership.

Edmund Rice Schools in partnership with the home and the parish are dedicated to providing and developing a Catholic education that cultivates a living faith, fosters Christian spirituality and educates people in Gospel- based values.

Board of Governors

The role of the Board of Governors is to manage the School so as to provide the best possible education and opportunities for all our students. The Board consists of nine voting members and the Principal. In addition to its statutory functions and subject to the provisions of the Education Orders and Regulations, orders and directions made there under and to the provisions of schemes under the Education Orders; the Board of Governors still manage and control the school.

These responsibilities include:

- Identifying the school's goals and vision
- Advising, monitoring, measuring and evaluating the school's performance;
- Determining school policies;
- Advising on the planning process, including the planning of the school curriculum;
- Outlining the role and responsibilities of the Principal and Senior Staff;
- Advising on issues such as employment, pastoral care and child protection;
- Advising and managing community relations;
- Offering overall support to school staff, parents and pupils;
- Establishing and maintaining the school's ethos;
- Promoting self-evaluation to sustain school improvement.

The Board of Governors met on four occasions during the year. In addition, the sub committees of the Board met to deal with issues such as strategic direction of the school, curriculum, appointment of teachers, finance, auditing of accounts, safeguarding, staffing, premises, discipline and the admission of pupils.

Membership of the Board of Governors

Mr Sean Mahon	Trustee Representative (Chairperson)
Rev Brother P Carlin	Trustee Representative (Vice-Chairperson)
Mr Paul Cooper	Trustee Representative
Mr Colm Martin	Trustee Representative
Mr Tony Bell	DE Representative
Mrs Sarah O'Reilly	DE Representative
Mr Jim Sheerin	EA Representative
Mrs Eileen Donnelly	(Co-opted)
Professor Eamonn McCartan	(Co-opted)
Mrs Magaret McCrory	(Co-opted)
Mr Jim Kelly	Parent Representative
Mr Adrian Smyth	Teacher Representative
Mrs Siobhan Kelly	Principal and Correspondent

Role of Governors

The Effective Practice and Self-Evaluation (ISEF) Governance evaluation was carried out following each meeting of the Board of Governors as part of their corporate governance role.

During Board meetings the Principal (and Vice Principals, as appropriate) presented summary reports on the progress made against the SDP action plan targets and the current agenda items. During their meetings the Governors monitored and reviewed the financial statements, make decisions on school refurbishment spends, reviewed staff and student attendance, oversaw curricular planning, reviewed academic results and ratified appointments for staff vacancies made by the appointments sub-committees. The Board of Governors also ratified all policy changes and approved new policy documents as appropriate.

The Board of Governors also planned and assessed the PRSD objectives for the Principal, Vice Principals and the Director of Corporate Services.

TEACHING STAFF 2020-2021

Principal

Mrs S Kelly, BA, MED, PQH (NI)

Vice Principal (Pastoral)

Mrs F Crookes, BEd, MEd, Cert Prof Dev

Vice Principal (Curriculum)

Mr G O'Connor, BSc, MSc, PGCE, PQH

Senior Teacher (in charge of KS3)

Mrs M Lewis, BA, MA, PGCE, MEd

Senior Teacher (in charge of KS4)

Mr R Herron, BA, PGCE, PQH

Senior Teacher (in charge of Senior School)

Mr M Robinson, BEd, Cert Prof Dev

Senior Teacher (in charge of Caring Community)

Mrs A Barr, BA PGCE

Mr A Austin, BA, PGCE	Mr B McComb, BA, PGCE
Mr P Brady, BSc, PGCE, PGCEd	Mrs C McComb, BA, PGCE
Mrs A Burrows, BSc, PGCE, PGCEd	Mr F McConville, BA, PGCE
Mrs J Carron, BA, PGCE	Mr C McDonnell, BSc, GTP
Mr C Clarke, BA, MSc, PGCE	Mr C McEvoy, BA, MA, PGCE
Mrs L Cleary, BSc, H.Dip.Ed	Mrs M McGettigan, BEd
Miss O Convery, BSc, PGCE, MSc	Mr S McGoldrick, BSc, PGCE
Ms S Crilly, BSc, PGCE	Mrs C McGonagle, BA, PGCE
Mr P Cunningham, BSc, PGCE	Miss L McGonagle, BA, C Ed, PGCE
Dr M Donnelly, BSc, PGCE, PhD, PGC(HE)	Miss Naomi McGuinness BSc, PGCE
Mrs M Farag, BSc, Dip Ed, PGCE, PGCE (HE) Cert in Counselling Dip Nutrition and Health	Mr John McGuire BSc, PGCE
Mr C Flynn, BA, PGCE	Mrs A McGurk, BSc, BEd
Mrs M Gibson, Ba, PGCE	Miss M McNally, BSc, MSc, PGCE
Mrs C Gillespie, BSc, PGCE, MSc	Mr D McVeigh, BA, PGCE
Mr P Gormley, BSc, PGCE	Miss J Mervyn, BA, PGCE
Mrs L Gourley, BEd	Mrs C Morris-Spillane BMus, PGCE, PQH
Mr R Graham, BSc, PGCE	Mr S Moyes, BEd
Mrs D Hamilton, BA, PGCE, PG DipEd	Miss D Murphy, BA, PGCE
Ms M Hatchell, BA, PGCE	Mr T Murphy, BA, PGCE
Mrs U Hughes, BA, PGCE	Mr V Murphy, BEd
Mr C Hynds, BA, PGCE	Mrs M Murray, BSc, PGCE, M Phil, Ad Dip, Prof Dev
Mr S Kelly, BSc, PGCE	Mr E O'Neill, BA, PGCE
Mr P Lavery, BA, PGCE	Mrs S O'Neill, BSc, PGCE
Mr M Leydon, BSc, PGCE, PG Dip	Mrs C Osborne, BA, PGCE
Mr P Linden, BEd, PQH	Miss K Porter, BMus, PGCE, PG Dip
Mrs C Logan, BSc, PGCE (Mr Thomas Morgan PGCE)	Dr K Robinson, BSc, PGCE, PhD
Mrs K McAleese, BA, PGCE	Miss S Rogan, BA, PGCE
Miss C McAtamney, BA, PGCE	Mr A Smyth, BSc, PGCE
Mrs C McCabe, BA, PGCE	Mr P Tully, BSc, PGCE
Dr E McCaffrey, BSc, PGCE, PhD	Mr N Ward, BSc, PGCE
Mr C McCann, BSc, PGCE	Ms K Warren, BSc, PGCE
Mr B McCaul BSc, PGCE	Mr M Watson, BSSc, PGCE
Mr C McCaul BSc, PGCE	Mrs C Wright, BEd
Mr T McCaughey, BA, PGCE	Dr. Anna Grace Scullion PGCE, PhD

SUPPORT STAFF

Director of Corporate Services: Mr D Finnegan

Office Staff: Mrs Annette Chivers: Principal's PA
Mrs M McGurk: Receptionist
Miss A McKeown: Examinations Officer/Academic Achievement Officer
Miss M Morris: Assistant Bursar
Mr N O'Sullivan: Bookstore, Canteen, Travel

Careers Advisor: Mrs L O'Connor

Classroom Assistants:

Paula Brenna	Lisa Campbell	David Stewart	Dominique Groves
Anthony Short	Karen Gibney	Pearse O'Neill	Luke Kelly
Kevin Herron	Kevin Holland	Cathy Ireland	Sarah McGarrigle
Conor Kerr	Paloma Lafuente	Eoghan Rua Lambert	Andrea Baker
Adrienne McDonnell	Paul McDonnell	Amy Best	Cliona McCluskey
Courtney McKenna	Paul McClean	Niamh McQuaid	Colm McClustey
Aisling Power	Brendan Quinn	Caitlin McGee	Adam McKenna
Hannah O'Neill	Pearse O'Neill	Ciaran Reilly	
Niamh Weir			

Language Assistants:

Claire Josserand (French) Aledo Martinez (Spanish) Orla McGurk (Irish)

Maths Support: Mrs Geraldine McKeever **Literacy Support:** Mrs Cheri Dobbin

Study Supervisor: Ms Gerlyn Curran, Mr J McGreevy, Mr Gerry Vernon, Geraldine Cahill

Art Technician:	Mr John Craig
IT Technician:	Mr Stephen Smart
Reprographics Technician:	Mr Terry O'Neill
Technology Technician:	Mr Conor McGrattan
Science Technicians:	Ms Truly Thompson, Mr Denis Mahon, Mr T Hughes

Music Tutors:

Carl Fitzpatrick	Nicola Foy	Daire Howell	Brendan Kerr
Aidan McIluff	Cormac Neeson	Iggy Ward	Barbara White

Maintenance Staff:

Buildings Maintenance: Mr Tom Doherty, Mr Joe McBurney, Mr Conor Tohill
Grounds Maintenance: Mr Raymond Collins, Mr Sean Corrigan, Mr Jack McGarry Mr Jim McGlone
Electrician: Mr J McKeaveney

Night Security: Mr Brian McCloskey Mr Charles McDonald Mr Patrick O'Halloran

Catering Staff:

Mrs Patricia Burns	Mrs Antonio Boyle	Mrs Rosemary Burns	Mrs Sharon Cunningham
Mr Stephen Dinan	Mrs Teresa Hope	Mrs Martina Lee	Ms Eileen McDonnell
Mrs Caroline Nolan	Miss Yu Chun Yu		

Cleaning Staff:

Mrs Loreen Bowman Mrs Brenda Cowan Ms Fiona Donaghy Miss Collette Fox
Mr Damian Gallagher Mrs Cathleen McCann
Mr Francis McDonnell Miss Roisin McKay Mrs Teresa McMenemy Ms Carolina Miranda
Mrs Rita Morrison Ms Catherine Wallace Miss Cathy Ireland Ms Fiona Kearns Ms Deimante Zvilaitience

Staffing Updates

- A number of our classroom assistants have left this year. We thank them for their work: Daniel Cosgrove, Kelly Devlin, Amy Ferris, Gemma Mallon, Matthew McCaughey and Deirdre O Connor.
- We also said goodbye to Ms Bernadette McAllister and Ms Jean Logue, members of our cleaning staff.
- Mr. John McGuire was appointed as Head of Department for Digital Technology and Computer Science
- Mrs Sarah Crilly and Mr. Ryan Graham were appointed as permanent members of the Science Department.
- Mrs Lindsay O'Connor was appointed as Careers Officer.
- Mrs Adrienne McDonnell and Mrs Karen Gibney as appointed as permanent members of the classroom assistant team.
- Mrs Annette Chivers was appointed as the Principal's Personal Assistant.
- Ms Fiona Kearns, Ms Deimante Zvilaitience and Ms Cathy Ireland were appointed as members of our cleaning staff.
- A number of teaching staff applied for, and were permitted a temporary variation of contract to three/four days.
- Mrs Mary McGettigan has retired after many years of loyal service to St. Mary's. As a school community, we wish her well in her retirement.

Staff Development and Training

- Mrs Fiona Crookes delivered training in safeguarding/child protection to all staff.
- Mrs Anne McKinley delivered an afternoon of training to the staff on personal well-being.
- A large group of staff received First Aid training. These staff work on rotation in school assisting with first aid support if required.
- Mrs Eileen Donnelly delivered Well-being training to staff.
- The PASS mentoring programme in Year 8 was supported by a parents' programme delivered remotely by Mrs Eileen Donnelly.
- All staff completed the EA remote training on Data Security & Personal Data Breaches.
- The full pastoral team completed Bremar training on mental health and emotional support to support their work with the students.
- Google Classroom training was provided in 2020-21 by Miss Oonagh Convery. This was the platform of choice for remote learning for all staff and pupils this year during school lockdown and periods of self-isolation for the students.

School Policies

The following policies were reviewed and ratified by the Board of Governors:

Policy Name	Date Updated
Acceptable Use Policy	Mar-21
Access Arrangements	Mar-21
Anti-Bullying Policy	June-21
Assessment and Reporting Policy	June-21
Attendance And Procedure Policy (Non-Teaching)	Apr-21
Attendance And Procedure Policy (Teaching)	Apr-21
Bereavement Policy	Mar-21
Centre Determined Grades Policy	Apr-21
Controlled Assessment Policy	Mar-21
Critical Incident Policy	Apr-21
Data Protection Policy	Apr-21
Discipline and Procedures Policy (Non-Teaching)	Mar-21
Discipline and Procedures Policy (Teaching Staff)	Mar-21
Disposal of Records Schedule	Apr-21
Equal Opportunities	Apr-21
Equality, Diversity and Inclusion Policy	Apr-21
E-Safety Policy	Mar-21
Examination Policy	June-21
Extra-Curricular Policy	Mar-21
Faith Development Policy	Mar-21
Fire Evacuation Policy	June-21
Grievance Policy	Apr-21
Home and Hospitality Visits Policy	Mar-21
Hospitality Guidelines	Mar-21
Internal Appeals Procedure (Controlled Assessment)	Apr-21
Learning and Teaching Policy	Mar-21
Mission Statement	Mar-21
Parental Leave Policy	Apr-21
Performance Review and Staff Development Policy (PRSD)	Apr-21
Policy for Relationships and Sexuality Education RSE	Apr-21
Policy on the use of CCTV	Mar-21
Positive Behaviour Management Policy	Nov-20
Promoting a Dignified Workplace	Apr-21
Reasonable Force/Safe Handling Policy	Mar-21
Recruitment Policy	Apr-21
Remote Learning Policy	Nov-20
Safeguarding and Child Protection Policy	Sep-20
School Complaints Policy	Apr-21
School Visits Policy	Mar-21
Smoking and E Cigarette Use Policy	Jan-20
Special Educational Needs and Inclusion Policy	Oct-20

Policy Name	Date Updated
Staff Development	Apr-21
Student Attendance and Punctuality Policy	Apr-21
Suspensions and Expulsions Policy	Mar-21
Use of Mobile Phone Policy	Apr-21
Waiting List Policy	Mar-21

Staff Development and Training 2020-2021

Staff INSET day	Agenda Items
INSET 1 17/08/2020	Principal's Address Analysis of GCSE/A2 Results Interim Timetable – Covid 19 Safeguarding and Lunch Supervision Break and lunch zones for students and staff Pastoral Briefings Department work on SDP and remote learning Google Classroom
INSET 2 (02/10/2020)	First Aid training for selected staff Staff Well-being workshop (Part A) PRSD targets – HOD discussions Departmental work on revisions of Year 12 and/or Year 14 specifications in line with published CCEA proposals.
INSET 3 (23/10/2020)	Cancelled Minister Weir closed schools early for Halloween (Exceptional Closure Day)
INSET 4 (02/11/2020)	Principal's Address Positive Behaviour Management Policy Assessment Cycle/ Time Budgets Departmental work Preparation for Open Night Promotional Video Completion of ARP1 grades
INSET 5 (15/01/2021)	Remote Learning Preparation following school closures in January 2021.
SDD 1 (18/03/2021)	Data Security & Personal Data Breaches training (EA video material) Staff preparation of remote learning materials Staff Wellbeing (Part B) remote wellbeing training video workshop and staff feedback questionnaire (Google Forms)
SDD 2 (19/03/2021)	Head of Department Zoom meeting - Return to school and Options Completion of ARP2 comments for subjects and form teacher reports Year 12 – Year 14.
SDD 3 (01/04/2021)	Departmental work – CCEA 2021 Examination materials, Adaptation of CCEA examination materials. Completion of Departmental Assessment Grids
Additional INSET Day DENI (12/04/2021)	Departmental work led by HOD – Discussion about support materials on procedures for Standardisation Agree standard of marking - ARP3 AS, A2 and GCSE.

Additional INSET Day DENI (12/05/21)	Departmental work led by HOD – Standardisation and Moderation meetings for GCSE content. Moderation of AS/A2 pupil evidence for Centre Determined Grades. Final adjustment of GCSE CDGs on SIMs. Submission of all GCSE pupil evidence folders to HoDs. Transfer of AS/A2 CDGs from SIMs to exam-based portals for submission.
SDD 4 (25/05/21)	Departmental work led by HOD – Standardisation and Moderation meetings for GCSE content. Final adjustment of GCSE CDGs on SIMs. Submission of all GCSE pupil evidence folders to HoDs. Transfer of AS/A2 CDGs from SIMs to exam-based portals for submission.
SDD 5 (22/06/21)	Department work led by HOD – Reports Year 8-11

FINANCIAL REPORT: 2020/21

	£	£
DENI Funding:		6,201,986
Other income:		39,271
EXPENDITURE:		
Salaries and Wages (Staff - Teaching, Administration, Ancillary, Cleaning)	5,536,373	
Redundancy	-	
Insurance	49,599	
Heat, Light and Water	97,532	
Cleaning Supplies and Protective Clothing	24,480	
Maintenance & hire of equipment	15,855	
Maintenance of buildings & grounds	149,753	
Purchase of equipment	44,549	
Printing and Photocopying	26,345	
Telephone and Postage	15,204	
Advertising	2,579	
Stationery, consumable, books and materials	37,651	
Examination Fees	67,696	
Audit and accountancy fees	6,100	
Other expenses	12,229	
Transport and Field Trips	9,320	
Sports and Games	5,898	
Professional Fees	31,265	
TOTAL EXPENDITURE :	6,132,428	
Surplus 20/21	108,829	
Deficit brought forward 2019-20	-220,444	
Deficit carried forward		111,614

Curriculum, Learning and Teaching

a) Enrolment for 2020-2021

YEAR	TOTAL
Year 8	182
Year 9	184
Year 10	179
Year 11	179
Year 12	179
Year 13	152
Year 14	117
TOTAL	1172

b) Academic Arrangement

241 applicants sought admission to the school at Year 8, 175 pupils were admitted with an additional 7 SEN places.

c) Academic Curriculum

The Curriculum of the school seeks to fulfil both the educational aims specified in the School Development Plan and the complementary school aims which are stated in the Prospectus. In addition to the compulsory subjects specified for study at each key stage, it is the policy of the school to provide an enriched curriculum for all pupils, offering optional subjects as appropriate and making wide choice of extra-curricular activities to all age groups.

Overall Aims

Our aim in St Mary's is to provide the richest personal experience possible in a secure, fulfilling and challenging environment for all of our pupils. To this end, our school has agreed the following strategic goals to promote the education of every pupil:

- To ensure that our ethos based on Christian values is a key priority for the whole school community and to ensure that this inclusive approach will develop the confidence of all;
- To improve the quality of learning and teaching by embedding Assessment for Learning and extend active and independent learning practices across all subject areas;
- To further develop the sharing of best practice in learning and teaching across the curriculum;
- To raise the level of pupil achievement at all levels and to further embed the culture of tracking including improved target-setting by staff and pupils;
- To improve the quality of the pupil experience and to further embed and develop the Pupil Voice;
- To promote the school community by further developing the parent link and the links with educational partners at primary and post-primary levels.

Attendance

Last Academic Year: August 2019 – June 2020 (Lockdown from 23rd March)

Group	Presents	AEA	% Attend
Year 08	93.5	0.2	93.7
Year 09	92.7	0.5	93.2
Year 10	92.6	0.3	92.9
Year 11	91.2	0.2	91.4
Year 12	89.5	1.1	90.5
Year 13	92.5	0.8	93.3
Year 14	90.6	1.2	91.8
Totals	91.9	0.6	92.4

Current Academic Year: August 2020 – June 2021 (Including lockdown Jan – Easter '21))

Group	Presents	AEA	% Attendance
Year 08	58.3	36.4	94.6
Year 09	58.5	34.2	92.7
Year 10	59.3	34.0	93.3
Year 11	57.9	34.6	92.5
Year 12	56.2	35.5	91.8
Year 13	57.7	36.4	94.1
Year 14	52.9	41.0	93.9
Totals	57.5	35.7	93.2

*****AEA – Approved Educational Activity including lockdown coding of attendance*****

- Despite a further lockdown this academic year, pupil attendance has increased by almost 1%.
- The Department of Education changed the coding of absence during this second lockdown which accounts for the reduced “Present” figures but, when combined with the lockdown coding of “approved educational activity,” the data clearly identifies that there has been an improvement of pupil attendance in comparison to the previous year.
- This school year again proved difficult for attendance but the majority of parents were more aware of the need to ensure their sons’ attendance as much as possible whilst schools were open. Two students in Year 12 were engaged in Exceptional Teaching Arrangement support with the Education Authority and one student in Year 12 was involved in EWO long-term intervention and apprenticeship support which he failed to engage in. One Year 11 parent refused to send her son to school prior to and post lockdown and subsequently had him dis-applied from mainstream education in April 2021.

- Attendance data for the Year 12 & Year 14 cohorts dipped in the period between the completion of ARP 3 assessments (April 2021) and their end of term/finish of the school year as many perceived they no longer needed to attend.
- Pupil engagement during this academic year's lockdown was increased due to regular monitoring and engagement by Subject Teachers, Form Teachers and Heads of Year. Attendance intervention and support continues to be an annual priority for St Mary's.

YEAR 14 LEAVER DESTINATIONS 2020-21

Forename	Surname	Provider Name/Pathway	Course Name
Oisin	Barr	Ulster University	Sport and Exercise Sciences with optional placement year
Ryan	Barr	Ulster University	Accounting (Pathways)
Sean	Barr	Queen's University Belfast	Professional Nursing (Mental Health)
Brendan	Bassett	Queen's University Belfast	Accounting
Bradley	Bell	University of Manchester	Computer Science
Aaron	Bradford	Queen's University Belfast	English and Philosophy
Shaun	Brammield	Employment	
Patrick	Braniff	Ulster University	Finance and Investment Management
Jude	Brennan	Ulster University	Accounting (Pathways)
Joseph	Butler	Queen's University Belfast	Software Engineering
Aaron	Carey	Queen's University Belfast	Environmental and Civil Engineering (with Year in Industry)
Jack	Carlin	Ulster University	Screen Production
Daniel	Churchill	Ulster University	Accounting and Law
Nathan	Close	Birkbeck, University of London	Japanese Studies with International Experience
Micheal	Collins	Belfast Metropolitan College	Accountancy
Ben	Connolly	Ulster University	Planning, Regeneration and Development
Caolan	Coogan	Belfast Metropolitan College	Biology
Patrick	Davidson	Ulster University	Art and Design (Foundation Year for Specialist Degrees)

Mickey	Dawson	Queen's University Belfast	Computer Science
John	Delaney	Ulster University	Management
Eoin	Doherty	Ulster University	Construction Engineering and Management
Martin	Doherty	Queen's University Belfast	Computer Science
T.J.	Doherty	Higher Level Apprenticeship	Construction
Harry	Fallon	Queen's University Belfast	History and International Relations
James	Farrelly	Employment	
Declan	Gill	Employment	
Matthew	Gillen	Ulster University	Art and Design (Foundation Year for Specialist Degrees)
Jack	Green	Queen's University Belfast	Physics
Ryan	Guilar	Ulster University	Software Engineering
Joseph	Hinchcliffe	Queen's University Belfast	Broadcast Production
Daragh	Hines	Stranmillis University College	Health, Physical Activity and Sport (Foundation)
Rory	Hunter	University of Glasgow	Computing Science/Geography
Luis	Kearns	Ulster University	Finance and Investment Management
Sean	Kelly	Ulster University	Architecture
Evan	Kennedy	Ulster University	Mechanical Engineering
Martin	Lawlor	Unknown	
Michael	Lean	Belfast Metropolitan College	Repeating two A levels
Quincy	Logronio	Ulster University	International Hospitality Management
Pearse	Lowe	Ulster University	Real Estate
Ronan	Lynagh	Ulster University	Computing Technologies
Adam	Lyons	Apprenticeship	Mechanical Engineering (Thales)
Nathan	Madden	Year out	

Dylan	Magee	Apprenticeship	Air Conditioning and Refrigeration
Conleth	Mallon	Queen's University Belfast	Business Management with Placement
Patrick	Mallon	University of Wolverhampton	Sport & Exercise Science
Tomas	Mathews	Queen's University Belfast	Mathematics
Joshua	Matthews	Queen's University Belfast	Law
Matthew	Maynes	Queen's University Belfast	Pharmacy
Fabien	McAllister	Ulster University	Games Design
Martin	McBride	Ulster University	Accounting and Law
Conall	McCabe	St Mary's University College	Liberal Arts
Daire	McCabe	Unknown	
Gerard	McCabe	Queen's University Belfast	French and History
Patrick	McCabe	Queen's University Belfast	Business Information Technology including Professional Experience
Barra	McCaffrey	Ulster University	Economics
Thomas	McCaughy	Ulster University	Marketing
Deaghlán	McCaughley	Belfast Metropolitan College	Personal Training
Michael	McCaughley	Liverpool John Moores University	History
Jon	McConnell	Ulster University	Sport Studies with optional placement year
Christopher	McConway	Queen's University Belfast	Mechanical Engineering (with a Year in Industry)
Fionntán	McCotter	Ulster University	Management
Deaglan	McCready	Queen's University Belfast	Planning, Environment and Development
Sean	McCreanor	Queen's University Belfast	Structural Engineering with Architecture (with a Year in Industry)
Michael	McDade	Queen's University Belfast	Business Management with Placement
Dylan	McDonald	Queen's University Belfast	Chemistry (with a Year in Industry)
Cathal	McDonnell	Belfast Metropolitan College	HNC in Game Design

Brendan	McElkerney	Unknown	
Kai	McEwan	Ulster University	Marketing
Ruairi	McGonnell	Ulster University	Screen Production
Sean	McGuigan	Abertay University	Computer Game Applications Development
Odhran	McGuinness	Ulster University	Screen Production
Dylan	McIlhatton	Employment	
Jack	McKee	Employment	
Eamann	McKenna	Ulster University	Irish Language and Literature
Matthew	McKernan	Ulster University	Law with Criminology
Kyle	McLarnon	Employment	
Paul	McLaughlin	Ulster University	Sociology with Politics and International Studies
Shea	McLaughlin	Ulster University	Civil Engineering
Pearse	McMahon	Year out	
Michael	McNeill	St Mary's University College	Liberal Arts
Christopher	McVeigh	Ulster University	Law
Daniel	Molloy	University of Liverpool	International Business
Aaron	Monaghan	Queen's University Belfast	Zoology with Professional Studies
Cailean	Moore	St Mary's University College	Education (Post-Primary) Technology and Design
Michael	Morrison	Ulster University	Accounting and Law
Leo	Moyes	Ulster University	Art and Design (Foundation Year for Specialist Degrees)
Marc	Mullan	Queen's University Belfast	International Relations and Politics
Daire	Murphy	Queen's University Belfast	Finance (with a Year in Industry)
Lorcan	Murphy	St Mary's University College	Liberal Arts
Daniel	Murray	Apprenticeship	Electrical Installation

Darragh	Murray	Queen's University Belfast	International Business with French
Ruairi	Murray	Employment	
Corey	Murtagh	Queen's University Belfast	Film Studies and Production
Aaron	Nann	Belfast Metropolitan College	Plumbing and Heating
Patrick	Nolan	Unknown	
Caolan	O Duibhfinn	Liverpool John Moores University	Law
Dylan	O'Donnell	Liverpool John Moores University	Marketing
James	O'Hara	Ulster University	Business Studies
Ruadhan	O'Muiri	Abertay University	Computer Game Applications Development
Aaron	O'Neill	Employment	
Nathan	O'Neill	Ulster University	Communication Management and Public Relations
Shay	Ratcliffe	Ulster University	Sport and Exercise Sciences with optional placement year
Anton	Robinson	Queen's University Belfast	Accounting with Spanish
Ryan	Rogers	Liverpool John Moores University	Accounting and Finance
Conor	Rooney	Employment	
Anton	Shaw	Ulster University	Management
Gareth	Smyth	Higher Level Apprenticeship	Computing (Almac)
Raian	Smyth	Belfast Metropolitan College	Barbering
Paul	Strong	Employment	
Conor	Sullivan	Queen's University Belfast	French
Conor John	Sullivan	Ulster University	Sport and Exercise Sciences with optional placement year
Ben	Sutcu	Queen's University Belfast	Biochemistry with Professional Studies
Marcas	Toner	Queen's University Belfast	Mechanical Engineering
Eoin	Trainor	Queen's University Belfast	Physics

Michael	Walsh	UCFB (Etihad Campus, Manchester)	Sports Business & Coaching
Daniel	Ward	Unknown	
Tiernan	Wardlow	Employment	

Special Education Update

SEN Register 2020 -2021

Stage 5 Statement of Educational Needs:

1 Number of pupils with Classroom Assistant hours:

40

2 Number of pupils with PLPs:

81

3 Number of Pupils on the Medical Register:

468

4 Educational Psychological support/referrals this year

Consultation with Dr Leah Hamill did not take place until March 2021 as she was off on extended absence. A. Barr consulted with Year Heads and requested updated evidence on pupils presenting with concerns – lockdown and school closure obviously necessitated a fresh update and review given that we did not have the usual evidence base on SIMS and pupils had not been attending school for an extended period from March -June 2020 and from January -April 2021.

In February 2021 we received a final Statement for one Year 10 pupil assessed last year. In March 2021 we received a final Statement for a Year 9 pupil who was assessed back in term one.

At the consultation meeting, four priority pupils were discussed – one Year 9 pupil who carried over from last academic year and a new Year 8 pupil with a diagnosis of ASD who is experiencing significant struggles in the post-primary setting. Stage 3 referral reports and supplementary evidence were submitted, and parental consent received. Assessment of the Year 8 pupil is scheduled for 10th June 2021. We have no confirmation that an assessment will take place this year for the Year 9 pupil.

On 5th May 2021, A. Barr received an email from Dr Hamill to request that no further referrals were made. Once again allocated psychology referral hours were insufficient to meet demands. It is a concern that GPs in the Trust can no longer refer for ADHD as we have an increasing number of pupils presenting with significant difficulties with attention and impulsive behaviours. There has been an increase in parental enquiries seeking assessment for dyslexia – these pupils do not get assessed by Educational Psychology unless they are presenting with additional needs.

5 Support for other pupils (eg Dyslexia, SEBD, illness acute and chronic)

- Use of Dyslexic Portfolio as an added diagnostic alongside Lucid Exact. 18 Dyslexia Portfolio assessments conducted by A Barr this academic year – 8 assessments in term 1 (August – December) and 10 in term 3 (April – June) SPARCS and Woodcock Johnston IV also purchased with plan to implement in September 2021. Training in administration of WJ IV will be completed by A Barr in August 2021.
- 61 Covid Capture forms indicated reason for follow up to determine if an individual risk assessment was required. 30 individual risk assessments completed once need had been determined.
- Toilet Passes issued to all diabetic pupils and those with kidney/bowel complaints.
- Red allergy passes issued to all pupils with allergies/anaphylaxis.
- Face mask exemption passes issued to identified pupils upon receipt of communication from parents.
- Base room arrangement in place for 9F due to 2 pupils having physical needs.
- PLPs identify reasonable adjustments/classroom strategies to support learning for identified pupils on the SEN Register.
- Individual pupil data profiles available for all Year 9 pupils and uploaded to SIMS for ease of access for subject teachers.
- PASS Mentoring scheme delivered to identified Year 9 pupils who has missed out in 2019/20. Year 8 PASS mentoring was delivered remotely to identified pupils. This intervention aims to address pastoral needs and attitudinal barriers.
- ASD Training for newly appointed classroom assistants and additional 5-week training course completed with Middletown by 26 classroom assistants.
- Aisling Power undertook training in supporting ADHD learners.
- Kevin Herron undertook training in ‘Diabetes Awareness’ (EA)
- Student Support Hub (Green Room) used to provide a supervised safe place for vulnerable pupils. Resourced with computers and a printer.
- Pastoral mentoring delivered by Miss Sarah McGarrigle (large demand from Year 8)
- Sarah McGarrigle completed additional training in Draw and Talk and Mental Health First Aid.
- Time-out passes issued to identified pupils with anxiety disorder/SEBW needs and we now have a supervised support hub for pupils to avail of time-out for short periods.
- School counsellors from FamilyWorks available on Tuesday and Wednesday mornings. Counselling was delivered by zoom during school closure from January – April.
- Care Plan audit carried out with school nurse. Care plans reviewed for pupils with diabetes, epilepsy, anaphylaxis and cystic fibrosis.
- On-going one to one support from the SENCO when required.
- Continued support from ASIS, year 8 consultation meetings took place in term 1. AAIS service engaged with parents to offer support during lockdown. In -school support was delivered to one Year 8 pupil. Google forms was used to conduct end of year evaluation consultations.
- During lockdown all classroom assistants added to relevant Google Classrooms/ email correspondence for their pupil. Regular contact was maintained between classroom assistants and SEN pupils/parents.
- In school supervision for pupils identified as ‘vulnerable’ or sons of key workers.
- Financial support provided to one Year 12 pupil.
- Foodbank support secured for the families of two pupils during lockdown.

- SENCO assisted with identification of pupils to benefit from EA digital device lending scheme.
- SENCO support is available to all pupils at the point of need.

6 Literacy and Numeracy Support

Learning Support Tutors making more effective use of PTE/PTM/CAT4 data to identify pupils requiring support and the target areas for intervention.

Learning Support Tutors continuing to provide in-class and one to one withdrawal support.

Progress reports communicated to parents on a termly/ half-termly basis. C Dobbin undertook a course in 'Working with Newcomer pupils' through Queen's University, Belfast. New JCQ approved bi-lingual dictionaries were purchased and are proving useful in supporting learners for whom English is an additional language.

Staff receive weekly email from C Dobbin to communicate when pupils will be attending learning support. The system for Maths support continues to require review with G McKeever providing continuous and full-time support to a number of identified pupils, as opposed to intensive, time-bound interventions.

	Literacy learning support	Numeracy learning support
Year 8	1 pupil	0
Year 9	31 pupils	0
Year 10	15 pupils	3 pupils (2 learning support and 1 full time)
Year 11	9 pupils	2 pupils (1 learning support and 1 full time)
Year 12		5 pupils (full time)
Year 13		4 pupils 4 periods per week learning support
Year 14	1 pupil (repeating GCSE English Language)	4 pupils 2 periods per week learning support

7 Annual Reviews/Transition support

- Annual Reviews completed and Transition Plans devised for pupils in Years 10-14.
- SENCO communicated with L O'Connor and careers officers from DFE prior to their meetings with SEN pupils.
- Classroom Assistant reports completed in December 2020 and June 2021.
- Change of placement request submitted for 2 pupils – no response from EA. Both requests made due to change of address.
- One Statement will be rescinded at the end of this academic year. (Year 9 pupil)
- End of Year meetings conducted with all members of the AEN team to evaluate work achieved and plan for next academic year.
- AEN Coffee Meeting with COP5 parents was suspended in term 1 – classroom assistants made contact with all parents via email or telephone.
- March 2021 – SEN tribunal completed and response received from EA – pupil will join Year 9 in St Mary's in September 2021.
-

Pastoral Care

Covid 19

During 2020-2021 we continued to manage Covid-19 and implement and follow all guidance provided by DENI, EA and PHA. The school has a full risk assessment in place and all staff and students who are in vulnerable categories have individual risk assessments in place to support them during the pandemic.

Throughout the year we have managed the reporting of suspected and confirmed cases of Covid 19 in staff and pupils. Parents seeking advice have been supported in line with the guidance in relation to isolating, testing and returning to school.

Working in partnership with parents

As a school, we recognise the importance of developing strong partnerships with the parents/guardians of our pupils as we work together to support pupils' learning and involvement in school life. Detailed information is sent to parents at beginning of each school year outlining our ethos and approach, setting out clearly the procedures we follow and asking for their continued support. We continually stress to parents the importance of our working in close partnership with them. Information on Child Protection/safeguarding procedures at school are explained, the Ladder of Referral and the Complaints procedure.

This year we continued to engage parents through:

- With the provision of Induction literature
- Remote Year 10 Options meeting for parents;
- Year 12 Remote Options meeting for parents;
- Home/School Agreement;
- The use of the text message system;
- School website, Facebook page and Twitter.

Our clearly structured Ladder of Referral within the Pastoral Leadership Team allows pupils, parents and staff to be fully aware of procedures and an ascending order of gravity of offence and sanction. A suite of policies has been produced to strengthen the partnership between home and school including the recent, 'Parental Code of Conduct Policy' written in collaboration with all schools in WBALC to ensure safe working practices for our staff when interacting with parents.

Parent Teacher Meetings

- Parent- Teacher meetings were postponed this year in line with Covid-19 restrictions. Instead parents were contacted by telephone and email throughout the year. Parents were also encouraged to contact staff regularly using C2k emailing and this worked very well. We were still able to invite individual parents into school for individual meeting to support their sons. These meetings took place in large well ventilated spaces.

Induction

All year groups had a phased return to school the week beginning 18th August 2020. Year groups were split in half and had their initial Induction in the assembly hall to allow for social distancing. Here they received a welcome briefing from the Principal, Head of School and the Year Head. They were then brought to their base room where they received a very detailed Induction session with their respective Form Teacher. This induction information was

forwarded to parents in lieu of Parental Induction programmes which could not be facilitated under the current restrictions.

Key Stage Three

All KS 3 classes were allocated a base room to try and cut down on movement around the school. Pupils remain here for most of their general subjects and Form Teachers have endeavoured to make this room a welcoming environment for the class especially our new Year 8 pupils.

Break and Lunch

This year we made adjustments to the supervision at both break and lunch to allow for social distancing between staff and pupils and year group bubbles.

Pupils

Due to social distancing there will be no year group assemblies this year. Form Teachers and Year Heads are currently setting up Form Class and Year Group rooms in Goggle Classroom to facilitate online pastoral messages and a means of communication with the whole class/year group should we have to engage with them remotely. Thankfully we still have the form period on a Monday which will allow for time to deliver pastoral messages and reminders to classes.

New Blazer in Year 13

Our new year 13 pupils are now wearing the new charcoal blazer agreed last year. The new green coat for the rest of the pupils was put on hold due to Covid 19 and hopefully will be available for the next academic year.

Parent Induction meetings were postponed because of the restrictions. Instead we revised the literature provided to parents and produced information booklets containing important details for parents with students in all year groups. Support induction booklets were produced for student induction as is normal practice and students completed their induction into the new academic year smoothly.

- Additionally, when students returned from an extended period of remote learning in March 2021 (Year 12 – 14) and April 2021 (Year 8 – 11) while we could not join together in the assembly hall, video induction presentations were prepared by the Principal, Vice Principals and Heads of Year to welcome the returning students back on site and help them to settle back to face-to-face learning.

Supporting Learning

In St. Mary's we are committed to meeting the individual learning needs of all pupils. We recognise the relationship between strong pastoral support and academic achievement, therefore we value the working partnerships which exist within the school and those established with parents and external agencies. Data tracking is used by classroom teachers to inform learning and to plan for the delivery of differentiated learning opportunities which enable pupils to target set, progress and realise their full potential.

Under the direction of the Personalised Learning Co-ordinator/SENCo. an experienced team of classroom assistants and specialist Literacy and Numeracy Support Tutors, offer support and intervention for pupils, including those with additional educational needs.

In St Mary's we strive to meet the needs of all pupils by:

- Developing partnerships with feeder primary schools to gather the appropriate information required to support pupils and ensure a smooth transition to post-primary;
- Providing individual literacy and numeracy support delivered by specialist staff;

- Developing positive working relationships with external agencies and accessing of their support where available;
- Offering an in-school counselling service delivered by experienced staff from FamilyWorks;
- Having high expectations for all pupils;
- Recognising and celebrating the achievements of pupils through Year Group assemblies, when possible this year, and our established House System;
- Valuing the voice of pupils and engaging in regular consultation, especially through the Student Council forum;
- Providing staff with opportunities for continued professional development which ensures we best meet the needs of all pupils;
- Providing a safe, supportive and nurturing environment for the entire school community.

Lesson Monitor

Lesson Monitor is used as a means of closely and regularly monitoring pupil behaviour and of our reacting promptly to issues that can impact on learning and emotional well-being. In the first instance these are discussed with the pupil on the day they occur at form class level and then monitored via the Ladder of Referral. Parents are fully informed when concerns arise. This is done in partnership with the HOY and HOS and the Pastoral Leadership Team. Lesson Monitor is also used to celebrate successes in learning this is a useful motivational tool.

Student Leadership Team

Year14 students applied for positions of responsibility to support the school community, represent the school on occasions and specially to support our younger pupils. Regular contact is maintained with our Prefects team by their Head of Year. In the third term we held interviews for the **Student Leadership team**. The boys showed a great loyalty to the school and a willingness to make a valuable contribution in the new academic year.

Pastoral Rewards

A range of rewards were introduced into Key Stage 3 to encourage good behaviour, engagement in learning and to reward excellent attendance. These are embraced with enthusiasm among the students.

Welcome Lane Supervision

We have further enhanced our **AM lane duty** with the addition of more staff on the Main Gate in the morning to allow the senior teacher on duty to accompany Mr McDonald to the Caffrey shops area. This is a continuation of the initiative brought in by Mr Mc Comb. Mr McDonald and the SLT are a presence at the shops from 8:30-9:00am every morning monitoring behaviour before school begins.

Homework Diary

Use of Homework Diaries is used to reinforce guidelines and procedures to encourage our pupils to engage with their own pastoral needs and learning. The Homework Diary was again updated this year to meet the needs of our pupils.

Pastoral Leadership Weekly Meetings

Regular focus on particular issues by all members of the Pastoral Leadership Team at weekly meetings chaired by the Vice Principal (Pastoral) e.g.

- (a) Covid-19 guidelines and their implementation in school
- (b) student well-being
- (c) how pupils address and interact with all members of staff
- (d) behaviour while moving around the school.
- (e) how pupils address and interact with each other.
- (f) entering a room politely and addressing the teacher appropriately when delivering a message.
- (g) Uniform and haircut rules
- (h) Mobile phone rules

Pupil Logs

Use of Pupil Logs where necessary as an encouragement to pupils to improve behaviour by focusing on personalised targets.

Personal, Social Education Programmes

The revised and updated Personal and Social Education encourage the growth of a positive self-image, self-discipline and healthy living among our pupils. In line with our Mission Statement, and our Edmund Rice ethos we strive towards following the five core values outlined in the Edmund Rice Charter. In a normal year we include a range of community and motivational speakers for each Key Stage. These will resume post Covid-19. Our Programmes for personal education include Relationships and Sexuality education supported by the Love for Life team.

Option presentations to Year 10 and 12 students and parents

- In line with Covid-19 restrictions and the continued closure of schools, video presentations, options booklets and Google classrooms were used to ensure the students and their parents were fully informed regarding option choices. Individual remote decision meetings were held between the VP (curriculum) and Year 10 pupils and year 12 pupils and parents in regards to their GCSE and AS level choices. These were supported by the teacher with responsibility as Coordinator of the Options process.
- Students were given careful guidance using a wide range of data including ARP results, teacher comment reports, attendance data, CAT4 predictor data and HOY input to assist parents and pupils in decision making and to help the students make appropriateness choices for their future pathways.

Attendance

- Attendance meetings were held remotely for pupils who were flagged as having extremely poor attendance. It is hoped that the face-to-face support meetings will return again in the academic year 2021-2022.

Pastoral and Child Protection Training

- August 2021- Safeguarding and Child Protection Training was delivered to all staff. The Deputy Designated Teacher attended the EA update training on 2nd December 2020. This was delivered remotely.

The House System

The House System encourages pupils to work together as a team to earn points for positive behaviour and high-quality work in the classroom. Pupils are recognised for their extra-curricular contribution, attendance and punctuality. Grounded in the values of Edmund Rice, pupils develop a sense of belonging and responsibility. The winning house receives prizes each half-term. House names are based on rivers of Ireland. Pupils continued to be recognised for their hard work during remote and face-to-face learning this year.

Whole School Student Council

Pupil voice is very important to St Mary's and pupils are encouraged to have their say in school matters that are important to them. The Whole School Student Council has representatives from each Year Group. Each class has a council representative and every opinion is heard. In the Whole School Council, every pupil can have a say in the school matters that are important to him. Members of the council wear a green tie to denote their membership of the council. During periods of face-to-face learning we have been able to engage the students from the student council in aspects of decision making in line with the school development plan.

External Links

- **Education Welfare Service-** continued to have regular meetings with EWO throughout the year to address attendance issues. As has been the practice this year, most of these meetings were held remotely. A number of referrals were made for students whose attendance was consistently falling below 85%. A few pupils required additional support as school refusers. Attendance this year has been impacted with many students self-isolating, others track and traced and some absence caused by anxiety due to family illness and parents choosing to keep their son at home to help protect vulnerable family members.

Safeguarding and Child Protection

- Whole staff Safeguarding training was facilitated by Mrs Crookes on 17th August 2020.
- All peripatetic music tutors received a Child Safeguarding briefing on Thursday 27th August 2020.
- All cleaning staff received a Child Safeguarding briefing on Monday 7th September 2020
- Further mop-up sessions with auxiliary staff will be completed by end of September 2020.
- **Gateway Team-** Child Protection Referrals. During this year, even with lockdown we have continued to avail of the support and guidance provided by the EA Safeguarding Team and we have also made contact with the Gateway team. During each Board of Governor meeting the Board has been kept fully informed of the number of pupils who are on the Child Protection Register. The Child Protection Policy has an additional addendum added this year to reflect remote learning and the protocols staff should follow using platforms such as Google Classroom.

E Safety

- E Safety was a particularly important during the current pandemic, when staff and students were regularly working remotely. The Acceptable Use of ICT Policy and E-Safety policy were reviewed with staff in March 2021 and this has been used to tailor training as well as revise staff and pupil contracts in relation to the use of IT in school and remotely when communicating with students and parents. Staff have also received additional training on the importance of using passwords and the need for appropriate online security. This guidance has been included as an appendix in the revised policy document. The updated policy guidelines were shared with staff in March 2021 and will be included in staff induction and termly reminders. All staff are reactive and proactive in ensuring students know how to keep themselves safe. The Personal Development Programmes were revised during this SDP cycle and the programmes in KS4 and KS5 addresses E Safety. Clear guidelines in the revised policy (March 2021) stipulate appropriate and acceptable online behaviours. Copies of the acceptable use of ICT Policy has been provided to parents and students explaining acceptable activities. Where a student uses his own device in school Parents have signed the appropriate contract. From March 2020 the school has been availing of the C2K laptop lending programme. This has meant that the 37% of pupils who are entitled to FSM have been offered a laptop or Chrome book for use at home. Parent and student voice exercises have indicated that all students who were eligible for this programme have found this exceptionally beneficial. Staff have received additional training on the use of Google Classroom and are supported by technician/ICT coordinator/VP Curriculum. The school website also included an area dedicated to ICT to assist and guide students and parents on appropriate use of ICT.

PSNI Community Support

- **PSNI**-Our positive liaison with PSNI BNP Team continued this year with remote information and guidance shared with the pupils and their families regarding the dangers of fireworks, 'on-line safety' and 'sexting' Guidance was also shared with students and families in relation to behaviour on school buses supported by Translink.

Counselling Services

- **Family Works Counsellor** continued to provide counselling weekly for a number of
- students throughout the year. During periods when the pupils were working off-site the sessions were delivered remotely.

School Nurse Health Checks

The school nursing team has been able to support pupils on health, vaccinations and emotional issues. Some of this work was completed in the local health centre in line with social distancing guidance.

Hospital Schools

We have been fully supported by Hospital Schools to help integrate pupils who are educated other than at school.

Public Transport

- **Safety Bus** - The Year 8 pupils were unable this year to avail of the annual visit from the Safety Bus. Normally each year the Year 8 pupils participate in a Safety Bus presentation by Kevin Wallace (Translink) to encourage personal safety and good behaviour while using public transport. Mr Wallace did continue to visit the school and support the school in encouraging

appropriate and safe behaviour when travelling on public transport. Advice this year also included following the guidance on wearing face masks.

Community Links

We have established and maintained strong links between the school and the community through our St. Vincent de Paul group and Social Justice Advocacy Group. We take every opportunity to contribute to the life of our local community and support many charities linked with homelessness. We have established close links with our local contributory primary schools through sport and Taster Days. All of these initiatives teach our pupils the values of collaboration and team spirit. By contributing to the varied initiatives our pupils are personally developed and at the same time are giving to others. We are supported by the Edmund Rice Trust. While our full programmes were not possible this year, hopefully these will resume post Covid-19 and the lifting of restrictions.

Catholic Caring Appeal

Students and staff made generous contributions to the Catholic Caring Appeal this year. A check was presented on behalf of the school. This will be used to buy gifts to support children locally.

St Vincent de Paul

A total of £3050 was donated by the school community and a cheque was presented to St Vincent de Paul on 9th December 2020.

Zambia Immersion Project

St. Mary's CBGS Project Zambia is part of the Christian Brothers' Developing World Immersion Programme through which people from Ireland go to the Third World to live, work and be with some of the most marginalized and most deprived communities in the world and to be transformed by our experience. Through the school's Immersion Programme, we are encouraged to go to the margins, to listen to the stories of the people suffering from injustice and to work with them to transform their world.

Since 2003 groups of pupils and members of staff from St. Mary's have been travelling on behalf of the school community help and further develop communities in Zambia. To date almost 250 members of our community have gone to Zambia to work in a number of villages and slums in and around Lusaka, as well as supporting community projects in remote places such as Old Kabweza and Mapepe.

Our projects include:

- Orphanages;
- Schools;
- Young women's shelters;
- Income-generating programmes;
- Construction and agriculture;
- Working with HIV/AIDS sufferers.

The pupils and staff who are selected to go to Zambia are representatives of and ambassadors for the school. This is the culmination of years of interest, dedication and formation involving many throughout the school community.

In addition to raising awareness about injustice and poverty the St. Mary's Immersion Project also enables the volunteers to form real, meaningful relationships with the people in Zambia. Above all, Project Zambia has given St. Mary's a real sense of connection with communities in the Developing World and a deep sense of empathy with "those in need". It also empowers us to highlight issues such as racism, exclusion, poverty, homelessness, HIV/AIDS and discrimination in a most meaningful and practical way.

In 2020-2021 as it has not been possible to travel to Zambia, we focussed on fundraising. £2500 was raised through a crowd funder to support improvements to the Home of Hope and provide educational opportunities for the pupils.

Emotional well-being and mental health

Staff

- In 2020-21 the staff completed a 'Positive Health and Well-Being Program' (Part 1 Friday 2nd October). Staff completed on 25th February 2021. The results of the initial feedback from staff, was used to focus on the particular needs of the staff during Part 2 of the training. Part 2 of the training was completed by 75 staff on Thursday 25th February 2021. The staff evaluation following the completion of the course showed that the majority of staff understood how to manage their own well-being and understood the importance of a health work-life balance. Staff have been given useful PowerPoints and links to relevant material to encourage them to be mindful of their own well-being.

Pupils

- Baseline data for Year 8 pupils achieved through the PASS survey, carried out with all Year 8 pupils from 6th October – 13th November 2020. After analysing the results from this, selected pupils will complete the Motivational Mentoring Programme.
- Year 9 pupils who were selected for the same programme, which was interrupted in March will continue and finish this programme.
- All Year 8 pupils were given a "You are awesome" journal (and colouring markers!). I met with Daghra Murphy (Year Head) and Michaela Lewis (Head of School) on Monday 9th November to outline the rationale for this and how it will be evaluated in February). Form Teachers will work through this with their respective classes during Form Class on a Monday and at morning registration.
- In the absence of physical whole year group assemblies, Year Heads were creative in setting up remote assemblies through Goggle Classroom.

External Links

Student Leadership Team 2020-2021

APPOINTMENT	ROLE	NAME
Head Boy	Leader of School Prefect Team Embedding Irish Culture & Language	Bradley Bell
Deputy Head Boy	KS3 & Mental Health Awareness	Joseph Butler
Deputy Head Boy	KS4 & Lunch-time clubs	Sean Kelly
Deputy Head Boy	KS5 & Fund Raising/Charity	Conleth Mallon
Senior Prefect	Numeracy Support	Rory Hunter
Senior Prefect	Literacy Support	Ben Sutcu
Senior Prefect	Reprographics	Sean Kelly
Prefect	Careers	All Senior Prefects
Prefect	Upkeep of Senior School Study	All Senior Prefects
Prefect	Promoting Sport	All Senior Prefects
Prefect	School Environment	All Senior Prefects
Additional Prefect Team Members		
Aaron Casey	Sean McCreanor	
Marin Doherty	Dylan McDonald	
Quincy Logronio	Sean McGuigan	
Darragh Murray	Conor Sullivan	
Patrick McCabe		

Eco Club

We were awarded our Eco Schools Green Flag in June 2019 but because of lockdown did not receive the actual flag until Easter 2020. We hope to display this prominently on school grounds. Despite the pandemic the Eco Club managed to maintain its ties with NI Water and Belfast Hills Partnership. In September NI Water kindly donated reusable water bottles for all year 8s. We did not have our assembly but hopefully this will happen next year.

In September Belfast Hills helped weed the hedge planted in 2019. It is now well established. They also staked the fruit trees at the front of the school for us. We worked with Belfast Hills creating a growing area with raised beds for growing vegetables; a bird table and bug hotels. It is hoped that the beds will be planted out in September 2020. Our partnership with Belfast Hills resulted in the boys winning the Ark Housing Community Environment award in the West Belfast Partnership Community awards in December.

Next year we hope to work on retaining our Green Flag and re-establishing ties with all our partners. We are also planning on working with the Woodland trust to increase biodiversity around the school grounds.

REPONSIBILITY REPORTS

2020-2021

Senior Leadership Team

Siobhan Kelly - Principal

Development Plans for 2020-2021:

- Lead Year 3 of the current School Development Plan, 2020-2021 (SDP), the agreed priorities as outlined in the action plans. Arrange for regular catch-up points throughout the year with lead SLT staff to review progress made against the identified priorities in each of our SDP action plans, gathering of associated evidence and evaluations at the end of Year 3;
- Hold regular meetings with post holders and review their plans for their areas of responsibility;
- Review the progress of Heads of Departments and other post holders against agreed targets, monitoring key developments within their responsibility areas and encourage further improvements to enhance learner provision;
- To continue to review the school policies and present to the Board of Governors
- Lead and manage the progress of SEP 2 School Enhancement Project, meeting with the SEP 2 planning team as required;
- Further develop the use of the school website, by reviewing the content on the website and ensure it meets our needs during the Covid-19 pandemic;
- Lead and manage the school through the changes resulting from the coronavirus, COVID-19 pandemic and subsequent lockdown situation;
- Consult with staff during the pandemic and periods of lockdown, ensuring they are well informed and their well-being is supported during a difficult year;
- Continue to have meetings of Heads of Subject Departments with the Vice Principal (curriculum) for results analysis, review of performance and target setting for the academic year;
- To host follow up meetings with VP Curriculum and Heads of Department during second term.
- To review the whole school Induction programmes for pupils/parents to ensure it is fit for purpose during a pandemic (and is in line with DE and PHA guidelines);
- To prepare a whole school risk assessment and keep this under review.
- To prepare individual risk assessments for staff who are vulnerable and agree these with staff to ensure their well-being and safety;
- To monitor pupil engagement with learning during periods of lockdown;
- To review all correspondence sent to parents/ carers to ensure it is relevant, timely and useful during the current pandemic;
- To monitor the communication of the revised Positive Behaviour Management Policy to staff.
- To Meet with Heads of Year and Heads of School monitoring progress on key developments within their responsibility areas;
- Carry out a review of job descriptions and posts of responsibility for teaching staff and support staff to align these with the changing needs of the school;
- Continue to develop the skills and knowledge to be an effective Principal, broadening my experience across the spectrum of skills required to be a leader and manager in a school setting;

Progress Made 2020-2021:

- Consultation meetings with relevant ELT and SLT took place to address the current SDP and establish the base line position for year 3 and agree a way forward;
- Meetings with Heads of Department and other post holders took place to discuss key developments contributing to the SDP. These meetings helped to ensure that a clear strategic direction and action plans in place for the final year of the current SDP with revised priorities in line with the management and running of school during a pandemic. The agreed priorities were presented and approved by the Board of Governors;
- INSET presentations given and staff involved in the delivery of SDP priorities;
- Regular ELT and SLT meetings to guide the SLT staff through their Action Plans and areas of responsibility;
- Continued engagement with DE/EA/PHA/ Director of Corporate Services/ SLT to ensure effective health and safety is in place for pupils and staff in relation to the management of COVID-19. Review social distancing in school, safety regulations, risk assessments, emergency evacuation plans, revised classroom procedures so staff are prepared to handle unexpected situations;
- Training provided for staff against the priorities outlined in the SDP, to address Covid-19, social distancing protocols, risk management protocols, management of suspected and positive Covid-19 cases on site, management of the school during periods of lock down and facilitating support for children of

key workers and vulnerable pupils while schools remained closed for face-to-face learning, public examination changes and CDGs.

- Range of school policies updated and ratified by the Board of Governors.
- Changes to teaching and non-teaching job descriptions were agreed to better meet the needs of the school.
- School Enhancement Programme – SEP2. Attendance at all meetings to ensure progression towards the new Sports Hall and associated facilities (with the assistance of the Department of Education);
- Preparation of video presentations as an alternative to our Open Nights, available to view on the school website.
- Classrooms prepared for opening of schools on 17th August in line with social distancing and health and safety protocols. Staff INSET to roll out the procedures staff should follow. Communications to parents updated as advice from DE and PHA was altered throughout 2020-2021.
- Pupil and staff health and well-being - Meeting with the BOG, union representatives and regular communication with staff by Principal and SLT to support all colleagues.
- Website content reviewed. The school website and social media platforms have been used extensively during COVID-19 to communicate key messages for pupils and parents and signpost supports during remote learning.
- Participation in relevant Principals courses available this year; Attending a full range of courses provided by the ETI, C2K, CCEA (Principals bi-weekly briefings in prep. for CDGs) and NAHT related to developing skills and expertise and management during Covid-19;
- Completion of the Mentor Programme for new Principals provided by EA.
- Preparation of video presentations to inform parents regarding GL arrangements (the GL assessment was subsequently cancelled).
- Participated in all Post Primary Transfer (PPTC) meetings to ensure that the Transfer process was planned, reflecting guidelines on social distancing restrictions (2020-21). The GL assessment was subsequently cancelled following the planning stage.
- Working with other principals and our Board of Governors to formulate admissions criteria for 2021-2022, in the absence of GL assessments.
- Communications and literature prepared and distributed to feeder primary schools in the absence of GL in November 2020 or January 2021.
- Following additional disruption this year all pupils finished school on 16th October 2020 and returned to school on 2nd November 2020 (extended mid-term/ circuit breaker). In January 2021, a further extended period of school closure necessitated a move to remote learning from January – 22nd March 2021 for pupils in Years 12-14 and from January 2021 – 12th April for pupils in Years 8-11. At this point the focus was managing the transition from face –to-face teaching and learning and action our plans for the management of remote learning so that learning and teaching could continue for our students. This was achieved. Following a review in May 2020 improvements have been put in place to accommodate remote learning (Google Classroom for the new academic year (2020-21) coupled with face-to –face provision in line with Executive and DE guidance.
- Induction updates and welcomes for pupils and staff returning to school in March and April 2021.
- Meetings with Heads of Subject Departments, Principal and VP curriculum for results analysis, review of performance and target setting for the academic year. Follow up meetings with Principal and Heads of Department during second term as evidenced in HODs interview schedule;
- Oversee the Engage programme to support learning during the pandemic.
- Management of LFT for staff and Year 12-14 students.
- Plan and monitor the spending of additional funding related to Covid-19.
- Complete the monitoring requirements X2 for the Public Health Agency grant (£4260) secured from, ‘Making life better through Covid-19 short term funding 2021-2022’.
- Review of school calendar and staff inset to manage the CDGs used as an alternative to public examinations this year.
- Full engagement and contributions to the work of the West Belfast Area Learning Community (WBALC)

Targets for 2021-22:

- To lead and manage the school through a new three-year school development plan cycle, beginning with year 1 2021-2022;
- To lead and manage the reopening of St. Mary's following the coronavirus COVID-19 pandemic and the disruption to education during the last two academic years;
- To lead and manage the work of the staff of St. Mary's in their provision for the pupils in our care; ensuring effective teaching and learning;
- To review the provision in KS3 (in the absence of GL entrance assessments for Year 8 cohorts in 2021 - 2022 and 2022- 2023) and ensure it meets the needs of changing cohorts of students;
- Review of the curriculum/ timetable in Key stage 3, to ensure it meet the needs of a changing cohort, and provides opportunities for progression for the students;
- To review the climate in the classroom ensuring it is child-centred and the student have good learning experiences;
- To ensure students in Key Stage 4 and 5 are prepared for public examinations following two cycles of alternative arrangements;
- To monitor and review the standards of attainment and student progression in line with or exceeding CAT4 data predictors;
- To ensure the Special Educational Needs provision is reviewed and support is offered in line with the SEND legislation;
- To meet with our Vice Principals, Heads of School and SENCO throughout the year to monitor progress on key developments within their responsibility areas and discuss further development;
- To meet with Heads of Departments and Curriculum Vice Principal and a BOG representative to carry out an analysis of results, review of performance, and target setting during the academic year;
- To ensure the School Induction programmes are reviewed and updated for pupils'/parents post Covid-19 evaluating our current provision in light of the changing needs of our students returning to hopefully a more settled period of education;
- Review the roll out of the expected rules, routines and standards by implementing the revised Positive Behaviour Management Policy, the revised Code of Conduct with students who have had two disrupted years. Review the progress towards embedding the rules and routines among the student body.
- To continue to review the school's Pastoral supports to ensure that these meet the needs of the student well-being following the disruption caused by the pandemic;
- To review extra-curricular and lunch time provision, enhancing the opportunities to develop the students' wider skills and capabilities in line with our ERST ethos and tradition;
- To organise meetings with Year Heads and Pastoral Vice Principal and Evaluation and Standards Governor for an analysis of the pastoral provisions during the academic year;
- To review correspondence sent to parents/ carers to ensure it is relevant, timely and useful;
- To enhance the displays of art work on corridors with key messages to engage the students and enhance the school environment;
- To manage the Transfer process without GL assessment grades 2021-2022 by reviewing the admissions criteria with the Board of Governors and ensuring the smooth transition from Year 7 to Year 8;
- Engagement with DE/EA to ensure effective health and safety is in place for pupils and staff in the aftermath of COVID-19. Review and update the school risk assessment and individual risk assessments to ensure the health and safety of the school community in line with guidance;
- Continue to work with DE personnel to progress with 'School Enhancement Programme Second Call - Second Tranche' in the provision of our new Sports hall, within the £4 million budget provided;
- To monitor the efficient and effective financial management of the school within the DENI school budget to meet the current SDP targets post Covid-19 (BOG sub-committee finance meetings);
- To ensure the provision of effective professional development for teachers, classroom assistants and support staff in line with key action plan targets, further developing leadership by exploring innovative in-house ways for middle leadership to be increasingly involved in leadership roles at a senior level;
- To further develop the PTFA contributions to St. Mary's post Covid-19.

Overall Comment:

The major challenges next year will be leading the school hopefully through a more settled period of face-to-face learning following the COVID-19 pandemic. Managing Year 1 of our new SDP and meeting the priorities for 2021/21, but will require careful management and ongoing reflection. The next academic year will hold many unknowns with students transitioning into Year 8 without GL assessments and many students having gaps in learning following the difficulties of the last two years. There is a need to provide reassurance and guidance to the pupils, staff and parents. This will also involve supporting the physical, mental and emotional health and well-being of pupils and staff, as a major priority. Our focus and priority will remain doing the best for our students every day.

Fiona Crookes – Vice Principal (Pastoral)

Development Plans for 2020 - 2021:

- To complete the update of the Positive Behaviour Policy and roll out to pupils, staff and parents by Hallowe'en.
- Plan for and provide a smooth phased return to school for all pupils in light of the impact of COVID 19.
- Give staff clear guidance on the new routines and procedures expected as we return to school to a 'new norm' way of delivering education.
- All staff will receive Child Safeguarding/Child Protection training.
- Work with the Heads of School and PLT to address the emotional impact of COVID 19 on our pupils.
- Work closely with social services to ensure needs of those pupils currently engaged with this service are addressed.
- Maintain the Child Protection Register and attend relevant case conferences as appropriate.
- Oversee the monitoring of pupil engagement in the blended learning environment.
- To support the physical, mental and emotional health and well-being of pupils and staff.

Progress Made 2020-2021:

- Whole staff Safeguarding training was facilitated by Mrs Crookes on 17th August 2020.
- All peripatetic music tutors received a Child Safeguarding briefing on Thursday 27th August 2020.
- All cleaning staff received a Child Safeguarding briefing on Monday 7th September 2020
- The Safeguarding and Child Protection policy was reviewed and updated to include an Addendum in relation to Covid 19.
- Attended appropriate review meetings for LAC pupils, mostly by zoom.
- The ETI Pro-forma on Safeguarding was completed for the academic year 2020-2021 and submitted to Jim Sheerin at a meeting with myself and Principal Siobhan Kelly on Monday 14th September 2020.

Induction

- All year groups had a phased return to school the week beginning 18th August 2020. Year groups were split in half and had their initial Induction in the assembly hall to allow for social distancing. Here they received a welcome briefing from the Principal, Head of School and the Year Head. They were then brought to their base room where they received a very detailed Induction session with their respective Form Teacher. This induction information was forwarded to parents in lieu of Parental Induction programmes which could not be facilitated under the current restrictions.

Key Stage Three

- All KS 3 classes have been allocated a base room to try and cut down on movement around the school. Pupils remain here for most of their general subjects and Form Teachers have endeavoured to make this room a welcoming environment for the class especially our new Year 8 pupils. Our classroom assistants were a great help in setting up many of these rooms.

Break and Lunch

- We have had to make adjustments to the supervision at both break and lunch to allow for social distancing between staff and pupils and year group bubbles. Staff have really been on board with this and indeed classroom assistants are playing a key role in this supervision.

Emotional well-being and mental health

Staff

- Baseline questionnaire with staff carried out on 29th September 2020
- Eileen Donnelly delivered a programme on well-being to staff during the Inset day on 2nd October.

- I continue to keep staff up to date with any relevant information regarding their mental health and well-being, offering support when needed.
- Staff completed well-being training remotely during a twilight session on Thursday 25th February. They then completed a well-being questionnaire based on all the training provided since the start of the academic year.
- I continue to keep staff up to date with any relevant information regarding their mental health and well-being, offering support when needed. Some staff attended a recent session on the Menopause, which they found very informative and helpful.
- Our PLT (13 staff) completed a training programme called PITCH delivered by Bremar Training. This took us through the 5 steps to well-being, with the aim to improve our mental health and well-being. This will hopefully enable the team to disseminate these practices to their respective teams and ultimately the boys too.

Pupils

- Baseline data for Year 8 pupils achieved through the PASS survey, carried out with all Year 8 pupils from 6th October – 13th November 2020. After analysing the results from this, selected pupils completed the Motivational Mentoring Programme.
- This was facilitated by Anna-Grace Scullion, under the watchful eye of Amanda Barr, as part of the Engage programme. This was done remotely and engagement was problematic some weeks. The pupils engaged in the PASS mentoring have now been retested in PASS, as planned, and the results show significant progress has been made with the cohort.
- Running in tandem with this there was a **Parental Programme** to enable them to support the boys on their respective programme. This was facilitated by Eileen Donnelly and consisted of support videos which were made available to the parents to coincide with what their sons were doing in their programme. A parental questionnaire has been completed by way of evaluating this programme.
- Year 9 pupils who were selected for the same programme, which was interrupted in March finished this programme.
- All Year 8 pupils were given a “You are awesome” journal (and colouring markers!). I met with Daghra Murphy (Year Head) and Michaela Lewis (Head of School) on Monday 9th November to outline the rationale for this and how it will be evaluated in February. Form Teachers worked through this with their respective classes during Form Class on a Monday and at morning registration.
- In the absence of physical whole year group assemblies, Year Heads are being creative in setting up remote assemblies through Goggle Classroom. Some are physically going to form classes on a rotational basis in order to deliver vital messages of a pastoral and curriculum nature. Pupils are constantly reminded of the support available should they be feeling overwhelmed or under pressure.

Return of pupils on 22nd March

- A detailed plan was put in place to welcome our most senior pupils back to school on Monday 22nd March. At PLT we felt it was important that the boys have some time to be together in their Form group on that first morning. A questionnaire was compiled for the boys to complete. They were guided through this by their Form Teacher. The aim was to ascertain what specific help and support some boys might need. During this session the boys heard pre-recorded welcome messages from Mrs. Kelly, Mrs Crookes and Mr O’Connor and the respective Year Head. The boys also availed of refreshments from the canteen during this time.
- All pupils from Years 8,9,10 and 11 returned to school on 13th April and again this induction went smoothly. In order to maintain ‘bubbles’ timetables were re-adjusted again so that Key Stage 3 pupils were housed in a base room as much as possible. Some pupils initially found it difficult to settle back to school and they have been fully supported by the pastoral team.

Development Plans 2021-2022:

- All staff will receive Child Safeguarding/Child Protection training.
- To oversee the smooth induction of all Year groups, while being mindful of the continuing mitigating circumstances due to Covid.
- To continue the roll out the Positive Behaviour Policy to all pupils and staff, which was put on hold due to the school closure after Christmas 2020.
- To oversee the newly refined arrangements for break and lunch.
- To lead and support the PLT through the pastoral elements of the new School Development Plan.
- To implement the requirements of the Anti-Bullying legislation as it becomes law in September 2021.
- To continue to work with the pastoral leaders in the WBALC to secure better provision for pupils presenting with mental health issues.
- To support the physical, mental and emotional health and well-being of pupils and staff.

Overall Comment:

This has been another extremely stressful and challenging year for all in the school. Staff have been under immense pressure preparing the evidence for and completing CDG's. There is no doubt our boys have suffered as a result of the effects of Covid and lockdowns over the past two academic years. I am confident that they have received the best help and support possible from all staff members in St. Mary's, which will continue on their return in August 2021. In turn I feel I have supported staff through some very challenging times, both work-related and personally. I have no doubt the new term will bring further challenges for us all but feel we are now better equipped to deal with whatever that brings.

Garvan O'Connor – Vice Principal (Curriculum)

Targets for 2020-21:

(1) To lead and coordinate the HoDs in planning, preparation and delivery of adapted Schemes of Work to focus on the delivery of all necessary subject content for Year 12 and 14 pupils.

To plan and prepare for the delivery of subject content to Year 12 and 14 classes next year to ensure that all these pupils are adequately prepared for their GCSE and A2 examinations in the Summer 2021 series of exams.

(2) To ensure that there is adequate staff training and set up for the delivery of the curriculum using a blend of face to face teaching and online learning.

To ensure that all staff, pupils and parents are adequately prepared for the remote delivery of lesson content using an online platform.

To ensure that pupil learning opportunities are maximised when they do not have direct access to face to face learning.

(3) To lead and manage the adaptation of the 2020-21 timetable and provision of resources for learning to ensure that all pupils and staff can engage in effective blended learning in a safe environment.

Fully plan, communicate and implement an adaptation of our current timetable to allow pupils to safely return to school in a phased format in August 2020.

This phased return must allow for appropriate social distancing throughout the school, including in classrooms, corridors and outside during break and lunchtime.

Once available, Department of Education guidelines will be adhered to throughout all planning.

To adjust the 2020-21 timetable (closely following guidance from DE) to allow for the partial to full integration of pupils back to a normal regime of study across all subjects and year groups.

Progress Made against 2020-21 Targets:

(1)

Initially, all HoDs adapted their Year 12 and 14 SoWs in August/September 2020 to include content that was essential as a prerequisite for further learning but was missed from Year 11 and 13 teaching.

There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 13 into Year 14 and Year 11 into Year 12 had missed substantial parts of the course which subject teachers deemed as necessary prerequisite knowledge for GCSE and A2. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award and the result from Year 13 AS was to be ignored.

HoDs adjusted not only the subject content to include necessary GCSE and/or AS material but also the timing of the delivery of subject content.

This timing was further adjusted in November/December 2020, when it was announced to schools that there would be a reduction in the units being assessed at Year 12 GCSE, AS and A2. Unit omissions impacted teaching schedules and adjustments were made to reflect this.

Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom/MS Teams. During this period of remote learning, it was announced that there would be no public examinations and grades would be determined by assessing pupil evidence across subjects.

We started the process of preparation for assessment of Centre Determined Grades with HoDs, subject teachers and pupils in March 2021 upon the return to school before the Easter break. This process is ongoing at the current time (May 2021).

We have received a road map from DENI outlining the pathway forward for GCSE and A level specifications from September 2021. The main points summarised below will require further planning and attention for September 2021:

A Level Candidates - Year 14 in September 2021

- CCEA A level awards will be made on the basis of candidates' performance in their A2 examinations only.
- Within the majority of A level qualifications, assessment of one A2 unit, worth up to a maximum of 50% of the A2 units, can be omitted. CCEA will specify the unit to be omitted.
- The content of internal assessment tasks will be reduced for practical subjects.

AS Candidates – Year 13 in September 2021

- Within the majority of AS qualifications, assessment of one AS unit, worth up to a maximum of 50% of the AS qualification, can be omitted. CCEA will specify the unit to be omitted.
- The content of internal assessment tasks will be reduced for practical subjects.
- If public examinations go ahead in 2022 as planned, the outcomes of AS assessments taken in 2022 will contribute 40% to overall A level awarding in 2023.
- It is envisaged that candidates will take all A2 units in Summer 2023.

GCSE Candidates - Year 12 in September 2021

- In the majority of GCSEs where students are in the second year of study (normally Year 12), one unit of the course will be omitted from assessment. CCEA will specify the unit to be omitted.
- In GCSE English Language, candidates will have the option to omit Unit 3, the internal assessment of Study of Spoken and Written Language.
- CCEA to provide additional examination aids for candidates taking GCSE Mathematics in Autumn 2021 and Summer 2022 due to ongoing disruption to face-to-face learning.

GCSE Candidates - Year 11 in September 2021

- Year 11 pupils will study full GCSE courses from September 2021.

Progress Made against 2020-21 Targets:

(2)

Comprehensive training on how to set up, populate and use Google Classroom (GC) was carried out with teaching staff. This started in May 2020 and continued during the first term, from August 2020 to December 2020.

The staff training, provided by the C2K Coordinator, covered the following aspects:

- Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account.

- Creating an announcement for a class on GC.
- Creating an assignment on GC and linking instructions and resources for pupils to access.
- Scheduling an assignment for a particular date and time.
- Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.
- Creating and conducting live links with students using Google Meet and Google Jamboard.

All pupils were provided with training on how to access and use Google Classroom during their induction in August 2020.

Staff and parents have been provided with communications and guidance on how the school conducts remote learning. Details of this guidance have been outlined in the school's Remote Learning Policy which was ratified by the Board of Governors and issued in December 2020.

The first and second waves of laptop computers have been allocated to the school by the EA. These have been set up and distributed to pupils who meet the listed criteria for their use and/or who have indicated to the school that they are in need of a device for remote learning at home.

Staff evaluations from training will be completed in May/June 2021 to inform & enhance further training. We plan to make this training subject-specific.

New hardware refresh and update to include the enhancement of all IT suites and teaching rooms that require data projectors will be completed for September 2021.

Progress Made against 2020-21 Targets:

(3)

There were three adaptations to our originally planned timetable for 2020-21:

- 1) The return of Year 12 & 14 pupils for one week, beginning 17th August 2020, to start face to face teaching running alongside Year 8-14 pupil inductions.
- 2) The return of all pupils to school during the week beginning 24th August 2020.

(3) The eventual return of our normal non-Covid timetable for all pupils.

Guidance was provided for schools by DENI detailing parameters for the safe return to school for pupils and staff. This was updated on several occasions.

All relevant guidance issued by DENI was adhered to when timetables were planned and launched for staff and pupils, and plans were adapted accordingly each time the guidance was updated.

Timetable planning included the use of 'bubbles' for KS3 classes and the setting up of teaching rooms to allow for required social distancing between staff and pupils. In addition, a number of staff and pupil timetables were adapted to meet specific requirements outlined in individual risk assessments were conducted by the Principal for certain staff members and pupils.

Further adaptations were made to the timetables between March and June 2021 to facilitate ARP3 assessments for Year 12, 13 and 14 students as these had to be conducted in tandem with Year 8-11 classes running as normal in the school.

Additional guidance issued from DENI (May 2021) has indicated that protective bubbles will remain until further notice. This has been factored in to the planning for the rooming of the newly constructed timetable for 2021-22.

All staff time budgets have been completed and submitted by staff. Preparation and consultation work was completed with all three teaching unions in relation to the communication and structure of time budgets. This agreed template will be used in subsequent academic years with updated figures for teaching load, reports, allocated time for INSET, Directed Time and parent-teacher meetings etc. to reflect the 2021-22 timetable.

Targets for 2021-22:

To successfully launch the new SDP with staff to include the following curricular targets:

1. Appropriate curriculum provision – new Year 8 2021 and 2022
2. Improving outcomes for pupils in examinations – preparation for public examinations for pupils for the first time in two years in June 2022
3. Challenging pupil learning – effective classroom practice/high expectations/effective use of assessment and support, especially in Literacy and Numeracy
4. Building resilience and independence in learning – homework, target setting, rewards, resilience training for pupils.

Overall Comment:

The 2020-21 academic year was very challenging year for the entire school community, which demanded unprecedented levels of adaptability, flexibility and pragmatism. I am very satisfied with our response and progress despite these challenges and, as always, we have worked constructively as a team to ensure the best possible outcomes for our pupils in a safe and secure environment. I am looking forward to continuing to work closely with the Principal, ELT, SLT and middle leaders in planning for the continued positive development of the school for the benefit of our pupils as we move onwards from the pandemic.

Amanda Barr – Senior Teacher (School Community/SENCo)

Development Plans 2020-2021:

- Meet the acute needs of the school during the post-CoVID-19 restart phase – effective redeployment of classroom assistants to ensure supervision of pupils at key points during the school day.
- Identify vulnerable pupils unable to return to school initially and plan to support them remotely through the assignment of a learning mentor.
- Training for AEN department in Google Classroom to support SEN pupils during the blended learning phase.
- Appropriate arrangements in place for vulnerable pupils/children of key workers who need to attend school for periods of time which extend guidelines.
- Continuation of PASS Mentoring programme with new Year 8 pupils.
- Continued sharing of Individual Pupil Data Profiles with staff and LS Tutors to inform teaching and learning, including interventions.
- Staff INSET training in Access Arrangements Policy and proposed SEN changes.

Progress Made 2020 -21:

- The AEN team made a vital contribution to the school restart programme, including the preparation of base rooms for pupils returning in August 2020.
- Covid capture forms were posted out before the commencement of the 2020/21 academic year and were reviewed by A Barr and F Crookes.
- A Barr devised individual risk assessments for identified pupils – these were shared with staff and stored centrally in the AEN e-folder in the shared staff area. Positive feedback was received from two medical professionals who praised the detail within the risk assessments of two medically vulnerable pupils.
- S McGarrigle was freed up on Thursday mornings to provide intervention support and worked primarily with Year 8 pupils experiencing challenges in transitioning into post-primary. This helped reduce pressures on the school counselling services.
- Classroom assistants received training in Google classroom and subject teachers invited classroom assistants into their respective Google Classrooms.
- SEN pupils required to self-isolate availed of daily contact with their assistant via Google classroom.
- During extended school closure from January – April, classroom assistants maintained daily contact with their pupils via Google Classroom or email. Assistants participated in remote learning lessons via Google Meet.
- During lockdown (January – April 2021) classroom assistants worked on a rota basis to supervise vulnerable and key worker children attending school for supervised learning. Supported by SLT and other staff, the AEN team also provided these pupils with weekly opportunities to partake in PE and HE activities.
- Opportunities for classroom assistants to access CPD opportunities is ongoing, and in term one the majority of the department completed ASD training with Middletown. Staff also completed training in supporting ADHD learners, Diabetes Awareness (EA) and Mental Health First Aid Training. (Abertay Training) As a member of the PLT, A Barr completed PITCH training with Bremar Training.
- A condensed PASS Mentoring programme was delivered to identified Year 9 pupils from October – December 2020. Additional members of the AEN department were trained as mentors.
- Year 8 PASS Mentoring was delivered remotely (January – February 2021) by A G Scullion who also availed of training provided by A Barr. This programme was enhanced by the production of parental support materials and videos, produced by Eileen Donnelly and co-ordinated by F Crookes. PASS re-test data recorded positive gains. Parental evaluation was shared via Google forms. Supported by G O'Connor and P Shevlin, A Barr produced a report for the WBALC.
- There were challenges in getting Year 8 PTE/PTM assessments completed in term 1 due to COVID and periods of self-isolation impacting this cohort. Year 8s did not sit CAT4. Individual pupil data profiles were not completed.
- On behalf of the school, A Barr responded to the E.A.'s consultations on the revised SEN Code of Practice and the SEN Regulations.
- A Barr also contributed to WBALC's response to the Children and Young People's Emotional Health and Wellbeing in Education Framework and to the WBALC response to new SEN framework.
- SEN Policy was updated in March 2021.

- Access Arrangements Policy was updated in March 2021.
- Additional SEN funding secured in February 2021 allowed us to purchase new diagnostic assessment materials. Also plans to train another member of staff in CCET/AAT (Level 7 Specialist Assessor accreditation) to support A Barr with increasing administration demands pertaining to access arrangements.
- C Dobbin undertook training in supporting Newcomer pupils and JCQ approved bi-lingual dictionaries were purchased.
- A consistent approach to the recording of examination access arrangements was in place as an important part of the CDG process. A Barr was involved in SLT monitoring meetings to quality assure the application and recording of access arrangements across departments.
- Annual visits to feeder primary schools were cancelled due to COVID – A. Barr participated in the virtual Open Day video.

Development Plans 2021/22:

- Implementation of the new SEN Framework, specifically the role of the Learning Support Coordinator LSC (SENCo) and the implementation of a Personal Learning Plan PLP (IEP) for each student on the SEN Register.
- Training for teaching and support staff
- Training for Classroom Assistants
- Use of Sims - COP and PLPs
- Implementation of the Common European Framework of Reference (CEFR) on Schools Information Management System (SIMS) CEFR is the mandatory language assessment required by DE to assess the level of English of all pupils designated as Newcomers to access Additional Funding.

Overall Comment:

2020/21 has been another challenging year. Plans for dissemination events relating to Access Arrangements did not take place due to limitations on staff meetings and an extended period of school closure from January – April 2021. EA training for SENCOs in the implementation of the new SEN framework was also paused due to COVID. Once again there have been a number of staffing changes within the AEN team throughout the year but I am particularly proud of how this team of staff have served the needs of the school at various points throughout the year, especially the care and support provided to vulnerable and key worker children attending school from January – April for supervised learning.

We have updated our suite of diagnostic assessment materials to include Woodcock Johnston IV and SPARCS and I am grateful that this request was approved. These face-to-face assessments do require a significant time investment also and some additional support would be welcome. Plans for A Chivers to be trained in CCET/AAT (Level 7 Specialist Assessor accreditation) were put on hold due to promotion. I welcome that management recognise the workload of the school SENCo and are open to having discussions on ways to manage the ever-growing demands. This year has seen an increase in pupils presenting with anxiety disorders and mental health concerns – these needs often require a reactionary and immediate response. In-school counselling did not recommence until after Easter and initially face to face counselling was operating one day per week in school. The AEN room continues to be a valuable resource for vulnerable pupils.

I am also proud of how we have responded to the challenges of COVID and remote learning, the decision to deliver PASS Mentoring remotely was a risky one but was successful thanks to the work of A.G. Scullion and the enthusiasm and commitment she demonstrated when working with identified pupils, she never lost sight of her responsibility as a mentor to influence the pupils' perceptions of and responses to the programme. The support of F. Crookes in co-ordinating the parental materials to complement the pupil programme was greatly appreciated.

The CDG process necessitated the need to ensure all staff were aware of pupils with approved examination access arrangements and there was consistency in the recording of these across individual pieces of evidence used to determine CDG. I feel I communicated regularly with staff regarding access arrangements, provided clarity and supported staff in the facilitation and recording of access arrangements.

The implementation of the Common European Framework of Reference (CEFR) will require discussions around collation of evidence, determination of judgements and recording of necessary information on SIMS. Additional training opportunities around this and opportunities for working collegially with colleagues will be welcomed. I appreciate all of the support offered by fellow colleagues in SLT and those in ELT who have acted as 'critical friends' throughout this school year and who continue to challenge me and develop my leadership skills.

Raymond Herron – Senior Teacher (Head of KS4 Year 11-12)

Development Plans 2020-2021:

- E-Progress File programme to be rolled out across all key stages as per SDP
- Refreshed and enhanced pastoral programme to be provided to Years 11 and 12 allowing for remote access and home completion, reflecting the current educational situation and addressing the pastoral needs of the students engaged in blended learning
- To focus on providing academic support to students at KS4 engaged in a blended approach to learning. I will work with and support the year heads, particularly at Year 12 in bridging the learning gap which developed as a result of the prolonged absence from school-based learning this year.
- To continue the development of the new school website to enhance the image of the school

Progress Made 2020-2021:

- Significant progress was made in implementing an enhanced and revamped E-Progress File programme to all Key Stages. There were challenges along the way including a prolonged period of remote learning and a new Career's Officer. I have worked closely with the Career's Officer who will be using much of the E-Progress File online resources in the new Career's programme, particularly at KS5.
- A new Pastoral programme was created to meet the needs of KS4. Lessons were carefully written to balance content with the time available for delivery. Bespoke links were provided for further information on key areas. Teachers were able to upload each lesson onto Google Classroom for remote accessibility. Demands on the use of the form period during the short window of student assessments restricted classroom delivery but the programme is in place for the new school year.
- A second year of fractured school-based teaching provided further obstacles to learning. Remote support was in place from the Pastoral Team at KS4 to help students overcome barriers to learning at home and again upon their return to school.
- The school website has been further developed and updated training provided to new staff contributors

Development Plans 2021-2022:

- I look forward to finalising the full implementation of the E-Progress File programme and the new Pastoral programme at KS4 in a hopefully uninterrupted school year.
- The new School Development Plan will undoubtedly shape my development plans for 2021-2022, ensuring they meet the current and long-term needs of the school.
- I have discussed with the Principal and Pastoral VP a proposed 'restorative' approach in supporting the positive behaviour policy and have researched available training for this. This approach is aimed at supporting positive pupil behaviour and reducing sanctions.
- I intend to review the structure of the Student Council in composition and remit to enhance the student voice and contribution to the school

Overall Comment:

I am very pleased with the progress made this year, albeit in difficult and challenging circumstances. I am enthused by our high compliance with the E-Progress file content throughout already existing programmes within the school and look forward to further development within the new career's programmes.

The Pastoral lessons developed for KS4 address the precise needs and challenges of KS4 students and I am content with the programme created to this end.

I am delighted with my continued leadership of the PTFA which this year secured funding of £2120 + 25% Gift Aid to address pressing educational needs for the children of the Home of Hope in Lusaka, Zambia. This was the first time a 'Crowdfunding' platform was used to raise funds. The PTFA found it difficult to find ways in which it could mobilise as a body in circumstances which prevented people coming together.

Michaela Lewis – Senior Teacher (Head of KS3) Year 8-10

Development Plans for 2020-2021:

- To work with the Pastoral VP to update and present the Positive Behaviour Policy to staff by Hallowe'en 2020.
- To work with KS3 Year Heads and the Pastoral VP to ensure the smooth induction of all KS3 pupils' phased return to school as a result of Covid-19.
- Support new Head of Year 8 throughout the year. Transition for these pupils will be more challenging than usual if current restrictions due to Covid-19 are still in place in September.
- Ongoing support extended to Year Heads in Years 9 and 10, particularly in relation to blended learning and engagement of the pupils.
- Update prospectus.
- To oversee the production of a promotional video of the school.
- To finalise the Contingency Plan for exams.
- To continue to work with the Examinations Officer to enhance good practice. As the November exam series is proceeding as planned, we will have to take account of Covid guidelines at the time to protect pupils and staff.
- To organise the GL Assessment and adapt arrangements to reflect restrictions, such as social distancing, which might be required this year.

Progress Made 2020-2021:

- Positive Behaviour Policy was presented to staff.
- The Induction for all KS3 pupils went smoothly.
- Due to Covid-restrictions, we were unable to hold the usual Parent Induction session for Year 8 parents, but all relevant materials were shared with them.
- Due to Covid-19 restrictions, we were unable to run the ER Camp unfortunately or the family BBQ.
- Support given to all KS3 Year Heads throughout the year. As a result of the directive to maintain pupils in 'bubbles' meant pupils remained in base rooms for most of the day. The Heads of both Years 9 and 10 were relocated to rooms close to their relevant Year Group to ensure good behaviour in the base rooms and I was moved close to Year 8 classes. Many pupils found this year challenging due to concerns about Covid, disruption to learning due to self-isolation, the extended period of remote learning and not being able to engage in some practical classes as normal. It was a challenging year for the KS3 pastoral team as a result. Not being able to hold weekly assemblies for Year Groups to meet and for information to be disseminated clearly was another obstacle. Year Heads had to use a Year Group Google Classroom instead.
- Contingency Plan for exams finished. An additional Covid Contingency Plan was produced.
- The November series of external examinations ran smoothly and Covid guidelines were followed.
- The Principal and I planned extensively over several months for the GL Assessment taking account of the changing Covid-19 restrictions and the need for social distancing of pupils from different schools and different classes within those schools. Usual practice could not be followed. GL Assessment was eventually cancelled.
- Instead of the usual GL Familiarisation event, a video was produced. This video was no longer required when the GL Assessment was cancelled.
- Promotional Video of the school was completed before Christmas.
- Plans to update the Prospectus had to be put on hold due to the extended period of remote learning and the continued restrictions due to Covid-19.
- The Examinations Officer and I worked closely throughout the year to improve existing good practice and to enhance our training of Invigilators.
- Staff Handbook updated.
- Due to Covid-19, the summer exam series did not run in Summer 2021. Centres had to award Centre Determined Grades/Teacher Assessed Grades. Both Garvan O'Connor and I had to undertake the CCEA Assessment Support Programme delivered by the Chartered Institute of Educational Assessors in February and March (several hours each week). We worked closely to ensure that our procedures for Centre Determined Grading was robust and delivered appropriate, extensive guidance to staff.

- I produced a 'Centre Determined Grades Policy' for Summer 2021 which was shared with staff, pupils and parents.
- The Examinations Policy was updated.
- An Internal Appeals Procedure was written.
- The Principal, Curriculum VP and the SENCo moderated the procedures followed by all Departments to ensure all departments adhered to our Centre Determined Grades Policy.
- Access Arrangements information and appropriate documentation was provided to all staff by Amanda Barr.
- SLT assigned tariffs to those eligible for Special Consideration.
- The Centre Policy for the Post-Results Service was written. This has been published on the school website along with extensive information on all relevant internal procedures so pupils and parents can access the information in advance of the August publication of results.
- I have worked with Raymond Herron to ensure all important information in relation to the Awarding Arrangements for Summer 2021 is easily accessible in one key area on the school's website.
- Relevant documents in relation to Awarding in Summer 2021 were forward to teachers in a timely manner.
- I worked closely with the Examinations Officer, the Curriculum VP and the Principal to ensure that Centre Determined Grades/Teacher Assessment Grades were completed and forwarded to the appropriate Awarding Bodies.
- The Examinations Officer and I uploaded the Teacher Assessment Grades for non-CCEA Awards were submitted.
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Development Plans 2021-2022:

- To oversee the Appeals process in August and September as a result of the changes to external examinations in Summer 2021 and to support the Examinations Officer.
- To work with the Pastoral VP as we launch the Positive Behaviour Policy formally to the school at the beginning of the academic year.
- To support the new Head of Year 8 to ensure the smooth transition of the incoming year group, particularly as a result of the effects of Covid on their final year in Primary School.
- To support the Heads of Years 9 and 10 as their year groups move forward after 2 very challenging academic years as a result of Covid-19.
- To work with the Examinations Officer to plan for the return to external exams including the movement of the January series to November/December 2021. Covid-19 restrictions may remain an issue and we need to ensure the safety of pupils and staff by following all appropriate guidelines.
- To update the prospectus.
- To work with the Pastoral VP and the Pastoral Team to implement the pastoral elements in the new School Development Plan.
- To work with the Principal and Curriculum VP to plan for the incoming Year 8 cohort in 2022 as a result of the decision made by BoG to not use academic selection for that cohort.
- To support the Events Co-ordinator as we plan for Prize Giving.
- Completion of BRAMAR 'PITCH' Training (Well-being training)

Overall Comment:

This has been another challenging year. For the second year in a row, the summer examinations series has not proceeded as a result of Covid-19. Extensive preparations were required to lead the school through the Centre Determined Grades process and it has been a difficult time for teachers, pupils and parents. However, I am confident teachers were kept informed of all relevant updates and the Curriculum VP, Examinations Officer and I worked effectively together to ensure pupils' results were inputted correctly and forwarded to exam boards. Pastorally, the year has been challenging too for KS3 pupils, parents and teachers. The KS3 Year Heads have worked incredibly hard to support our pupils throughout the year.

Development Plans for 2020-2021:

- To continue the **attendance reward programme** into Year 10 so that all pupils in Key Stage 3 have an opportunity to be rewarded for full attendance.
- To audit **monthly the level of attendance and absence notes** received by form teachers. This may need to follow a twin approach for the period of phased return to school with email absence notes and paper notes following post pandemic procedures.
- To ensure the implementation of **attendance interview panels** for each school term. These may need to follow a virtual meeting platform approach dependent upon health restrictions and Department of Education guidance.

Progress Made 2020-2021:

- Successful roll out of the attendance reward programme to all of Key Stage 3. Half-termly reward certificates and break time passes were produced and awarded to the 100% attendance pupils. This will continue as a permanent celebration of attendance in the Junior School but will be carried on by the Heads of Year with my support.
- Audits were carried out for pupil attendance on a monthly basis and data provided to staff about their respective form classes. Staff were under substantial pressure with Covid related absences in Term 1 so the audit was postponed until term 2. Lockdown during Term 2 prevented this audit as pupils were working from home. The audit focus for term 1 switched more to the ongoing audit of EMA (Yr13& 14) pupils via the online submission of email absence notes. A detailed full audit of absence emails was completed for Yr8-12 during Term 3 in May/June 2021 as pupils made a full return to school.
- Last academic year, interview attendance panel meetings were hosted by the Pastoral VP and SLT Attendance but this wasn't possible due to social distancing requirements. The online requirements for virtual meetings proved difficult. Meetings had to take place via telephone support which was less effective than face-to-face engagement.

Development Plans 2021-2022:

- The new School Development Plan will be introduced at the beginning of the next academic year. The areas I want to focus on are:
 - Introduction of robust support for newly qualified teachers
 - Regular meetings (once per half-term) for all Induction and EPD staff
 - Further development of the role of the Pupil Senior School Leadership Team
 - Liaison with the Pastoral VP and KS3 & KS4 Heads of School to support Pupil Induction - Mental Health & Study Skills support etc

Overall Comment:

The plans I have considered for next academic year focus on developing further work and improving the support for our newly qualified teachers. I would hope that this input will lead to more confident staff who are prepared and supported to engage fully with the academic, pastoral and the emotional well-being of all their students.

Over the past two academic years it has been very difficult to support and grow the role of our Senior School Student Leadership Team. I would like to work to enhance and improve their contribution to school life in the upcoming academic year, free from lockdown and long term closure.

The Covid-19 pandemic and subsequent second school lockdown hampered the level of the initiatives which, up until school closure, had been progressing well. I was unable to fully host face-to-face meetings for pupils who needed attendance intervention but continued to liaise with parents via telephone meetings.

This school year provided many challenges to managing high levels of attendance as we worked on blended approaches to attendance and learning.



RESPONSIBILITY REPORTS

2020-2021

HEADS OF DEPARTMENTS



Department Name: Art		Head of Department: Miss McGonagle	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p>Year 14 A2</p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>Due to the Lockdown from March – August, pupils making the transition from Year 13 to Year 14 and Year 11 to Year 12 have missed quite a bit of essential content and development of important skills and processes.</i></p> <p><i>In August/September 2020 Schemes of Work were revised for Year 12 and Year 14. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award and the result from Year 13 AS was to be ignored.</i></p> <p><i>In November/December 2020 it was announced that there would be a reduction in the units being assessed at Year 12 GCSE, AS and A2. In March the recommendation for GCSE MIA was to omit Component 3. However, in November CCEA did a complete U-turn and decided to omit Component 2 – this work was completed and refined and now obsolete.</i></p> <p><i>Teaching was further impacted by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom. This proved quite difficult as all our pupil's work is individual and therefore required one to one discussion and feedback. Individual videos were created to assist teaching and learning.</i></p> <p><i>During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</i></p>	<p>All evidence in Google Classroom.</p> <p>This slowed the learning process down. The photographs of work uploaded would suggest what normally took a week in school was now taking 2 to 3 weeks. The work was poorer quality as pupil's had no access to specialist materials, beyond their packs.</p> <p>GCSE MIA had all Component 2 complete and refined. Now they had to begin Component 3. Evidence is a lack of refinement in their work as they struggled to get all the work completed.</p> <p>All exam pupils were given individual work on Google Classroom with tailor-made videos to assist learning.</p> <p>Constructive feedback and Google Meet Crits to discuss work and development weekly.</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks. <p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or
<p>Year 12 GCSE</p> <p>For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>			



	<p><i>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May. MIA work was submitted online using Google Classroom.</i></p> <p><i>In Art and Design, the work was photographed, and PowerPoints created by pupils. On return to school, this was updated.</i></p>	<p>GCSE, AS and A2 work has been photographed, collated in PowerPoints and stored securely.</p>	<p>limited examination experience over the last two years.</p>
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>As a Department, we have been using Google Classroom effectively for several years. However, as a Department we completed the training provided in areas that we were unsure of. This started in May 2020 and continued during the first term, from August 2020 to December 2020. The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> <i>• Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account.</i> <i>• Creating an announcement for a class on GC.</i> <i>• Creating an assignment on GC and linking instructions and resources for pupils to access.</i> <i>• Scheduling an assignment for a particular date and time.</i> <i>• Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i> <i>• Creating and conducting live links with students using Google Meet and Google Jamboard.</i> <p><i>The training ensured that staff members were prepared to deliver work remotely if needed and</i></p>	<p>The Google Classrooms that have been created, assignments and materials uploaded and pupil's work marked with constructive feedback.</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.



	<i>this was utilised successfully during the second lockdown from January to March 2021.</i>		
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Extra-Curricular Activities	Highlights/Successes for the Year
	<ul style="list-style-type: none"> • Art Packs purchased for all Key Stages, ensuring that the pupils had the necessary equipment at home. • Visualisers used for demonstrations in class – an extremely effective tool. • Using the Visualisers and editing software, tailor-made videos were created for all Key Stages during lockdown. Teachers responsible Maria Gibson Year 8 and 12 Linda McGonagle Year 9, 10 and 13 Deborah Hamilton Year 11 and 14 These videos were very successful and evident in the work submitted. Videos will be created to reinforce classwork in the future. • Deborah Hamilton created a comprehensive Handbook for Year 13 and 14 • In-House Filming/Editing School Promotion Video headed by Joanne Carron with members of her A2 MIA. • Maria Gibson and Joanne Carron creating an Art composition for Maths corridor. • Deborah Hamilton creating an Art composition for AEN corridor • Linda McGonagle creating an Art composition for Art corridor • All members collaborated in creating a display for Year 14 Study. • 3 MIA Year 14 students, Conleth Mallon, Corey Murtagh and Joe Hinchcliffe took part in the Ignite Leadership Programme in conjunction with Cinemagic and Belfast City Airport. Usually rewarded with a trip to LA but due to COVID they were given £600 travel vouchers.



Department Name: Computer Science/ DT/IT		Head of Department: Mr McGuire	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p>Year 14 A2</p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 13 into Year 14 and Year 11 into Year 12 had missed significant parts of the course which covered necessary prerequisite knowledge for GCSE and A2.</i></p> <p><i>Initially, we adapted our Year 12 and 14 SoWs in August/September 2020 to include content that was essential as a prerequisite for further learning but was missed from Year 11 and 13 teaching. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award and the result from Year 13 AS was to be ignored.</i></p> <p><i>We adjusted not only the subject content to include necessary GCSE and/or AS material but also the timing of the delivery of subject content. This was especially necessary to ensure students fully understood the theory content to include in the write-up for the controlled assessments. Certain elements of which would have been taught and started in the previous year.</i></p>	<ul style="list-style-type: none"> - SOW - Evidence of assessment within folders - Tracking sheets - SIMS 	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • N/A
<p>Year 12 GCSE</p> <p>For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p><i>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at Year 12 GCSE, AS and A2. Unit omissions impacted teaching schedules and adjustments were made to reflect this. Year 12 we decided to concentrate on the controlled assessment while in year 14 it was the examined unit. The units were chosen to allow the current cohorts to be in a better position to get a higher grade in reflection of recent adaptations to sow, style of teaching (remotely and/or face to face due to the number of students and days spent in isolation) during the first term.</i></p> <p><i>Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom/MS Teams. During this period of</i></p>		<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination



	<p><i>remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</i></p> <p><i>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</i></p> <p><i>The CDGs were based on 3 pieces of evidence from year 12 and 14 which included: class test, controlled assessment and Exam board assessment. This was the same evidence for each of the subjects irrespective of the exam board i.e OCR Computer Science.A'Level.</i></p> <p><i>OCN IT level2 Centre Assessed Grade was based on evidence from one fully completed unit and the second unit was Teacher Assessed Grade. (ordinarily the course required 2 full units completed in year 12)</i></p> <p><i>BTEC IT year 13 are considered mid-fliers and so any coursework units are to be assessed in year 14 however one exam unit was 'banked' by awarding a Pass/Merit/Distinction based on 3 pieces of evidence from the exam scenario which was released for June 2021. A further unit has been omitted for this cohort.</i></p> <p><i>The means only 2 units are to be covered in year 14 which would be the case in normal circumstances.</i></p> <p><i>Assessment plans and SOW have been adapted to reflect this moving into year 14.</i></p>		<p>preparation. Pupils will have no or limited examination experience over the last two years.</p>
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</i></p> <p><i>The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> <i>Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account.</i> <i>Creating an announcement for a class on GC.</i> <i>Creating an assignment on GC and linking instructions and resources for pupils to access.</i> <i>Scheduling an assignment for a particular date and time.</i> 	Google Classrooms	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge.



	<ul style="list-style-type: none">• <i>Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i>• <i>Creating and conducting live links with students using Google Meet and Google Jamboard.</i> <p><i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i></p>		<ul style="list-style-type: none">• Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
A coding club was started during the first term with a focus on Year 10 for recruitment purposes. The uptake was good, however it will be more successful next year with the hope that we return to a 'normal' teaching environment.	<ul style="list-style-type: none">- Computer Science gaining the highest grades to date for A'Level students.- First year of delivering GCSE Computer Science and BTEC Single Award IT Level 3.- Confirmed that in 2021-2022, students have the opportunity to study a BTEC Double Award IT Level 3.



Department Name: Business and Finance		Head of Department: Mrs C Gillespie	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>Following the first lockdown and disruption to f2f learning, delivery of the GCSE and A level courses moved online. Some students did not complete their courses to the standards normally reached in a classroom environment.</p> <p>They were not however disadvantaged in year 12/14, as the new modules are taught independently of year 11/13 and assessed as standalone units. Year 11 and year 13 work was no longer a requirement for the GCSE and A level awards.</p> <p>Work was completed on ensuring all modules in year 12/14 would be delivered over one year. A focus was made on exam technique, given that these cohorts had not sat any formal public exams.</p> <p>In December we learnt that GCSE and A level units were to be omitted but competition of the specification was encouraged to broaden their knowledge base.</p>	<p>Google classroom</p> <p>SOW</p> <p>Exam technique booklets/training</p>	<p><u>Departmental action to meet the learning needs of A level student</u></p> <ul style="list-style-type: none"> • Introduction of Professional Business Services • Training/focus on teaching and learning within the LIBF courses. The focus will be on exam technique to meet the needs of a changing cohort • Examine/implement different teaching strategies in CertFS and DipFS.
<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>In January 2021 the schools returned to online learning. We also learnt during this time that public exams would not proceed. The focus for our department over this term was to ensure students produced high quality work which could possibly be used as evidence.</p> <p>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</p>	<p>Google classroom</p> <p>Student folders SIMS</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited



			examination experience over the last two years.
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</p> <p>The staff training covered the following aspects:</p> <ul style="list-style-type: none"> • Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account. • Creating an announcement for a class on GC. • Creating an assignment on GC and linking instructions and resources for pupils to access. • Scheduling an assignment for a particular date and time. • Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen. • Creating and conducting live links with students using Google Meet and Google Jamboard. <p>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</p>	<p>Google classroom</p> <p>HOD enrolled in dept classes</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.



Extra-Curricular Activities	Highlights/Successes for the Year
<p>Department. timetables continue to limit the time available to offer extra-curricular activities. Opportunities for industrial visits/speakers were hindered by Covid19 restrictions.</p> <p>Dept. staff are however always available outside class times to assist students, particularly those completing controlled assessment/coursework.</p>	<p>Adapting to the very challenging teaching arrangements on-line and coping with the social isolation (away from the support of work colleagues).</p> <p>Successful roll out of Google Classroom.</p> <p>Producing much more engaging on-line resources to help the students participate more readily.</p> <p>Supporting our students in what was a very difficult year for them.</p> <p>Successful completion of UBELT and introduction of Occupational Studies</p>



Department Name: Drama		Head of Department: Paul Laverty	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2 (Only exam class)</u></p> <p>The challenges on 2020-2021 were most related to the pandemic and the inevitable disruption.</p> <p>Most work, at home or in school would necessitate the use of Google Classroom.</p> <p>All necessary resources need by students to be uploaded onto Google Classroom.</p> <p>Students to be regularly contacted., communicated with and engaged by the medium.</p> <p>Focus on written examination work, as this was most likely to be the evidence required or written exams might still take place.</p>	<p><i>All exam preparation work was posted on Google Classroom, including information, hyperlinks and exemplar materials</i></p> <p><i>Students engaged fairly well and had necessary resources at their fingertips.</i></p> <p><i>There was steady two-way communication within Google Classroom between myself and students</i></p> <p><i>Examination written work was of an exceptionally high standard</i></p>	<p>Student information is on Google Classroom</p> <p>Exam preparation work from students</p> <p>Electronic communications between teacher and students</p> <p>Written work produced as evidence in student folders</p>	<p><u>Departmental action to meet the learning needs of new Year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new Year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks. • Larger range of schemes/units to allow for potentially more academically weak students
<p><u>KS3 Drama</u></p> <p>New drama ideas for KS3 Drama to be incorporated into Google classroom for all KS3 teachers which work well online.</p> <p>Classroom ideas selected and adapted adapted for changed social distancing arrangements in classroom.</p> <p>Videod lessons incorporated during student absence from school</p>	<p><i>Units on short films worked well to engage students at KS3</i></p> <p><i>Drama units which included individual or vocal work were successful in lessons</i></p> <p><i>Units of work were adapted and posted on Google Classroom</i></p> <p><i>Lessons recorded by KS3 Drama teachers</i></p>	<p>Work uploaded by teachers onto Google Classroom</p> <p>Work uploaded by students</p> <p>Positive feedback from students</p> <p>Lessons recorded by KS3 Drama teachers</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • There is no KS5 Drama class • GCSE Students (Year 11 only) will be starting their course, but all of the content will be posted on Google Classroom • GC will continue to be heavily used, regardless of adaptations, as it a useful organisational, communicative and learning tool • Strongest focus will be on written work at least initially, as this is certain to be required • Practical/performance work will be incorporated and recorded as necessary, depending on shifting requirements



			<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none">• Testing at the start of the year to ascertain student knowledge and ability.• Review pupil abilities in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge.• Possibility of a foundation month to cement basis subject knowledge and vocabulary.
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Department Name: English		Head of Department: Miss Hatchall	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 13 into Year 14 and Year 11 into Year 12 had missed significant parts of the course being taught face to face. However, English Language and Literature are skills-based and taught in discrete topics/texts that do not require pre-requisite knowledge of content to continue the course. We as a department are embedding the pre-requisite skills in our topics/texts right from Year 8. Year 12s had to complete all of the English Language modules (apart from Speaking and Listening which was to become an endorsement initially). In English Literature the Year 11 module that was taught was the omitted unit and so the whole Year 12 course had to be taught. For A2 pupils, AS units were options for omission and (as per the school stance) the department chose not to enter A2</p>	<p>Schemes of Work available on Google Drive and in Staff area.</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new Year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new Year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>pupils for AS modules and to concentrate on the harder A2 units.</p> <p>Initially, AS and A2 SOWs were created to include links/videos/resources for remote learning in the event of another lockdown. Year 11 and 12 SOWs already in existence were adapted to provide videos/links/resources for remote learning and booklets created.</p> <p>We adjusted the timing of the delivery of subject content In Year 11 and 12 English Literature due to 12s still requiring the texts we would usually start with in Year 11. For Year 12 English Language we began with revision/mopping up of C�� that had been started so that we could enter the pupils for Unit 1 in January. Some classes chose to do Unit 4. Pupils identified and referred to the Engage Programme to facilitate more revision. Same skills assessed in both Unit 1 and Unit 4 English Language.</p> <p>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at Year 12 GCSE, AS and A2. Unit omissions impacted</p>	<p>Copies of teaching schedules that were emailed to the department. Revision Packs created (on Google Drive). Bank of common tasks created to try and ensure consistency across the department in the case of predicted grades. Engage Timetables/area ��n Google Drive.</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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	<p>teaching schedules and adjustments were made to reflect this. At GCSE, Speaking and Listening became an endorsement. There was no further impact on GCSE Literature. At AS, we adjusted to focus on the easier module – The Study of Prose – that students typically perform better in and that the other teacher would focus on preparing pupils for Year 14. At A2, we adjusted to focus on the easier exam module – Shakespearean Genres – and Coursework.</p> <p>Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom. During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</p> <p>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May. Evidence to be used was determined through whole department discussions on what pupils had completed, their strengths and weaknesses historically and presently in units and trying to ensure consistency and fairness.</p>	<p>Emails outlining guidance/summaries/details of decisions. HOD Evidence Grid. Evidence folders. CDGs on Sims.</p>	
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<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</p> <p>The staff training covered the following aspects:</p> <ul style="list-style-type: none"> • Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account. • Creating an announcement for a class on GC. • Creating an assignment on GC and linking instructions and resources for pupils to access. • Scheduling an assignment for a particular date and time. • Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen. • Creating and conducting live links with students using Google Meet and Google Jamboard. <p>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</p> <p>Booklets for Home and School created for all topics (Sept.-Oct.) At KS3 and KS4 to enable the blend of face to face and remote learning.</p>	<p>Attendance lists from training sessions.</p> <p>HOD invited into the majority of GCs within the department so witnessed teachers completing these activities in GC.</p> <p>Emails from HOD providing further training materials from courses attended on Jamboard and Breakout Rooms.</p> <p>Booklets in Google Drive/Staff area/photocopied for all relevant classes.</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
<ul style="list-style-type: none">• Mrs Murray and Mrs Osborne entered KS3 pupils in the Young Writers' Competition (organised by Miss Dobbin).• Two Year 9 pupils, Thomas Brennan and Daniel O'Hare, participated in Poetry Aloud with Ms Hatchell.• Debating Society with Ms Hatchell.• World Book Day activities and competitions provided using Pastoral Google Classrooms and within English Google Classrooms.• Some of the extra-curricular activities/Public Speaking competitions unable to be facilitated as normal due to Covid-19.	<ul style="list-style-type: none">• Entries in Young Writers' Competition published in the 'Trapped' Anthology.• Letters sent to primary schools in term one as part of the "Boy" unit which had added importance this year as our current Year 8s were denied a proper send off and goodbye from primary school.• World Book Day tokens distributed to all classes studying English.• Pupils across Year 8 classes receiving certificates and prizes for their participation in World Book Day activities/competitions.• Promotion of First News (provided by Mrs Barr) reading during lock down with KS3 classes.• Promotion of reading as an outlet and recommended e-books with all KS3 classes/recommended reading lists also previously created and disseminated.• Promotion of reading and writing as therapeutic outlets during lockdown and continued to incentivise pupils to contribute to The Simmorian with articles and creative submissions.• Development of all staff in the department to successfully navigate remote learning and CDGs as a team and work so well together.



Department Name: French		Head of Department: C McAtamney	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>We entered lockdown March to August 2020. As a result of this, pupils moving from Year 13 into Year 14 and Year 11 into Year 12 had missed essential knowledge for GCSE and A2.</p> <p>Schemes of work in August/September 2020 were adapted to include missing content. At that point the A2 course (usually worth 60% of the award) was going to make up 100% of entire A level award with no content omissions.</p> <p>The focus at A2 was to cover the necessary grammar that would be needed at A2 (and formed part of AS teaching that was missed). The teaching of the literature began in Sept to try and get it covered. Also at that time GCSE French had no content omissions. So I accelerated the teaching of the pre-release speaking topic in Sept & Oct.</p> <p>In Nov CCEA announced that the speaking test would be cancelled after I'd spent approx 8 weeks covering the speaking pre-release topic. In Dec CCEA announced the removal of 60% of the AS/A2 course after I'd taught the literature & was preparing the speaking at AS & A2. The timings of teaching the units had to be adjusted again.</p>	<p>Updated schemes of work to reflect missed content.</p> <p>Timings of teaching changed.</p> <p>Departmental emphasis on the remaining units.</p> <p>Pupil books.</p> <p>Evidence of a variety of teaching strategies on Google classroom: Pupils added to Google Classroom, completed assignments, completed Google quizzes, Google meets lessons and material added.</p> <p>Evidence of units on Google classroom.</p> <p>Class tests.</p> <p>Completion of ARP 3s.</p> <p>Completion of CDGs.</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks. <p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5.
<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary</p>			



<p>Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>Then we went into lockdown again and moved to remote learning from January to March 2021 and the minister announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</p> <p>The French department began preparing for and carrying out the CDG assessment process until the end of May.</p>		<ul style="list-style-type: none">• Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined.• Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>The French Dept completed training on the use of Google Classroom in May 2020 to December 2020.</p> <p>This was used successfully during the second lockdown from January to March 2021 and before that for pupils who were out of school in isolation.</p>		<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>Year 10 pupils attended an on line Careers with Languages event at QUB online.</p>	



Department Name: Geography		Head of Department: Mark Watson	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>The Geography Department experienced significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 13 Geography into Year 14 and Year 11 Geography into Year 12 had missed significant parts of the course which covered necessary prerequisite knowledge for GCSE and A2 with specific losses to fieldwork.</p> <p>Year 12 and 14 Geography SoWs were adapted in August/September 2020 to include content that was essential as a prerequisite for further learning such as geographical skills and exam techniques which were missed with no exams from Year 11 and 13. Fieldwork was moved to the end of the programme of study in the hope that the situation would improve to allow pupils back into the field. At that point the A2 course (usually worth 60% of the award) was going to</p>	<p>We successfully adapted content of current A2 SoW to include necessary AS content and we adjusted the timings of topic delivery to include additional content and changes made by CCEA to exams throughout the year. This is evident in the creation of new resources as both hard and digital formats which were shared via the online platform (Google Classroom). Observations of lessons did not take place due to restrictions as a result of Covid- 19. Good practice and resources were however shared amongst dept staff.</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new Year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new Year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>constitute the entire A level award and the result from Year 13 AS was to be ignored.</p> <p>The Geography Department adjusted both the subject content to include necessary GCSE and/or AS material and the timing of the delivery of subject content in relation to fieldwork as stated above was moved from the start of term to the end, hopeful that the situation would improve.</p> <p>The delivery of Geography was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at Year 12 GCSE, AS and A2. Unit omissions impacted teaching schedules as only the Physical Geography unit in each year group was to be assessed alongside the possibility of a fieldwork element and adjustments were made to reflect this.</p> <p>The Geography Department was impacted further by a second lockdown from January to March 2021. Geography content was delivered online using Google Classroom. During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</p>	<p>We successfully adapted content of current Year 12 SoW to include necessary GCSE content and we adjusted the timings of topic delivery to include additional content and changes made by CCEA to exams throughout the year. This is evident in the creation of new resources as both hard and digital formats which were shared via the online platform (Google Classroom). Observations of lessons did not take place due to restrictions as a result of Covid- 19. Good practise and resources were however shared amongst dept staff.</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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	<p>The Geography Department completed the rigorous process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May and a comprehensive bank of evidence was collocated as evidence. This was later standardised and sampled by the Geography Department before being presented to the SLT who then evaluated our processes and signed off the Geography Departments CDG process.</p>		
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>Geography Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</p> <p>The staff training covered the following aspects:</p> <ul style="list-style-type: none"> • Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account. • Creating an announcement for a class on GC. • Creating an assignment on GC and linking instructions and resources for pupils to access. • Scheduling an assignment for a particular date and time. • Providing feedback to pupils on their work through the use of private 	<p>The Geography Department fully participated and completed all training and designated tasks on Google Classroom. Each member of staff successfully set up class areas for allocated classes on the 2020-21 timetable.</p> <p>Pre-prepared resources in line with departmental SoW were readily shared within the department and then electronically shared on Google Classroom. Pupils were provided with feedback on their work which was electronically posted on Google</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach



	<p>comments on set assignments and editing submitted work using online pen.</p> <ul style="list-style-type: none"> • Creating and conducting live links with students using Google Meet. <p>The training ensured that Geography staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</p>	<p>Classroom. The Geography Department also made increase us of Google Meet with a target of at least one meeting arranged per week. Pupils failing engaging with online learning were contacted by email and phone. In some cases, the support of Year Heads was utilised.</p> <p>Following an evaluation of the online learning experience departmental staff identified the need for more training on Google Classroom and will actively engage in training 2021/22 if it is available.</p>	<p>this necessary prerequisite material before the delivery of a topic.</p>
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>The Eco Club under Mrs Murray stewardship continued the successful partnership with NI Water with the distribution of water bottles and the sharing of educational information on the benefits of water consumption and sustainable management of this valuable resource.</p>	<p>Development of better communications processes and sharing resources between staff, pupils and parents via Outlook and Google Classroom.</p> <p>Adaption of Google Classroom and new digital resources.</p>



<p>The Eco Club also continued their work with the Belfast Hills Project with onsite visits despite the restrictions of Covid -19 to complete work on hedge planting and litter clean ups. Belfast Hills also staked and inspected the fruit trees planted by the Eco Club in 2020.</p> <p>Winners of the West Belfast Partnership Community Environmental Award</p> <p>Awarded the eco club green flag</p>	<p>Successful completion of the A2 course with a vintage year group of students who excelled academically and as individuals. We are incredibly proud of this cohort and the departmental staff that worked with this group of students.</p>
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Department Name: Politics		Head of Department: Mr Murphy	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 13 into Year 14 and Year 11 into Year 12 had missed significant parts of the course which covered necessary prerequisite knowledge for GCSE and A2.</i></p> <p><i>Initially, we adapted our Year 12 and 14 SoWs in August/September 2020 to include content that was essential as a prerequisite for further learning but was missed from Year 11 and 13 teaching. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award and the result from Year 13 AS was to be ignored.</i></p> <p><i>We adjusted not only the subject content to include necessary GCSE and/or AS material but also the timing of the delivery of subject content.</i></p>	<p>This has been an especially challenging period for education, but I am confident that the Politics Dept remains well prepared for the challenges of the upcoming academic year.</p> <p>All Yr 13 and 14 assessments were submitted as required by SLT and were used to provide the CDG's. I feel that these grades were an honest reflection of this cohort's ability.</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.
<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary</p>	<p><i>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at Year 12 GCSE, AS and A2. Unit omissions impacted teaching schedules and adjustments were made to reflect this.</i></p>		<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5.



<p>Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p><i>Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom/MS Teams. During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</i></p> <p><i>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</i></p>		<ul style="list-style-type: none"> • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020. The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> • <i>Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account.</i> • <i>Creating an announcement for a class on GC.</i> • <i>Creating an assignment on GC and linking instructions and resources for pupils to access.</i> 	<p>During lockdown, all Politics students were free to avail of both Fronter and Google in terms of their asynchronous learning. Engagement was sporadic at best and ultimately the assessments process rendered such, null and void. Our collective efforts were I feel validated as a number of our Yr 14's performed well in their subsequent CCEA past paper assessments.</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be



	<ul style="list-style-type: none"> • <i>Scheduling an assignment for a particular date and time.</i> • <i>Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i> • <i>Creating and conducting live links with students using Google Meet and Google Jamboard.</i> <p><i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i></p>	Our delivery of remote learning was as successful as I feel that it could have been in the circumstances.	<p>consider necessary prerequisite knowledge.</p> <ul style="list-style-type: none"> • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
	It would be exceedingly difficult to categorise the past 18 months as a success. The loss of a significant amount of face-to-face teaching has undoubtedly had a detrimental effect on our students learning. I am however confident that our current Year 13 students will be adequately prepared for their external written exam in Summer 2022.



Department Name: History		Head of Department: Mrs McAleese	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. The Year 12 and 14 schemes of work did not need to be amended as each unit was discrete and required no prior contextual knowledge. Additional emphasis was placed on the delivery of skills. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award and the result from Year 13 AS was to be ignored.</i></p> <p><i>We developed retrieval booklets to support the revision of Year 11 content which would now form the sole basis of the Year 12 exam and amended the timing of the delivery of subject content.</i></p> <p><i>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at Year 12</i></p>	<p>Super summary booklets amended</p> <p>Retrieval booklets produced to support both independent and in class revision of core knowledge.</p> <p>Resources developed suitable for use with Google classroom</p> <p>Links provided to videos/podcasts/further reading to develop breadth of subject knowledge</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p><i>GCSE, AS and A2. Unit omissions impacted teaching schedules and adjustments were made to reflect this.</i></p> <p><i>Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom/MS Teams. During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</i></p> <p><i>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</i></p>	<p>outside the requirements of the specification.</p> <p>Assessments produced to generate data for the CDGS</p> <p>Cross marking took place</p> <p>Standardisation meetings were held</p> <p>CDGs were generated and moderated</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p>	<p><i>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020. The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> <i>Setting up a GC for a subject area/class/form class/year group and</i> 	<p>All departmental members engaged with training and used GC successfully with their classes during the period of lockdown.</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> Departments identify what is the necessary prerequisite



<p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>inviting students to join using their C2K account.</i></p> <ul style="list-style-type: none"><i>• Creating an announcement for a class on GC.</i><i>• Creating an assignment on GC and linking instructions and resources for pupils to access.</i><i>• Scheduling an assignment for a particular date and time.</i><i>• Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i><i>• Creating and conducting live links with students using Google Meet and Google Jamboard.</i> <p><i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i></p>		<p>knowledge for topics in their SoW.</p> <ul style="list-style-type: none">• Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge.• Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Department Name: IRISH		Head of Department: Conor Flynn	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>School closures from March to August 2020 meant that there was a major disruption to teaching and learning for pupils in Year 13 that would have an impact on their learning in Year 14. There was no change to the content at A2 but the speaking test would be conducted by the subject teacher.</p> <p>Our department met and reviewed our SoW and it was noted that the loss in prerequisite knowledge was not a major issue as much of the vocabulary and grammar is revisited again at A2. The biggest issue identified was that pupils missed out on much of the exam practice and techniques in AS. To address this, past paper exam booklets were created and exam technique was emphasised in day to day teaching and learning.</p> <p>It was then announced in December 2020 that there would be a reduction in units. We selected to omit Unit 3 and we adjusted our teaching plans to suit this.</p>	<p>Past paper booklets.</p> <p>Revised SoW with Unit 3 omitted.</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>At GCSE, there was no change to the content although the speaking examination was removed. It was agreed that the time normally set aside for the speaking exam preparation would be used to revisit content that was covered remotely from March to June.</p> <p>Schools were closed again from January to March 2021 and we began teaching remotely again. It was during this period that the announcement was made that all public exams were to be cancelled.</p> <p>On our return to school, we started the process of Centre Determined Grades and we arrived at an evidence based grade for each pupil by May 2021.</p>	<p>Revised SoW with revisited content included.</p> <p>CDG folders and grades submitted.</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none">• Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5.• Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined.• Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>All Staff in the department completed training in Google Classroom from May through to December 2020. This included the setting up of classes and inviting pupils to them. Creating assignments and sharing resources with pupils. Marking tasks and providing feedback to pupils through Google Classroom. Conducting live lessons on Google Meets.</p> <p>This enabled staff to maximise the learning experience for pupils while they were out of school.</p>	<p>Attendance register at training days.</p> <p>Google classroom classes for all classes showing tasks set, resources, marking and feedback.</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none">• Departments identify what is the necessary prerequisite knowledge for topics in their SoW.• Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be considered necessary prerequisite knowledge.• Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Department Name: LLW		Head of Department: Sean McGoldrick	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 11 into Year 12 had missed significant parts of the course which covered necessary prerequisite knowledge for GCSE and A2.</p> <p>We adjusted the timing of the delivery of subject content.</p> <p>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at Year 12 GCSE.</p> <p>Subject content was delivered online using Google Classroom.</p> <p>On our return to school the content that was delivered via GC was revised. Exam preparation was carried out.</p> <p>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school</p>	<p>CDGs</p> <p>SOW</p> <p>Online lessons and material</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.



	before the Easter break. The CDG assessment process was ongoing until the end of May.		
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</p>	<p>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</p> <p>The staff training covered the following aspects:</p> <ul style="list-style-type: none"> • Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account. • Creating an announcement for a class on GC. • Creating an assignment on GC and linking instructions and resources for pupils to access. • Scheduling an assignment for a particular date and time. • Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen. • Creating and conducting live links with students using Google Meet. <p>The training ensured that staff members were prepared to deliver work remotely if needed and</p>	<p>GC subject areas for each class</p> <p>Resources and assignments posted on GC</p> <p>Work returned to students with annotation via GC</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.



	this was utilised successfully during the second lockdown from January to March 2021.		
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Department Name: MATHEMATICS Head of Department: Mrs S O'Neill and Assistant Head of Department: Mr M Leydon			
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>Due to the significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020; pupils making the transition from Year 13 into Year 14 and Year 11 into Year 12 had missed significant parts of the course which covered necessary prerequisite knowledge for GCSE and A2.</p> <p>We agreed the timing of subject content to include necessary GCSE and/or AS material but also the timing of the delivery of subject content for the Year 12 and 14 SoWs in August/September 2020 to include content that was essential as a prerequisite for further learning but was missed from Year 11 and 13</p>	<p>For GCSE (Mathematics, Further Maths and Statistics), AS (Maths and Further Maths) and A2 (Maths):</p> <p>Restart Programme Mon 24th August 2021 Early return of Year 12 & 14 pupils return for face-to-face teaching.</p> <p>Department agreed upon timing of subject content – including necessary GCSE and/or AS material.</p> <p>Engage Programme – started in Oct with MS & MH.</p> <p>January exam entries completed on SIMs (cancelled).</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>teaching. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award and the result from Year 13 AS was to be ignored.</p> <p>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at AS and A2. Unit omissions for GCSE Further Maths also impacted teaching schedules and adjustments were made to reflect this. There were no reductions or omissions for GCSE Maths and GCSE Statistics.</p> <p>Face-to face teaching was impacted again by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom/MS Teams. During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</p>	<p>January 2020 - Teaching was delivered online using Google Classroom and Google Meet.</p> <p>Summer Exam entries completed on SIMs.</p> <p>HOD attended Focus Group - CCE Support for Alternative Awarding Arrangements, Summer 2021.</p> <p>HOD zoom meeting about the gathering of evidence for CDGs and the timings and running of assessments in school using the pre-release exam board assessment materials.</p> <p>Year 12, 13 & 14 pupils returned to school (face-to-face teaching) on Mon 22nd March.</p> <p>CCEA Support Webinars shared and discussed within department.</p> <p>Departmental Assessment Grids CCEA 2021 completed in the shared area folder.</p> <p>Evidence for CDG from Term 1 collated.</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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	<p>The department began the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</p>	<p>Departmental Discussion about Subject Specific Guidance (Summer 2021 Alternative Arrangements).</p> <p>CCEA 2021 materials shared within department. Modified departmental assessments and mark schemes completed.</p> <p>Departmental Standardisation completed. Department agreed on the standards for marking and weightings for each component of evidence (not applied).</p> <p>ARP 3s completed and departmental cross-marked.</p> <p>Moderation of pupil work – looking that the evidence contained in each selected sample folders and cross-checking them against the CCEA Grade Descriptors Matrix.</p> <p>Completed moderation forms.</p> <p>Completed Candidate record forms – including percentage marks for assessments and overall CDG grade. Special consideration tariffs and</p>	
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		<p>access arrangements applied where necessary.</p> <p>Completed Head of Department Checklists.</p> <p>CDGs entered on SIMs.</p> <p>HOD attended Centre Moderation meeting with SK, GOC, ML and AB.</p>	
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</p> <p>The staff training covered the following aspects:</p> <ul style="list-style-type: none"> • Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account. • Creating an announcement for a class on GC. • Creating an assignment on GC and linking instructions and resources for pupils to access. 	<p>The Maths department continued their use of Google Classroom, Google Meet and Jamboard within the department this year; building on our previous use from Lockdown 1.</p> <p>New class in Year 8, 11 and 13 set up on Google Classroom.</p> <p>Departmental Staff members completed training on Google Classroom.</p> <p>Teachers effectively taught and shared resources with pupils who were self-isolating due to Covid-19 and absent from normal class teaching in Term 1.</p> <p>Departmental Area on Google Classroom – sharing good practice</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be considered necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite



	<ul style="list-style-type: none">• Scheduling an assignment for a particular date and time.• Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.• Creating and conducting live links with students using Google Meet and Google Jamboard. <p>This training ensured that departmental staff members were prepared to deliver work remotely if needed or communicate effectively with pupils who were self-isolating due to Covid-19. This was utilised successfully during the second lockdown from January to March 2021.</p>	<p>and successful lessons during remote learning.</p> <p>Department encouraged to add other teachers to their Google Classroom.</p> <p>Departmental staff added Classroom Assistant's to their pupil Google Classroom.</p>	<p>material before the delivery of a topic.</p>
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>Year 13s participated in the Senior Maths quiz.</p> <p>UKMT – Maths Challenges.</p> <p>Afterschool revision classes (Term 1) in preparation of January CCEA exam units.</p>	<p>Second year of the Brother Lynam Bursar – Daniel McManus.</p> <p>Motivation of Year 12 pupils to complete evidence for CDG folders.</p> <p>Use of Google Meet, Google Classroom and MyMaths.co.uk during Remote learning.</p> <p>Break and Lunch departmental staff zones.</p> <p>Departmental communication to incoming Year 8s (Sept 2021) – 10 transition tasks set during the Summer break.</p>



Department Name: Media Studies		Head of Department: Mrs C McComb	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>Teaching and learning was significantly impacted by the disruption of school closure (March-August 2020). Pupils in transition years (11 and 13) missed significant course content which covered the prerequisite knowledge and skills necessary for GCSE and A2.</p> <p>At the beginning of term (August-September 2020), departmental schemes of work for years 12 and 14 were adapted to include essential content that was missed from year 11 and 13 courses. At this point, it was made clear that AS results would no longer count and the A2 course (worth 60% of the qualification) was going to determine the overall A-Level award.</p> <p>We revised schemes of work to include necessary content for GCSE and AS material and also adjusted the timing of the delivery of content.</p> <p>With the announcement that there would be a reduction in the units being assessed, the timing of delivery, as well as teaching schedules, were further adjusted.</p>	<p>Departmental schemes of work</p> <p>Departmental Teaching Schedules</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.
<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary</p>	<p>With a second lockdown (January-March 2021), learning was further disrupted and subject content was delivered online via Google Classroom.</p>		<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5.



<p>Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>With the announcement that public examinations would be cancelled and grades would be determined by assessing pupil evidence, we began the process of preparing for assessment of Centre Determined Grades (CDGs) and this continued until the end of May.</p>		<ul style="list-style-type: none"> • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>Departmental staff completed training provided on the use of Google Classroom; setting up a GC for each class and inviting students to join using their C2K account. The training covered:</p> <ul style="list-style-type: none"> • Creating an announcement for a class on GC to communicate important information. • Creating an assignment on GC with accompanying instructions, links and resources for pupils to access. • Scheduling an assignment for a specific date and time. • Giving feedback to pupils on their work through private comments on 	<p>Google Classrooms for GCSE, AS and A2 classes</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be



	<p>assignments and editing submitted work using online pen.</p> <ul style="list-style-type: none"> • Creating and conducting live links with students using Google Meet and Google Jamboard. <p>This training ensured staff were effectively prepared to teach remotely and this was successfully implemented during the second lockdown (January-March 2021).</p>		<p>consider necessary prerequisite knowledge.</p> <ul style="list-style-type: none"> • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>We will be commencing extra-curricular activities for the subject next year to increase the subject's profile within the school and aid in the recruitment process.</p>	<ul style="list-style-type: none"> • We have successfully increased uptake at both GCSE and A-Level and will look to build on this again next year. • The department has been reallocated a base room for September 2021 and we look forward to using this to promote subject specific learning and establishing a culture and atmosphere of learning for Media Studies. • We participated in BFI Schools online events to enhance our teaching practice. • We are pleased with the continued success in outcomes at all key stages, particularly at GCSE after a three-year hiatus and the high standard at A2 with only one 'C' grade.



Department Name: MUSIC		Head of Department: Karen Porter	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 13 into Year 14 and Year 11 into Year 12 had missed significant parts of the course which covered necessary prerequisite knowledge for GCSE and A2.</i></p> <p><i>Initially, we adapted our Year 12 SoW in August/September 2020 to include content that was essential as a prerequisite for further learning but was missed from Year 11 teaching. There was no Year 14 A Level class for 2021.</i></p> <p><i>We adjusted not only the subject content to include necessary GCSE and/or AS material but also the timing of the delivery of subject content.</i></p> <p><i>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a</i></p>	<ul style="list-style-type: none"> • Head of Department shared relevant Year 11 revision resources on Google Classroom with subject teachers; including exam style questions, audio lessons, super summaries and revision materials for key words. • Progress in the areas of performance and composition were closely monitored by subject teachers with regular communication to HoD and parents. 	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p><i>reduction in the units being assessed at Year 12 GCSE, AS and A2. There were no full unit omissions, however certain elements were modified for GCSE Music which impacted on teaching schedules and adjustments were made to reflect this.</i></p> <p><i>Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom/MS Teams. During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</i></p> <p><i>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</i></p>	<ul style="list-style-type: none">• During the second lockdown all teachers utilised Google Classroom effectively, continuing to set assessment tasks and give regular feedback, both audio and written. Where appropriate Google Meets were used and audio recorded lessons sent. Regular communication between Music staff ensured consistency of approach.• Lack of engagement was prioritised in exam classes beginning with the subject teacher follow up with parents and escalating to HOD contact with parents for persistent lack of engagement.• Regular communication between Music teachers, HOD and instrumental staff ensured exam class pupils continued to make consistent progress with regards to the performance unit.• Upon the return to school in March GCSE controlled assessment was prioritised	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none">• Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5.• Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined.• Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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		<p>with HOD support lessons where necessary.</p> <ul style="list-style-type: none"> For exam classes the selected assessment evidence was agreed by staff and mark schemes discussed for consistency in the marking process. 	
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</i></p> <p><i>The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> <i>Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account.</i> <i>Creating an announcement for a class on GC.</i> <i>Creating an assignment on GC and linking instructions and resources for pupils to access.</i> <i>Scheduling an assignment for a particular date and time.</i> <i>Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i> <i>Creating and conducting live links with students using Google Meet and Google Jamboard.</i> 	<ul style="list-style-type: none"> The Key Stage 3 curriculum was completely transformed from August 2020 using Google Classroom to store and share all resources. Resources include many audio links, quizzes, listening activities, composing and performance tasks utilising music technology apps. Pupils were given instructions on how to send in audio recordings and practical homeworks giving more freedom to continue delivering the Music curriculum in a meaningful way in adverse circumstances. All Key Stage 3 booklets, demonstrations and assessment materials are 	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> Departments identify what is the necessary prerequisite knowledge for topics in their SoW. Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. Subject teachers Incorporate time in lesson delivery to teach



	<i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i>	<p>stored on Google Classroom for easy access and modification.</p> <ul style="list-style-type: none"> The compilation of Year 11 resources compatible with the use of Google Classroom has continued to facilitate the smooth transition for Year 11s progressing to Year 12 in September 2021. 	this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>All instrumental lessons continued face-to-face from September 2020. Instrumental staff were trained, where necessary, in the use of Google Classroom and Zoom lessons to facilitate the continuation of lessons in the event of a second lockdown. All lessons continued online from January to March 2021. During this time staff effectively taught via Zoom, shared resources, timetables and audio demonstrations with pupils. Lack of engagement in lessons was addressed by HOD contact to parents. The use of Google Classroom continues to be utilised by staff and pupils since the return to school in March and has ensured a smooth transition back to face-to-face teaching. The number of pupils discontinuing lessons has been very small this year which is testament to the commitment and effort of staff to maintain a positive and rewarding musical experience for pupils. Music Department extra-curricular activities and performances will resume in September, all being well.</p>	<ul style="list-style-type: none"> All Year 12 and 13 exam pupils successfully completed their exam courses. Teachers have up-skilled in the use of technology to deliver the Music curriculum effectively. The Key Stage 3 curriculum has been modernised to use technology effectively, to enhance pupil experience and positively impact on pupil perception of Music as a subject that relates to their lives.



Department Name: PE		Head of Department: C HYNDS	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>There was significant disruption to the delivery of face to face learning as a result of a closure of all schools from March to August 2020. As a result of this school closure, pupils making the transition from Year 13 into Year 14 and Year 11 into Year 12 had missed significant parts of the course which covered necessary prerequisite knowledge for GCSE and A2.</i></p> <p><i>Initially, we adapted our Year 12 and 14 SoWs in August/September 2020 to include content that was essential as a prerequisite for further learning but was missed from Year 11 and 13 teaching. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award and the result from Year 13 AS was to be ignored.</i></p> <p><i>We adjusted not only the subject content to include necessary GCSE and/or AS material but also the timing of the delivery of subject content.</i></p>	<p>Year 14 Assessment Plan adapted to cater for following:</p> <ul style="list-style-type: none"> • Omitted Units • Adapted Content <p>Assignment Briefs adapted to suit new delivery.</p> <p>Year 12 SoW adapted to cater for following:</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p><i>This timing was further adjusted in November/December 2020 when it was announced to schools that there would be a reduction in the units being assessed at Year 12 GCSE, AS and A2. Unit omissions impacted teaching schedules and adjustments were made to reflect this.</i></p> <p><i>Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom/MS Teams. During this period of remote learning, it was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence across subjects.</i></p> <p><i>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</i></p>	<ul style="list-style-type: none"> • Omitted Units • Adapted Content <p>All resources, for both Year 12 & 14, were available on GC.</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p>	<p><i>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020. The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> • <i>Setting up a GC for a subject area/class/form class/year group and</i> 	<p>All PE staff fully engaged in training.</p> <p>Each Teacher/Class had own GC.</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite



<p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>inviting students to join using their C2K account.</i></p> <ul style="list-style-type: none"><i>• Creating an announcement for a class on GC.</i><i>• Creating an assignment on GC and linking instructions and resources for pupils to access.</i><i>• Scheduling an assignment for a particular date and time.</i><i>• Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i><i>• Creating and conducting live links with students using Google Meet and Google Jamboard.</i> <p><i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i></p>	<p>All staff were prepared for and fully engaged in online learning.</p>	<p>knowledge for topics in their SoW.</p> <ul style="list-style-type: none">• Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge.• Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Department Name: Religion		Head of Department: Claire Wright	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>Due to the impact of the pandemic and school closures from May-August, learning was disrupted significantly for Year 11 and 12 Religious Studies students. We did not have a Year 13 class last year and therefore no amendments to schemes were required for Year 14.</i></p> <p><i>Initially, we adapted our Year 12 GCSE SoW in August/September 2020 to include content that was essential as a prerequisite for further learning but was missed from Year 11 teaching. At this point, the expectation was that the full course should be delivered in Religious Studies with exams in both Year 11 and Year 12 modules.</i></p> <p><i>We also adjusted the timing of the delivery of the Year 12 course to include essential Year 11 material.</i></p>	<p>Amended schemes and order of work for GCSE and OCN RE.</p> <p>Minutes of Meetings</p> <p>Internal moderation records for GCSE and OCN RE.</p> <p>HOD added as a teacher to all Google Classroom RE classes.</p> <p>Emails liaising with CCEA and OCN to discuss action plans.</p> <p>Three tests completed under exam conditions for each GCSE student (CDG folders)</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new Year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new Year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p><i>This timing was further adjusted in November/December 2020 when it was announced that there would be a reduction in the units being assessed at Year 12 GCSE. At this, point the Year 12 course (usually worth 50% of the award) was going to have the most significant weighting for the GCSE award, with a small controlled assessment task to be completed based on Year 11 work. This controlled assessment task would have equated to less than 20% of the overall qualification.</i></p> <p><i>Schools were impacted further by a second lockdown from January to March 2021. Subject content was delivered online using Google Classroom. It was announced that there would be no public examinations and that grades for GCSE, AS and A2 would be determined by assessing pupil evidence.</i></p> <p><i>We started the process of preparation for assessment of Centre Determined Grades (CDGs) in March 2021 upon the return to school before the Easter break. The CDG assessment process was ongoing until the end of May.</i></p> <p><i>In addition to the preparation for CDGs (CCEA), measures were also put in place for students completing the OCN Level 2 Certificate in Religious Studies. OCN provided guidance in March regarding reductions in content and the process to apply for Teacher Assessed Grades (TAGs) for units which were delivered during</i></p>	<p>Requested portfolio samples sent to OCN with TAG spreadsheets to support grades.</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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	<p><i>lockdown. The Religion Department completed TAG spreadsheets for each class completing the OCN Level 2 Certificate in Religious Studies. Results for teacher assessed units were submitted to OCN on 28th May 2021. These will be viewed alongside the fully completed and achieved units which the students completed throughout Year 11 and 12. Samples of pupil work were sent to OCN for external moderation.</i></p>		
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</i></p> <p><i>The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> <i>• Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account.</i> <i>• Creating an announcement for a class on GC.</i> <i>• Creating an assignment on GC and linking instructions and resources for pupils to access.</i> <i>• Scheduling an assignment for a particular date and time.</i> <i>• Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i> 		<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.



	<p><i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i></p> <p><i>The Religion Department also met frequently to discuss how to best use Google Classroom in our lessons.</i></p>		
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Extra-Curricular Activities	Highlights/Successes for the Year
Virtual meetings with ERST England and Geneva with a focus on the impact of the pandemic.	N/A



Department Name: Science		Head of Department: Mr S Kelly	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p><i>As a Department we sat down in August to examine specifications for Year 13 and 14 to identify areas which needed recapped between the specifications. From there we examined the normal teaching timeline and made adjustments for inputting areas that needed cover from Year 13 to supplement the Year 14 course.</i></p> <p><i>After further information regarding omissions detailed from CCEA (coverage had to amount to 60% of the course) we had a discussion on how we would proceed in the coming months to ensure the examined content was to be covered but also to identify if we were able to provide the pupils with a full experience of the subject by covering as much content as possible but without affecting the delivery of that which was required for the examinations. We readjusted the timeline and topics with these things in mind. We were also made aware that the A2 grade they can achieve would be based solely on A2 content and had nothing to do with the AS grade from the previous year.</i></p>	<p>Annotated Specifications given to G'OC</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.
<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p><i>For Year 12 we agreed a timeline and order of teaching. In Double Award Science there is no crossover from Year 11 to 12 so we were able to plan the Year 12 schedule without having to take into account any missed areas in Year 11.</i></p> <p><i>We made a decision to allow higher level pupils the chance to do their Year 11 modules in November as it may have benefitted them when it came to the end of Year 12 exams. The reasoning was that they would gain experience of examination setting and if they performed well in this then it could have been taken into account for their Year 12 exams if they had gone ahead.</i></p> <p><i>Performing poorly in it would have no overall affect as it would not be considered if they had performed at a higher level in their end of Year 12 exams.</i></p> <p><i>When the second lockdown kicked in the content was then delivered online. As a department we had an agreed approach to the learning online. Again we also agreed to a timeline and order</i></p>	<p>Science Google Drive has all the content used during the year.</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. • Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. • Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited



	<p><i>of topics to be taught across the Year groups. Staff contributed to a Google Drive area where we shared resources so they could be consistently delivered to all pupils.</i></p> <p><i>The announcement of the cancelation of examinations meant that we had to do an audit across the department to monitor our progress on course content and identify where our teaching would begin on return to school.</i></p> <p><i>We had initial discussions regarding the production of CDGs and this was a fluid process up to the end of May.</i></p>		<p>examination experience over the last two years.</p>
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>Departmental staff members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</i></p> <p><i>The staff training covered the following aspects:</i></p> <ul style="list-style-type: none"> <i>Setting up a GC for a subject area/class/form class/year group and inviting students to join using their C2K account.</i> <i>Creating an announcement for a class on GC.</i> <i>Creating an assignment on GC and linking instructions and resources for pupils to access.</i> <i>Scheduling an assignment for a particular date and time.</i> <i>Providing feedback to pupils on their work through the use of private comments on set assignments and editing submitted work using online pen.</i> <i>Creating and conducting live links with students using Google Meet and Google Jamboard.</i> <p><i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i></p>	<p>All Science staff have their areas set up and used Google classroom/ Google meet and Google Drive during lockdown to deliver lessons and share resources</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.



Extra-Curricular Activities	Highlights/Successes for the Year
<p>Virtual Science week co-ordinated by Dr Donnelly</p> <p>STEM Enthuse course on 'Improving Learning Outcomes' completed by Mrs Crilly.</p>	<p>Marie Donnelly co-ordinated a virtual Science week which involved Year 14 Science students producing videos of Science experiments and doing a week of informing pupils of different science concepts and information. This was to promote Science during a time when we were unable to do practicals. Mr S Carron's MIA class also deserves thanks as they worked alongside to produce the videos. Some of the video was also used for the virtual open night.</p> <p>Setting up Google drive with all resources. The massive commitment from staff to produce resources for online learning. The effective implementation of these for the pupils was also a success.</p> <p>The process of producing CDGs was a long, arduous and at times complicated process. I cannot commend my staff enough for the patience and work they put in to ensure our pupils were as well prepared as they possibly could be and also that we were able to produce a method for arriving at our CDGs which was fair and robust.</p>



Department Name: Spanish		Head of Department: Miss Mervyn	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>	<p>As a result of all schools closing from March to August 2020 there was significant disruption to the delivery of face to face learning. However, pupils moving from Yr 13 into Yr 14 & Yr 11 into Yr 12 continued to be taught & worked until the end of June. The only significant part of the course not fully covered was speaking which is a necessary prerequisite knowledge for GCSE and A2.</p> <p>We adapted our Yr 12 & Yr 14 SoWs in Aug/Sept 2020 to include essential content not fully covered in Yr 11 & 13 teaching i.e. Speaking & Past Paper practice. At that point the A2 course (usually worth 60% of the award) was going to constitute the entire A level award & Yr 13 AS result was to be ignored.</p> <p>We adjusted the timing of the delivery of subject content for GCSE and/or AS material but there was no reduction to subject content.</p>	<p>Google Classroom</p> <p>SoWs Past Papers Conversation Question Bklets</p> <p>SoWs</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work where pupils are sitting only Year 12 units, we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>	<p>Further adjustments were made in Nov/Dec 2020 after it was announced to schools that there would be a reduction in the units being assessed at Yr 12 GCSE, AS & A2 i.e. no Speaking exam for GCSE/AS/A2 & no Literature for AS/A2.</p> <p>Due to a second lockdown from January to March 2021, subject content was delivered online using Google Classroom. During this time, it was announced that there would be no public examinations and that grades for GCSE, AS & A2 would be determined by assessing pupil evidence across subjects.</p> <p>In March 2021 we began the preparation for assessment of Centre Determined Grades (CDGs). The CDG assessment process was ongoing until mid-May.</p>	<p>SoWs</p> <p>Google Classroom</p> <p>Google Meet</p> <p>Exam Papers CDGs SIMs</p>	<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5. Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined. Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p>	<p>The Spanish department was already competent in setting up, populating & using Google Classroom before training was offered in May 2020.</p> <p>However, we availed of further training until December 2020 with emphasis on creating &</p>	<p>Google Classroom</p> <p>Google Meet</p> <p>Google Breakout Rooms</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> Departments identify what is the necessary prerequisite



<p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p>conducting live links with students using Google Meet and Google Breakout Rooms.</p> <p>From Sept 2020 the Spanish department has been using Google Classroom as an essential resource & was utilised successfully during the second lockdown from January to March 2021.</p> <p>We use it for:</p> <ul style="list-style-type: none"> • Uploading vocabulary & grammar notes within unit folders for each class/year group • Posting work for absent pupils • Making announcements • Uploading CD Tracks/relevant Youtube videos • Past Paper practice for relevant year groups • Conversation classes with the Spanish assistant • Playing online games eg. Blooket • Uploading scanned copies of Textbooks <p>We continue to use it to post homework etc & will continue to do so in the next academic year.</p>	<p>Unit Folders</p> <p>¡Así! 1 & 2 CDs</p> <p>Youtube</p> <p>Past Paper Folders</p> <p>Blooket</p> <p>¡Así! 1 & 2 textbooks</p>	<p>knowledge for topics in their SoW.</p> <ul style="list-style-type: none"> • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
N/A due to COVID	Yr 8 “Bring Your Pet to School” via Google Classroom/Google Meet

Department Name: Technology & Design		Head of Department: Mr V Murphy	
Departmental Targets identified at September 2020	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2021-2022
<p><u>Year 14 A2</u> A2-level Technology-This is the 1st teaching group which are studying the new linear 2 year A-level course. (there is no longer an AS qualification). We had started the controlled assessment in Yr13 so are fairly well up to date and similar to GCSE there is a reduced making requirement. Pupils had been working on the theory element of the course during lock down as well.</p> <ol style="list-style-type: none"> 1. Revision of schemes. 2. Focus on getting controlled assessment completed as quickly as possible. 	<p><i>Adapted Year 12 and 14 SoWs in August/September 2020.</i></p> <p><i>During Lockdown Subject content was delivered online using Google Classroom.</i></p> <p><i>Controlled assessment was completed when pupils returned to school and was used to determine grades.</i></p>	<p>Revised Schemes</p> <p>Controlled Assessment completed on time and to a good standard.</p> <p>A bank of resources that were completed for google classroom.</p>	<p><u>Departmental action to meet the learning needs of new year 8 pupils from August 2020</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks.



<p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>			
<p><u>Year 12 GCSE</u> Pupils should have started their controlled assessment on 1st June 2020- obviously this didn't happen. The exam board OCR have released information on a slightly reduced mark scheme for this years controlled assessment. The content for the written exam is unchanged.</p> <ol style="list-style-type: none">1. A renewed focus on all pupils completing the controlled assessment as quickly as possible to allow time for revision of theory at the end of the year. (This has been hampered because of the limited number of computers available in T1) Pupils who have not completed the required work or pupils who have completed poor quality work have been detained after school.2. Revision of schemes.			<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none">• Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5.• Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined.• Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.



<p>3. Use of goggle classroom for tasks and provision of resources to encourage/allow more design folder work at home</p> <p>4. Production of the blank pupil's design folder on PowerPoint so pupils can access it on OneDrive at home. (this was previously done on Publisher which they cannot access at home).</p>			
<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning.)</i></p>	<p><i>Departmental members completed the training provided on how to set up, populate and use Google Classroom (GC). This started in May 2020 and continued during the first term, from August 2020 to December 2020.</i></p> <p><i>The training ensured that staff members were prepared to deliver work remotely if needed and this was utilised successfully during the second lockdown from January to March 2021.</i></p>	<p>A bank of resources that were completed for google classroom.</p> <p>Pupils work completed.</p>	<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Departments identify what is the necessary prerequisite knowledge for topics in their SoW. • Subject teachers conduct a quick review with pupils in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Subject teachers Incorporate time in lesson delivery to teach



			this necessary prerequisite material before the delivery of a topic.
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Extra-Curricular Activities	Highlights/Successes for the Year
	GCSE Craft was selected by CCEA as the subject from the school to evaluate was the school policy for CDG's implemented accurately. The work was moderated and found to be accurately marked.

RESPONSIBILITY REPORTS

2020-2021

Year Heads

Activity: Head of Year 8
Name: Daghra Murphy

Attendance/Punctuality: 94.7%

- The main issues include anxiety, disengagement, truancy, casual absences, and mental health issues.
- Reasons for absence not always forthcoming upon students' return to school. In addition, pupils self-isolating and the general fragmented nature of the school terms has been problematic in adhering to the normal monitoring routine.
- Many concerns were raised by Form Tutors regarding attendance. Follow-up has included phone calls, parental meetings, organising phased returns, dealing with truancy.
- Lack of time for follow-up with the increased attendance issues twined with the challenges and added pressures that this current year has presented has been an ongoing issue.

Academic Monitoring ARP

- Due to the nature of this school year, follow-up took place for ARP 1 results only.
- List of highlighted pupils, referred on from Curriculum VP because they had a high number of failed subjects coupled with a satisfactory attendance record. HOY addressed issues with this cohort.
- Increase in general disorganisation, disengagement in class, poor homework records, lack of motivation, inconsistent work ethic.
- Liaised with Form Tutors during period of Remote Learning to monitor pupil engagement.
- Outcomes: Awaiting ARP 4 results for comparative analysis
- Evidence:
- HOY Commendation letters sent home for positive engagement. 'Improvement' letters also sent home.
- Pupil of the Week competition for positive engagement – Pizza delivered to nominated pupil at the end of each week for 7 week period.
- Feedback for disengagement – Letter home.

Issues specific to your Year Group:

- Pupils out of routine of daily learning.
- Emotional impact of lockdown and abrupt end to primary school.
- Implications of how post-lockdown school life would impact on pupils (clubs, activities, interaction with peer group at break/lunch).
- Heightened anxiety about starting new school.
- AEN students.
- Confidence, behaviour, interaction and academic motivation may all be different from how the child was before.

Personal Target:

- My Personal Target for Year 8 was Health and Well-Being and to tackle the challenges facing the Year 8 Pastoral team in guiding the new cohort through this current year.

- These challenges have manifested in various ways:

Truancy

Disengagement

Anxiety

Poor attendance/refusal to attend school

Increased numbers seeking counselling

Lack of connection with peers

Lack of motivation and poor work ethic

Challenging behaviour with no history of this prior to Year 8

Parents keeping child at home for prolonged periods citing mental health issues as reason

Activity: Head of Year 9
Name: Brendan McComb

Attendance/Punctuality:

To maintain an attendance of above 95% in line with the grammar school average.

1. Currently Year 8 attendance is 92.4% (adversely effected by COVID-19)
2. Phone calls parents of pupils with attendance that drops below 90%
3. Completion of monthly attendance audit explaining pupil absences – passed onto MR
4. Copies of letters regularly supplied to form teachers for pupils that fail to supply a note after a period of absence
5. Referral to HOY if pupils persist in not provided absence notes and detention arranged
6. After school detention/ Saturday detentions/ suspension and parental interview for persistent lateness
7. **Increased truancy – Issue raised at PLT – Investment in a text message service informing parents their child is absent could eliminate issue of truancy**

(We have not been able to enforce attendance and punctuality standards as rigorously as normal on account of sensitivities surrounding individual family circumstances on account of COVID-19 – A huge focus will be required in this area from Sep 2021)

Academic Monitoring ARP

Completion of x3 ARP's (October, December 2020 and June 2021 – Adversely effected by COVID-19)

- Data shared with form teachers
- X1 Academic Intervention meeting with under-achieving pupils (Post October only)
- Letters posted home
- Pro forma completed and signed by parent and pupil returned to HOY (Post October only)
- HOY interviews for those failing significant subjects (Post October only)
- Targets set and reviewed (Post October only)
- HOY laisses with form teacher/HOS and SENCO re. pastoral barriers to learning
- HOS, form teachers, subject teachers, invited to attend pastoral/academic intervention meetings with HOY, pupils and parents
- Collaboration with Literacy and numeracy support tutors – support and guidance provided

Outcomes:

- Oct/Nov 2020 1st assessment review point based on ARP1 – Halloween assessment
- Dec/Jan 2020/21 2nd assessment review point based on ARP2 – Christmas assessment
- April 2021 3rd assessment review point based on ARP3 – Easter assessment (Did not take place – COVID-19)
- June 2021 3rd assessment review point based on ARP4 – Summer assessment
- Information used to inform intervention – progress reports, HOY log, parental interviews, AEN assessment/diagnostic testing and diagnosis, numeracy and literacy support.
- Complex pastoral issues emerge after parental dialogue following underachievement
- Evidence
- Pupils failing a number of subjects met with HOY (Post October only) - X21 failing x3 or more assessments ARP1 – HOY intervention:
 - (i) Letter sent to parents,
 - (ii) Academic underachievement pro forma completed by parents and pupils and returned to HOY, this pro forma informed HOY interview with pupil.
 - (iii) Targets set and reviewed
 - (iv) Recorded in monthly pastoral reports, sent to Head of School and Pastoral VP
 - (v) Phone calls with parents and collaboration with external agencies – on-going support provided
- ARP2 – No follow up on account of COVID
- ARP3 – Did not take place on account of COVID
- ARP4 – On-going

Issues specific to your Year Group:

- Virtual assemblies via Google Meet in school
- During remote learning, weekly virtual assemblies were pre-recorded and uploaded to our Year 9 Google Classroom area, these were themed and focused on positive aspects of remote learning, provided pupils and families with support and attempted to maintain a sense of community and togetherness within our year group – I chose to pre-record these so that all pupils could view the assembly at different times, cognisant of the demands on ICT resources at home. Themes included:
 - (i) Pupils development of self-management, independent thinking, ICT, communication and time management skills
 - (ii) Healthy body, healthy mind, encouragement and targets set for pupils to participate in St. Mary's PE Lockdown challenges – HOY shared work outs on school social media and couch to 5k plan
 - (iii) Mental Health Week focus and promotion of the '5 Ways to Well-being'
 - (iv) World Book Day focus – Sharing favourite book and making recommendations
 - (v) Lent focused assemblies
 - (vi) Resilience focused assemblies
- Communication with parents during lockdown:
 - (i) Arranging IT support (Laptops + login issues)
 - (ii) Arranging counselling via zoom (Collaboration with SENCO)
 - (iii) Robust follow up on persistent non-engagement (Collaboration with subject teachers)
 - (iv) Reduction in individual timetables (Pupils struggling with work load)
- Participation in online LAC review

Personal Target:

Continue to provide Year 9 with pastoral enrichment opportunities under COVID restrictions:

- (i) Organisation of 'Smashed Online', from Collingwood Learning
- (ii) Pupils will complete a virtual underage alcohol abuse awareness project
- (iii) Parents have been sent a text message encouraging participation
- (iv) Pupils access the project via Google Classroom
- (v) Assemblies held to launch the project and watch the 'Smashed Online' trailer
- Completion of BRAMAR 'PITCH' Training (Well-being training)
- Completion of First Aid refresher training
- Leadership of the school ski trip to the USA 2022
- Completion of year 2 of 3 of a MSC in Educational Leadership at QUB (Part funded by St. Mary's):
 - (i) Module in Research Methods – 80% Pass with distinction (Dissertation proposal – Focused on the mindset of the educational leader and its impact on its constituents)
 - (ii) Module in Education Effectiveness and Improvement – 80% Pass with distinction (Focused on effective CPD practices)
- Continuation of the running of the now well established AM lane duty rota setup 2 years ago during the completion of the SLP (Education Authority)

Development Plans for 2021 – 2022:

- Continue to play a leading role through the PLT and the running of the lane duty to improve standards and re-establish some standards that have slipped on account of COVID (E.g. Mobile phone ban, punctuality procedures and uniform)
- Provided on-going academic and pastoral support for all year 9 pupils with a specific focus on those that have gaps in their learning and are experiencing increased anxiety on account of COVID
- Play a lead role in supporting SLT with the implementation of all pastoral aspects of the new School Development plan
- Encourage and support year 9 pupils to contribute to the extra-curricular life of St. Mary's (Year 9 have had little or no opportunity to do so)
- Complete MSC in Educational Leadership:
 - (i) Sep – Dec complete final module in 'Social Justice in Special Needs Education and Inclusion'
 - (ii) Jan – Aug complete dissertation on 'The mind-set of the educational leader and its impact on its constituents'

Activity: Head of Year 10
Name: Sean Moyes

Attendance/Punctuality:

The target for 2021/22 is to meet the Grammar school average of 95%. At the time of writing this figure for 20/21 was 93.2%. This is below the grammar school average – However in light of Covid and lock down this is a positive figure. A small number of pupils have pastoral issues that restrict school attendance. Also one student had an extended period of absence due to hospitalisation. This too will have had an impact.

In order to try and achieve this, I have:

- Through the year I provided data to form teachers of their own form classes attendance.
- Asked form teachers to speak with pupils with attendance issues.
- Spoke to individual form classes about the importance of attendance.
- Attendance competition in conjunction with MR – Class with the most pupils with 100% attendance receive a free pass at the tuck shop. Certificates provided to all students with 100% attendance. Ceased after lock down in April.
- Collating emails for school attendance audit.
- Collating emails and information for EWO referrals
- Supporting FT teachers if emails not supplied – speaking to pupils, telephoning parents, organising DT's.
- Ensure that FT teachers follow the school policy of phoning home after 3 days' absence.
- Detentions for persistent lateness in line with school policy. Kevin Herron has been a continued source of help in running these reports and setting detentions.
- In case of prolonged absence phoning parents to monitor situation and organising work home.
- Punctuality and attendance display graphs on Year Group notice board.

At all times I have sought advice and included my HOS, MDL, to ensure effective decision making within school guidelines.

Academic Monitoring ARP

- This has been a challenge in the current academic year, as the pupils experienced a second extended lock down within a 15-month period. This no doubt has had a detrimental impact on learning.
- As this was Year 10 a major focus was placed on academic progress as the pupils GCSE choices would be influenced by their progress to date.
- This was explained to pupils when I visited all form classes in September and was regularly re-enforced throughout the year.
- Pupils were clearly made aware that academic progress would influence the number of GCSE they would be allowed to study and that it would limit their GCSE choices.
- During lockdown I kept in touch with the Year Group via a google classroom and email encouraging them to maintain their work rate.
- When concerns were raised by teachers these were followed by emails, phone calls, letters and house visits of those pupils who were struggling.
- All pupils who needed support with ICT facilities were fully supported by the school.

Outcomes:

- To date 3 ARP's have been completed.
- Academic progress was discussed with classes in the run up to all ARP's to focus the students on the importance of study. Emphasis was placed on the impact on GCSE choices.
- Academic progress was discussed after ARP 1. Individual pupils and their parents targeted to help them prepare for ARP 2. Review not possible after ARP 2 due to extended lock down. ARP 3 just complete at time of writing.
- Data shared with form teachers, who also spoke to pupils/parents.
- If pastoral issues have been identified that restrict learning, the information has been shared with FT and relevant subject teachers to develop strategies relevant to that pupil. Also Liaised with Parents and AMB to help identify students with counselling needs. These needs were prioritised and the relevant students were either given internal counselling via Sarah McGarrigle or External Counselling from Family Works
- I have liaised with HODs and individual teachers regarding students who were struggling. Plans have been developed to help students improve their performance.
- I continue to seek support from the Head of Maths to seek Numeracy Support for individual students who are struggling.

Evidence:

- Improved participation in google classroom was reflected by fewer request from subject teachers and Form teachers for assistance.
- A limited number of challenges in terms of GCSE choices (banding), as parents had been fully made aware of academic progress.
- Through the use ARP analysis, a number of pupil improved their academic profile.
- Maths Support has greatly increased the confidence and performance of a pupil.
- The use of the red flag system – for ongoing academic class work has been effective. The number of detentions has greatly reduced.

Issues specific to your Year Group:

The pupils will be entering a new phase of their education cycle, KS 4. This is a major transition for the pupils.

- They will be put into new classes, there will be issues around friendship groups and meeting new personalities. Some pupils may struggle with this. Will be managed with parents, form teachers and RH.
- Pupils will be starting new courses. They may find these subjects difficult or may dislike them. This will have to be managed in conjunction with parents, GOC and FMC.
- The demands and rigours in terms of work rate will rise as this is the start of the GCSE pathway. Again this will have to be managed in conjunction with parents, subject teachers, HOD and RH.
- Exam preparation. The pupils will need educated in exam techniques and revision skills to help them achieve full potential with any modular exams in year 11.
- The role of controlled assessment and deadlines. This will have to be re-enforced from the start of the year as many of the pupils will be undertaking subjects which are assessed with the use of controlled assessment. Pupils must be able to work independently and meet deadlines.
- A major drive on participation on Extra-curricular activities within school and outside school is required. This is essential as we help pupils to prepare KS 5 and completing UCAS statements and job application forms. Many pupils have limited experiences in this area.

- A major focus on careers is required. Pupils need to try and start researching potential career paths so that they can achieve the necessary grades at GCSE and plan to choose the right a levels for this path.

Personal Target:

In the upcoming year I will be facing a new set of challenges.

The academic rigours and work rate of KS 4 and GCSE examinations. My personal target is to adapt my skill set as a year head to meet these new demands and ensure that while meeting the pastoral needs of the year group that I create sense of academic drive that will inspire all pupils to achieve their full potential.

Pastoral issues will also change as the pupils enter a new stage of their life cycle. This will mean that as a Year Head I will have to adapt and develop new solutions as the pastoral issues that present will change.

Development Plans for 2021 – 2022:

In line with the SDP support the Action plans agreed for next year:

Quality of Provision:

- The pupils will be entering a new phase of their education cycle, KS 4. It is important to ensure that all are in the right path way.
- September will be a key month as the pupils begin their GCSE studies after a difficult year. It is important to manage this return to school and ensure that the pupils embrace their studies fully as early as possible.
- Communicate and instil these expectations in the pupils and their parents in my year group when they return to Year 11.
- Ensure the pupils follow the Covid guidelines set by the school to ensure safety of all.
- In a Covid related environment I will develop on line assemblies to help to keep in touch with the year group and Foster their identity.
- To encourage participation in extra-curricular activities.

Effective use of Assessment Data

- Make effective use of the assessment data to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties in my year group. Vital at this KS as pupils prepare for their GCSE exams.
- Will work with HOS, RH, to monitor academic progress outside of ARPs. (Use of Simms) This will be essential in year 11 as pupils will be working towards GCSE grades. This will involve regular updates with HODs and subject teachers.
- Intervene when necessary to ensure all pupils achieve their full potential.

Promoting Positive Pupil Behaviour:

- To continue promote positive pupil behaviour in my year group.
- To promote behaviour that will help with Covid related issues. Examples include Social distancing, lining up properly, no horse play, no spitting, bring full equipment every day – no sharing.

- To continue to promote success in the year group via notice board and social media.
- To promote our School values with the year group throughout the academic year via assemblies.
- To support Form teachers with their classes to create common agreed school values, rights and responsibilities which are shared throughout the year group.
- I will liaise with HOS, RH, in dealing with discipline matters to ensure that I operate within school guidelines.

To raise levels of Pupil Attendance

- Working to raise the attendance levels of our students in line with the Grammar School average of 95%. This will involve working with Form teachers/parents and EWO. Will discuss plans with MR.
- If blended learning approach resumes I will work to ensure pupils working on line effectively as they cannot afford to fall behind in year 11.
- I aim to target pupils with persistent casual absence – this is important as they will not be in school fulltime so need to attend as much as possible. This will require liaising with form teachers and parents.
- I aim to support pupils who have pastoral issues which make it difficult to attend school. This will include liaising with form teacher, subject teachers and parents to ensure the pupils fulfil their academic potential.
- Continue to promote the attendance scheme introduced by MR – may need modified due to Covid.

To promote the Edmund Rice Ethos within the school

- Promoting and embedding the Edmund Rice Ethos within my year group by including themes in assemblies.

Activity: Head of Year 11

Mr Tony Austin

Attendance/Punctuality:

- A close partnership with Mark Robinson, the EWO and Form Teachers was essential to ensure that certain pupils were flagged and with Form Teachers closely watching things and keeping me informed with any pupils displaying absent patterns. This was particularly evident in my dealings with students who were off sight and with the liaising with medical professionals and dealing with CALMS.
- Form Teachers contacted home occasionally via phone and letters to point out to parents' certain pupil's low attendance. Due to covid we had to work closely with parents and emphasise the importance of the pupils being in school.
- Constantly in contact with form teachers in relation to pupils being active and logged in, for the A.M registrations when the pupils were in home school learning environment.
- Punctuality for Year 11's was constantly monitored by both myself and Form Teachers, over the course of the year.
- Up until June the EWO and I have been liaising closely with specifically three pupils who seemed at that stage to be making little or no progress. This is still an ongoing issue that has not been resolved. This continues to be an open case with these pupils. Myself and Mr Robinson have been fully supportive and carried duties with due diligence with meetings set-up in school. These meetings went ahead in some instances and in other cases they were cancelled without prior warning to myself or the school.

Academic Monitoring ARP

- Following on from Year 10, we set the bar early on of a high standard expectation. This was firstly to set the pupils on the right track for GCSE preparation in particular for the GCSE Maths which would be due to be held in January 21.
- There was a number of guest speakers and organisations in due to speak to Year 11s. Some of these speakers were past pupils. Others were specifically for promoting Mental Health such as a drama group to increase reliance amongst the year group. Due to all of these guest speakers were not able to attend.
- Throughout the year, there was close work between Form Teachers, HODs and Classroom Assistants to support all pupils and ensuring pastoral support. Often this was challenging due to covid and online learning.
- Year 10 again brought the same challenging situations. Parents, Grandparents and Guardians over the year were seeking help concerning their sons academic work, their progress at GCSE and their lack of effort in school and at home. This was dealt with quick action and on a number of occasions through emails, phone calls home and with students being brought in to work with CAs or offered the opportunities to come in.
- Lunchtimes proved an issue on a number of occasions with Year 11, this led to a number of pupils having to be withdrew from class in the afternoon to deal with issues or having to withdraw them from lunch and for them to take their lunch with me. Lack of facilities and lack supervision is a major ongoing problem that needs to be looked at strongly and addressed. It is important to be proactive and not reactive to deal with these issues.
- After the completion of ARP's, a traffic light system was used to identify students who were underperforming in subjects. Any student identified was interviewed by myself will be asked why they were underachieving and how there are going to improve upon these results. These students set targets for themselves and I reviewed every 3 weeks. Any pupil that was struggling will be offered extra support and help for the next set of ARP's that were due to take place which will take place in the new academic school year.
- Due to covid was unable to offer the incentive throughout the Year that pupils could use the weights room at Lunchtime if I was available to students who had preformed highly in exams and moderated their behaviour. I plan to incorporate this in the next academic year.

Issues specific to your Year Group/Personal Targets

- There were a number of issues that persisted throughout the shortened year for Year 11. The most difficult issue being challenging parents.
- Lack of resources.
- Lunchtime behaviour.
- Pupils defying sanctions.
- Same pupils appearing on lesson monitor repeatedly.
- Sanctions becoming meaningless for certain pupils who continued to disobey the rules.
- Mental Health and pastoral issues.
- There is now the worrying issue that Year 11's return to school is going to propose new issues that have took place over the extended months not on the school premises.
- Parents are dividing and conquering by sending emails to senior teachers when they don't get what they are looking for.
- Lack of facilities at lunch time and break time for Year 11s looking to engage in Sport.

Development Plans for 2021 – 2022:

- Mental Health support and guidance (P.H.A – Public Health Agency and Falls Community Council – Fra Stone)
- Build Reliance – Speakers and podcasts.
- Organisational skills for home study and the time the pupils will spend during distance learning.
- Physical Challenges for the Year Group. Continuing to promote a healthy lifestyle and Mental Health.
- Study skills, building this around the new style of learning that that will take place.
- Quizzes online for subjects.
- Drug and Alcohol discussions and talks.
- Audits of pupil needs; mental, physical and social.
- Trying to enhance parent support.
- Tutorials for Year Heads regarding work, attendance and building upon distanced learning. This would allow struggling pupils to be identified and supported.
- Career talks regarding pathways post GCSE.
- Working to raise the attendance levels in the overall year group and closely monitoring certain pupils to make this inline with the Grammar School average of 95%.
- Quick intervention with any pupil in terms of pastoral and/or academic issues in the year group to assist them in any way I can, always with the aim of the pupil to succeed in St. Mary's but also to support of their well-being.
- Ensuring that the pupils are at the heart of St. Mary's and everything it offers. Always promoting the Edmund Rice Ethos within the new Year 12 group.
- After school Weights Club (Supervised/ Overseen by myself and voluntary staff)- Aimed at improving mental/physical health. (1/2 days per-week)

Activity: Head of Year Twelve
Name: Eileen Mc Caffrey

Attendance/Punctuality:

From September 2020- End of December 2020

During the first term when the school was open the Year 12 pastoral team monitored attendance and punctuality daily. The relationship between good attendance/punctuality and academic achievement at G.C.S.E. is reinforced by form teachers and Year Head during form registration/ form period assemblies. Due to Covid-19 restrictions it was not possible to facilitate the weekly whole group assemblies.

Form Group	Percentage attendance
12A	92.43
12B	81.74
12C	91.74
12D	94.00
12E	93.42
12F	94.02
12G	94.78
12H	93.06

As part of the whole school initiative to improve punctuality I monitor pupil punctuality within the year group. Lateness to school is recorded on Sims and those pupils exceeding the limit are sanctioned as outlined in the school disciplinary policy. Part of my role as Head of Year 12 involves meetings with parents and pupils to discuss late coming and to work with parents/pupils to put strategies in place to encourage an improvement in attendance and/or punctuality. This was carried out during the period when the school was open.

Academic Monitoring ARP

Term one: On a regular basis I collate information from lesson monitor. From this data I can identify pupils who are not completing homework etc. Pupils when identified are spoken with and appropriate sanctions in accordance with the discipline policy are applied. Intervention strategies have been put in place in relation to a small number of pupils in order to improve academic performance.

ARP outcomes for ARP1 are based largely on teacher predictive grades.

I have used the data from the ARP1 cycle to identify

- Pupils who are meeting their target grades
- Pupils who are not meeting their target grades in various subjects
- Pupils who are achieving above their target grades

Strategies are discussed with parents and pupils for improvement. I also liaise with the SENCo and support teachers/H.O. D's to ensure additional support for those identified is provided and is availed off by pupils. Funding was available during this Year for support classes for Year 12 pupils identified as underachieving in a subject. As H.O.Y I was involved with ensuring the support of pupils and parents in relation to attendance at these classes and also I supported Michael Smyth in his role with this program.

Issues specific to Year 12:

Unfortunately, this academic year the school was closed following Christmas and therefore the analysis of ARP2 results was not carried out. I was involved with monitoring pupil engagement in relation to remote learning. This involved close liaising with subject teachers and form teachers. I contacted the parents of pupils showing poor/no engagement with online lessons. In some cases, it was possible for some students to attend school a few days a week and this brought about an improvement in work ethic. I also was involved in securing laptops for some pupils with in the Year group and this improved online engagement. Non-engagement letters were also issued to the parents of a number of students in Year 12.

Personal Target:

On return to face to face teaching for Year 12 at the end of March I have endeavoured to ensure that Year 12 pupils have completed all coursework elements in subjects. I have also been responsible for ensuring that all students within the Year Group completed sufficient assessments to achieve a CDG in each subject. I also engaged with pupils and parents in order to secure special circumstances tariff where applicable.

Development Plans for 2021 – 2022:

In the next academic Year, I will be responsible for overseeing the pastoral provision of the incoming Year 8 cohort. This will undoubtedly be a challenge as these pupils while enrolled in the school to sit the GL assessment in November 2020 were not able to do so. In addition to this pupil progression and readiness for a successful transition to second level education has been negatively impacted by a discontinuity of learning due to Covid-19. In line with the SDP support the Action plans agreed for next year:

Quality of Provision:

- Seek ways that I as HOY can support pupils and maximise their learning experiences. It is likely that many of the pupils entering Year 8 will have greater barriers to learning than the pupils we are familiar with.
- Communicate and instil these expectations in the pupils in my year group.
-

Effective use of Baseline Data in Year 8

- Make effective use of baseline data to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties in my year group. The incoming Year 8 cohort will undertake CAT4 assessments at the end of June. In my role as HOY I will be involved in the analysis of this data in order to identify pupils with particular weaknesses/strengths and concomitant with this implement effective strategies to meet their individual needs.

Promoting Positive Pupil Behaviour:

It is likely that some of the pupils joining us in Year 8 will pose much greater challenges in relation to behaviour. As HOY for this cohort it is my responsibility:

- To promote positive pupil behaviour in my year group.
- To promote our School values with my year group throughout the academic year.
- To support Form teachers with their classes to create common agreed school values, rights and responsibilities which are shared throughout the year group.
- To promote a drive within the year group to implement positive behaviour.

To raise levels of Pupil Attendance

- Working to raise the attendance levels of our students in line with the Grammar School average of 95%
- To promote the Key Stage 3 Reward Programme for good attendance

To promote the Edmund Rice Ethos within the school

Promoting and embedding the Edmund Rice Ethos within my year group.

Activity: Head of Year 13
2020-2021
Miss O Convery

Attendance/Punctuality:

2016-2017: 95.9%

2017-2018: 94.0%

2018-2019: 95.2%

2019-2020: 93.3%

2020-2021 (Until 6th June 2021): 94.4%

While this is below the expected attendance for my year 13 groups (in bold above), the pandemic has meant that there were number of unexpected absences but the attendance policy has been fully implemented and my FTs have contacted home on the first day of absence if parents have not been in touch in advance.

Punctuality Procedures:

- Punctuality policy dealing with cumulative figures was fully implemented.
- A very reliable team of FTs identified students with punctuality issues and appropriate sanctions are applied. FTs applied a slightly more lenient approach due to the pandemic and a change in transport arrangement.
- Sanctions seem to have had the desired effect and an improvement in time-keeping. One or 2 persistent offenders dealt mostly with by FTs liaising with parents.
- No students have been suspended due to punctuality.

Academic Monitoring ARP

ARP 1

The normal process of monitoring students after ARP1 could not be completed due to COVID absences. However, 26 students were identified as failing at least one subject and processed as below:

- All of these students were interviewed by FT / YH.
- Target setting documents discussed and completed with YH & letters sent to parents.
- YH liaised with HoDs and support was put in place where relevant.
- These students were also closely monitored throughout lockdown by FT/YH.

ARP 2

- These results were distributed by GOC during lockdown and I analysed them and liaised with FTs and identified 40 students failing in one or more subjects.
- Contact made by email or parental phone call to those students highlighting our concerns.
- FTs closely monitored those students during lockdown with regards to their engagement.
- 3 of those students have since left school.

Post ARP 2 Monitoring

- Numerous issues with engagement and academic progress arose during the lockdown period from December to March.
- STs initially contacted home before reporting to FTs who liaised with parents especially where more than one ST had highlighted concerns. As a YH, I worked closely with FTs and offered support to parents where there were ongoing and continuing issues with engagement.
- Most issues with engagement were resolved with some degree of success but there are ongoing concerns about some students progressing into year 14. These students have been highlighted to HoS.

ARP 3

ARP3 Results have been used as AS Level CDGs and will be analysed by SLT in preparation for progress into year 14. As YH I will liaise with MR and identify students for support at the beginning of year 14.

Development Plans for 2021 – 2022:

- Develop resources to ensure a smooth return to school for incoming Year 14 students and liaise with students, FTs and parents to help support students as they begin their final year.
We are conscious that our students will move into year 14 having had a lot of turmoil and disruption over the last 2 years so the aim in term 1 will be to identify difficulties and areas where we may need to offer further support both pastorally and academically.
- Monitor progress closely and liaise with STs to help identify barriers to learning. I will liaise with parents/FTs/STs/HODs to develop mechanisms to support students as they aim to achieve their full potential.
- Develop further the use of Google Classroom as a pastoral forum for the year group where pastoral materials, resources and notifications will be made available.
- Support the careers officer, careers teachers and FTs to smoothly roll out UCAS applications.
- Set up and manage the student leadership team in their various roles in the school and identify new areas where they can be used to support work in the school where they can develop their leadership skills.
- Develop resources aimed at supporting students' mental health & resilience as part of their pastoral development.
- Monitor attendance very closely throughout September & October and support FTs as they liaise with parents to ensure that we maximize student attendance. Hopefully by setting high standards at the start of the year, we can maintain this throughout year 14.
- Offer study skills workshops to maximize the potential of all students.
- Further develop library and reading resources in the study hall.

Activity: Head of Year 14
Name: Dr Karen Robinson

Academic Monitoring ARP

- Nov 2020 ARP1: I spoke with all those students from individual form classes that were failing one/two subjects (no assemblies) and they completed the Monitoring Pro Forma and identified areas for improvement after ARP 1.
- Two students had failed 2 subjects and had been identified as having a significantly poor attendance – non-Covid related. 16 students had satisfactory attendance, but had failed one or two subjects.
- Due to lockdown after Christmas, monitoring and intervention were not possible.

Outcomes:

- Subject teachers contacted home with regards to lack of remote learning during lockdown. 8 pupils were referred on to me to make parental contact due to lack of engagement.

Evidence:

- Results from ARPs 1&2.
- Monthly Pastoral reports.

Issues specific to your Year Group/ Personal Targets:

- Poor attendance/punctuality, behaviour, poor work ethic having been absent for extended period of time during first lockdown and further isolation periods. Lack of engagement with teachers during lockdown, impacting upon work on return to School – speaking with pupils referred by subject teachers/Form Teachers and liaising with parents/guardians.
- Completion of UCAS – following up with students that missed deadlines. Two students had informed us that they were not applying and when CCEA announced that predicted grades were being used again this year, they decided they wanted to put in a late application. Only one completed the process.
- Roll-out of a Pastoral Programme for Year 14. New programme put together for Form Periods Jan-May 2021.

Development Plans for 2021 – 2022:

To raise standards in Senior School, with regards to attendance, punctuality, behaviour and work ethic of the new cohort of Year 13.

- Pupils and their parents to be reminded of standards at Induction Assemblies for entry into Senior School (excellent attendance/punctuality, excellent behaviour and sustained effort in work).
- Pupils entering Year 13 will have had disrupted schooling for the last two years – in the event of further isolations/lockdowns, pupils must be made aware of importance of high standards and submission of all work, starting from the very beginning of the new School year.

Promoting a learning environment for new Year 13 students:

- Support subject teachers and pupils to maximise their learning experience, particularly if there are periods of remote learning. Liaise with parents and keep them informed if their son is falling behind.
- Communicate and instil expectations in the new year group during Induction at end of August.
- Make ER Senior Study more welcoming and conducive to learning. Clear room and update displays - Study supervisor not physically able to do this. Career/UCAS information on noticeboards has not been updated in a few years. Noticeboards need covered in new backing paper. Liaise with LO'C to update Careers information and Art Dept for student work to be displayed on walls.

Completion and evaluation of Year 13 Pastoral programme:

- MR had developed new pastoral booklets for use during Form Period. Completion of these in Year 13 & 14 was interrupted with lockdowns. I would like to gauge effectiveness and interest in the topics covered in Year 13 by a Google Classroom questionnaire after Christmas 2021.

RESPONSIBILITY REPORTS

2020-2021

General

Careers Education, Information, Advice and Guidance (Mrs Lindsay O'Connor)

Highlights:

I commenced in the post of Careers Advisor on 7th January 2021 and so this report is reflective of key activities from January to June 2021.

Enhancement of Careers-related Student and Parental Communication

With Covid restrictions impacting significantly on usual face to face communication with students during lockdown from January to March 2021 and parents throughout the year, it was necessary to develop alternative means of communication.

Careers Google Classrooms for Year 13 and 14 were set up during lockdown to assist with communication with students in these key year groups. Use of the Google Classrooms continued after students returned to school in late March, and since then they have proven to be an invaluable and effective resource in terms of readily communicating with the entire year group in the absence of assemblies. As careers communications are saved in one place, students can easily search for and refer back to information previously posted. Careers and form teachers have been added to the Google Classroom so can reinforce key messages.

Presentations with recorded audio were provided to Years 10 and 12 students and parents during the Options process, and for Year 13 students and parents in June in relation to post-18 options and application processes in Year 14.

A separate 'Careers News' section was added to the school website in March. This and the school Facebook page are being updated regularly to assist with communication of general careers news and events to the school community, for example, both were used throughout NI Apprenticeship Week in April to signpost relevant information and provide reminders of online events being held by apprenticeship providers.

The text system has been regularly utilised to send key Careers communications and updates directly to parents of students in year groups at or approaching key transition points.

Virtual Work Experience

In response to the challenges presented by the pandemic in relation to safely organising physical work experience, many leading companies and organisations have developed virtual, interactive work experience programmes.

Year 13 students normally complete one week's work experience in June but due to continuing restrictions, this year they were instead asked to sign up for virtual work experience and ensure they have completed a programme before they return to school in September. A very small number of students have been able to source physical work experience through family contacts. The most popular work experience programmes for our students were Kainos Coding programme (15 students), Generation Innovation five day virtual team working experience (DfE funded – 10 students) and Construction Boot Camps organised by the Construction Industry Training Board and School Employer Connections (7 students).

In addition, multiple students completed or are due to complete virtual work experience with Allstate IT, FinTrU in financial technology, McAfee IT, Deloitte 'Career Shapers' accountancy and professional services experience, the Almac STEM programme, Belfast Trust live work experience session and Brighton and Sussex Medical School courses (both for prospective medical students), Ulster University Embracing Talent Employability programme, High Tide Foundation (primarily business/finance related programmes), the Empowerment Training Centre (sports-focused) and Springpod virtual work experience programmes in psychology, business management, finance, sports coaching, sports psychology, TV and film, teaching, politics, law, journalism and marketing. One Year 13 student was successful in gaining a place on the PwC 'New World, New Skills' paid work experience programme, held in August 2021.

Virtual work experience has opened up fantastic opportunities for students to engage with leading employers and learn more about their preferred career area first hand, while also providing evidence of quality research for their UCAS personal statements and/or other applications.

Virtual Open Days and Talks

Another area which has been affected significantly by the pandemic has been in the provision of open days, talks and roadshows organised by further education colleges, universities and apprenticeship providers.

Instead of the usual visits by students to local institutions and/or guest speakers visiting in person, students have been provided with the opportunity to attend virtual events. These have included QUB and UU Open Days, the University Roadshow, UCAS Discovery Week and Scottish Universities Virtual Roadshow. In addition, a wide range of virtual talks and events promoting apprenticeships, with a focus on higher level and degree apprenticeships, have been promoted to students and parents, particularly during NI Apprenticeship Week as mentioned previously. Many of these events were open to parents and details were communicated via text and/or the use of the school website and social media.

As a result of these events, students have been able to obtain detailed information virtually on various pathways, view presentations and in some cases speak online 1:1 with representatives from institutions/providers.

Careers Education Programmes

When lockdown began in January 2021, the Careers Education Programmes for Key Stage 3 and 4 delivered through the form period were drawing to a close, although with some lessons remaining, and the Year 13 programme was due to start at the beginning of February. The programmes were all paper-based and so were not suitable for online delivery.

Years 10, 11 and 12 were immediately identified as priority year groups and key, important lessons were chosen from those remaining, updated and transferred into a format that was suitable for delivery via online learning and Google Classroom. The focus for Years 10 and 12 was on lessons which provided preparation for the Options processes beginning in February. These were provided to relevant form teachers for delivery to their form classes. After the Centre Determined Grades process was complete, students in classes 12A, B and C were provided with an additional support lesson delivered by the Careers Advisor to discuss alternatives to A level studies. Follow-up video calls with two training organisations were subsequently organised for relevant students.

The entire Year 13 programme was updated and transferred to PowerPoint for remote delivery initially and face to face delivery from the end of March. Some teaching time was lost in the third term as a result of the Centre Determined Grades assessments and moderation, so the programme was condensed but all important key messages in relation to preparation for and information about post-18 choices were included. Booklets of all PowerPoints were made so that students who had missed lessons during lockdown could refer back to these, and the first face to face lesson involved a recap of all content covered remotely. A presentation with recorded audio was provided for Year 13 students and parents in June to outline and further reinforce information about the main application processes to be undertaken in Year 14.

The existing Careers Education Programmes are in the process of being refined ahead of their next cycle of delivery from September 2021, with the introduction of lesson PowerPoints which include relevant links to online videos and resources to provide a more interactive experience for students. It is expected that a fuller review of the programmes will be undertaken after the assessment and benchmarking of the careers provision takes place next academic year.

Development Plans for 2021-2022:

- Conduct full assessment and benchmarking of all aspects of the current careers provision. This will include in-depth surveys and focus groups of pupils, parents and staff to assess what is working well and identify key areas of focus which require adjustment or further development. The information from the assessment and benchmarking process will be used to develop and, where necessary, reshape the overall careers programme.
- Re-introduction, development and embedding of key employability programmes that were paused during the pandemic, with a focus on the Career Ready programme for Year 13s and Barclays LifeSkills programme for Year 12 potential leavers, Year 13 and Year 14.
- Develop and enhance links and relationships with alumni in a range of career areas, industries and sectors to provide students with work and career insights, with a focus on inspiring students to aim high and, in some cases, open their minds to the possibility of alternative pathways or career areas.
- Develop a programme of events for National Careers Week in March 2022, which will aim to provide career inspiration and ideas for students at all key stages.

Overall Comment:

As highlighted in the first section of this report, almost all aspects of careers provision this year have been impacted by the pandemic, so flexibility, adaptations and in some cases alternative methods of delivery have been required to provide the education, information and guidance necessary for students to make well-informed choices. This is particularly relevant for those students at key transition points.

Careers advice, guidance and support from the Careers Advisor was available to individual students and parents during lockdown via telephone and email. Face to face advice and guidance resumed for students once they returned to school in March, and this was widely utilised by Year 13 and 14 students. Parental advice and support continues to be provided by email and telephone. Meanwhile, statutory Year 12 careers guidance interviews provided by the Careers Service were successfully completed by the end of May 2021 through a mix of video and telephone interviews.

Next year, if restrictions allow, the focus will be on the return as far as possible to the activities that were in place before the pandemic began – in addition to the Career Ready and LifeSkills programmes, we are looking forward to welcoming guest speakers from higher education, further education, training organisations, apprenticeship providers and employers. To begin with, we have booked talks from representatives from several universities for September and October and a recent past pupil is visiting incoming Year 14 students in October to share his experience of the QUB/PwC degree apprenticeship programme. We also hope to be in a position to return to physical work experience for our students.

Combined with this, the assessment and benchmarking exercise should offer an excellent opportunity to review, update and enhance the overall careers programme to ensure that our students are provided with the best preparation possible to make appropriate choices and successfully progress through future learning and work.

Activity: School Chaplain (Mrs M Farag)

Chaplain's responsibilities 2020-2021

Prayer and reflection at beginning of each term, on all staff days, special school occasions and at prizegiving events. Prayers offered at special assemblies and staff gatherings.

Public announcements prepared for delivery on days of religious significance.

Display board in front hall updated monthly to reflect themes related to chaplaincy and the Church year.

Act as leader of Project Zambia immersion experience preparation for year 13 and 14 pupils and encourage interest in Project Zambia across the school.

Lead our school chapter of Youth SVP for West Belfast. Open to Year 13 and 14 pupils.

Help out with charity and other school events where the Chaplain's assistance would be beneficial.

Provide pastoral care for staff, pupils and parents in the event of critical illness, bereavement, newcomer arrival or other difficult situations as they arise.

Term1.....

Planned events which had to be cancelled or postponed due to restrictions.

Staff mass on day one to introduce the new school year.

Edmund Rice Camp: pupils welcomed and encouraged to follow the example of Blessed Edmund Rice.

Year 8 Barbeque: available to talk to parents and help with catering.

MacMillan cancer cake sale in September.

Retreats for Years 8, 11 and 13 planned, prepared and organised with pupils prepared in advance.

Year 8 Mass, usually celebrated in October.

Year 9 Mass, usually celebrated in November.

First anniversary mass for Dylan Fox. R.I. P

Christmas carol service in conjunction with Music dept and St Teresa's Parish Priest

Year 8 graduation and nativity story presentation with carols

Year 14 Prizegiving

Events which were able to take place in term 1.

Queen's Course on supporting Newcomers went ahead online in Sept.

Remembrance table set up in the front hall for November and Remembrance display board for staff and pupils to reflect and focus on remembrance.

November dead list circulated for pupils and staff to complete.

Assembly materials and a prayer service for November provided for all staff to support the remembrance of those in our school community who have passed away and those who are bereaved.

Counselling and support provided on site for pupils who had bereavement issues after the death of a family member or close friend.

Remembrance table and book of condolences set up for Dylan Fox first anniversary

Worked with the family, school and parish to prepare the requiem Mass for Dylan.

Support secured from the local parish priest for staff and parents affected by the pandemic.

Provided ongoing support throughout the year for Dylan Fox family and the families of pupils with long term illness.

Advent wreath set up for the season of Advent and display board explaining the meaning of the Advent season.

Year 8 pupils selected and prepared in advance to perform in the graduation event.

Nativity crib set up in the hall and in the Chapel as Christmas approaches.

SVP Christmas Toy appeal and Christmas Hamper appeal launched and managed with the SVP Group.

Cheque presented to SVP on behalf of the school community.

Term 2...online

Catholic Schools week advertised and assembly materials distributed. All staff invited to take part.

Catholic Schools' week celebrated with display of materials and distribution of materials for use in lessons.

Daily themes for Catholic Schools' week announced daily.

Prayer cards prepared and distributed to all staff for use in the classroom.

Lent and related Holy week dates advertised and explained on display board.

Pancake Tuesday celebrated online for all cookery classes.

Ash Wednesday. full prayer service for all year groups on Ash Wednesday.

Niamh Mulholland working online with SVP group.

Daily reflections throughout the season of Lent prepared and made available to all staff for use in registration or assembly as needed.

Solemn Holy Week ceremonies and support materials made available to staff and pupils on Wednesday of Holy Week.

Planned events cancelled due to restrictions and lockdown.

SVP group Social Justice events and fundraisers for staff and pupils. Lenten talks in class groups in Years 8, 9 and 10 presented by Jim Deeds of the Living Church planned, prepared, and scheduled for March but unable to be delivered due to Corona virus.

Trocaire and Project Zambia charity talks by visiting volunteers planned and organised for senior school in Years 11,12, 13 and 14 but not delivered due to corona virus.

Pope St John Paul II Award, pupils offered opportunities to work alongside Chaplain and teachers to help prepare and deliver talks and prayer services in Lent but not delivered due to corona virus.

Presentation by Queen's Chaplain to Year 14 pupils planned but not delivered.

Leaver's Mass for Year 14 planned but not delivered.

Display board updated for Holy Week theme as Holy Week approaches.

Online support during Home Schooling,

Online meetings organised for SVP and Project Zambia Groups through group emails.

Regular updates of pastoral and religious materials presented to staff and pupils online during the pandemic.

Edmund Rice Feast Day celebrated online and on school facebook on May 5th.

Support materials sent to all pupils and staff to celebrate the connection of the school with Our Lady in May.

Materials relating to Laudato Si produced and forwarded to pupils and staff to mark the 6th anniversary of the Pope's promotion of "caring for the earth".

Good Shepherd Sunday advertised and displayed online for staff and pupils.

Ascension Day celebrated online.

Pentecost Sunday advertised, and support materials supplied to pupils and staff online.

Clonard Novena advertised to all pupils and staff online.

Support for pupils and staff during family bereavement and illness.

Development Plans for 2021-2022:

These proposals may be subject to change or cancellation according to the scientific and medical advice going forward.

Similar activities for all three terms and further development of the Edmund Rice ethos in partnership with the local parishes, the ERST Trustees and the Diocesan advisor.

Prayer and reflection to continue at beginning of each term, on all staff days, special school occasions and at prizegiving events.

Prayers to be offered at special assemblies and staff gatherings.

Public announcements to be prepared for delivery on days of religious significance.

Display board in front hall to be updated monthly to reflect themes related to chaplaincy and the Church year.

Act as leader of Project Zambia immersion experience for year 13 and 14 pupils.

Lead our school chapter of Youth SVP for West Belfast. Open to Year 13 and 14 pupils.

Help out with charity and other school events where the Chaplain's assistance would be beneficial,

Provide pastoral care for staff, pupils and parents as required.

Due to the pandemic a number of events have been postponed or cancelled since last year and will have to be rescheduled where possible in the coming months as allowed.

Online versions of our usual group religious events and gatherings may be temporary solution to the social distancing dilemma.

Overall Comment:

The School Chaplain is a very rewarding role within the school.

The Chaplain engages with every member of the school community and is involved in all events and occasions. Our pupils are always open and very willing to help out with planning and taking part in religious and spiritual events organised by and for them and are always ready to volunteer for charity groups and events when required.

This year, as in other years we have had many happy events to celebrate tempered with a number of sad and tragic situations where support was important for staff and pupils.

Never have we or any other school had the experience of the challenges facing us in the past two school years with the pandemic.

It is unfamiliar territory for us all and we are tentatively taking our first steps in planning for the new normal which will have to be set for next year. Pupils and staff have been incredibly supportive of each other during the lockdowns and most have managed well so far considering the challenges.

We may have serious issues in the months ahead with physical, mental, social, emotional, and educational problems which have not yet come to light.

I am as always, overwhelmed by the generosity of all in our school community towards those in need and I am sure this coming year will be no different and we will all support each other again.

I am very indebted to our staff, senior leaders, Principal and Board of Governors for all the help and support I receive on a daily basis.

Without their support and encouragement, I would be unable to carry out my role as Chaplain.

I also want to thank parents for their ongoing support and generous response to our many appeals for donations to various charities throughout the year and their work with the pupils while they were studying from home.

Activity: C2K/SIMs Co-ordinator (Miss O Convery)

Highlights 2020-2021:

C2K

- Neverware printer solution developed and implemented.
- Upgrades to Windows 10 on C2K managed devices.
- Maintenance for all Neverware 'ChromeBooks'
- 'EA School Additional Device Loan Scheme' devices rolled out. Students identified through EA criteria & devices distributed to relevant students. Further pastoral analysis through FTs/YHs used to identify students in need & further devices allocated. These devices have been set up and distributed to pupils who meet the listed criteria for their use and/or who have indicated to the school that they are in need of a device for remote learning at home.
- Staff given access to hardware to facilitate working from home and support systems put in place to help staff work remotely.
- Support mechanisms put in place to ensure that students can easily access their C2K accounts from home:
- Student and parent guides developed.
- Password reset/account unlocking procedures were put in place. Instructions on accessing these services were distributed via the school website and social media platforms.
- Audited current hardware for GOC to help identify where investment needed and liaised with GOC to identify projects for purchase as a result of funding now available:
58 New managed machines purchased
16 New data projectors purchased
3 Network printers ordered
- Installation of 58 new machines
SKY/GOC/FC/SS – New PCs
H33/H31 27 New PCs per room
Relocated Managed PCs to
English Store, Maths Store, Languages Store,
PE Office (R Corridor)
T1/S22/H11
- Arrange for cabling to enhance provision of Neverware machines in study areas and PE department(SS2).
- Training organised and facilitated for key admin staff where required.
- Audited the use of C2K facilities and investigated breaches of policy when required.

SIMs

- Staff training on effective reporting on SIMS for FTs/YHs
- Completed End of Year and DENI Census procedures.

SIMs Parent App

- Further research into the use of Parent App. Trials took place using a current student & parent to check settings and parent view.
- Parent App contract purchased in April 2021.
- Distribution of parent app information to parents June 2021 & collection of parent consent forms.
- Collection of updated parental contact details to be added to SIMs.
- Liaised with office staff/GMC/NW who added collected emails to SIMs
- Liaised with GOC to plan initial access for parents.
- Trial period in June 2021 with members of 10G.

Development Plans for 2021-2022:

SIMS Parent App

Implement SIMs Parent App across all year groups:

- Check and complete parental contact data on SIMs for remaining year groups
- Parent training
- Train staff with regards to best practice & awareness of data available to parents.
- Liaise with FTs/YHs/HoS/Report Managers where necessary
- Develop & distribute training/support materials for parents.
- Liaise with admin staff to implement support structures for parents to deal with technical troubleshooting
- Monitor use of SIMs Parent App, report to VP pastoral & adapt usage accordingly. More features to be rolled out in due course.

SIMs

- Audit admin & teaching staff to check if training/support is needed to ensure the effective use of SIMs data.
- Develop training materials and offer training sessions to support staff where identified. This training will be appropriate to roles in school such as HoDs, YHs, SLT
- Support office staff to avail of training as offered by C2K.
- Routine SIMs maintenance as per standard procedures. eg End of Year procedures, DENI returns, Calendar etc

C2K

- Manage EA device loans and identify pupil need for 2021-2022
- Implement cabling solution and relocate Neverware devices to areas of need.
2 Study Halls/SS2
- In the event of further disruption to face-to-face teaching due to the pandemic:
 - Arrange device loans for teaching staff.
 - Update and reissue support documents for staff and pupils to enable them to access online learning platforms smoothly.
 - Email support from SS & OC will be made available.

Overall Comment:

- It is expected that there will be an increase in parental contact initially with issues around gaining access to the SIMs parent App on various devices. OC to liaise with GOC to gain support from admin staff during this initial period.
- Due to the purchase of 58 new fully managed machines, there are still a number of Neverware machines removed from the network which can be deployed in alternative locations where the need arises across the school. OC to liaise with GOC to determine the deployment of these. A number of the Neverware machines will also be retained to facilitate maintenance or to substitute for faulty devices when needed.

**Activity: Editor of Simmarian Magazine
(Dr M Donnelly)**

Highlights 2020-2021:

School events:

1. Virtual Open Night in December 2019
2. Prize givings - GCSE & KS3- (Covid prevented the AS/A2 prizegiving.)
3. Fundraising events
4. 50th Anniversary of Hogan & O'Keefe Cup Wins
5. Blackboard Teachers award nomination
6. Edmund Rice Day
7. Spirit of Catholic Education Award
8. Virtual Science Week
9. Pupil-written articles continue to be incorporated to give a flavour of school life in St Mary's CBGS from a pupil's perspective.
10. The layout and articles/content of the Simmarian were reviewed this year and minimal changes have been adopted.

Development Plans for 2020 – 2021:

1. To continue to review the order of articles/contents and magazine layout to see if this can be improved in any way.
2. Quotations for the printing of the Simmarian will be sent out this year in an effort to cut costs without sacrificing quality (action by D.Finnegan.)

Overall Comment:

It was a challenging year for the school and our pupils. So many important events that take place which allow our pupils to undergo different experiences (eg school trips,) try new things (eg extra-curricular clubs,) and sporting events/competitions were not able to be run. Therefore, the Simmarian this year is reduced in size.

**Activity: Extra Curricular Co-ordinator
(Mrs C Morris Spillane)**

Highlights 2020-2021:

- Rehearsals weekly on Tuesdays 8.15am-9am, were all cancelled due to government directive re Covid 19 restrictions.
- Music theory lessons were offered before school on Wednesdays, but the uptake was poor from pupils, despite contacting parents to ensure that Year 12 & 13 music students attended.
- Support offered and given to pupils with Controlled Assessment in Year 12 Mon-Wed 8.20-9am

Development Plans for 2021-2022:

- Aim to raise standards of group performance after a long absence from such rehearsals.
- Orchestra rehearsals Wednesdays 8.20-9am (when permitted) preparing a repertoire of pieces.
- Provide theory classes to Year 11/12 /13&14 music students and open these up to our G&T pupils at KS3 as well. Tuesdays 8.20am to 9am
- Continue offering pupils one to one support with Controlled Assessment Year 11/12 Monday & Tuesday 8.20 am to 9am

Overall Comment:

I am hopeful that extra-curricular activities will resume next year, with all aspects of school life returning to some form of normality.

The main issue will be making the above development plans feasible in a safe environment.

Activity: Learning Tutor (Miss C Dobbin)

Highlights 2020-2021:

KS3

- I provided support to one Year 8 pupil, thirty-one Year 9 pupils and fifteen Year 10 pupils.
- The majority of this year's pupils were selected to attend Literacy Support during the last academic year through the Intervention Programme (Year 8) or established referral system (Years 9 and 10).
- Due to the unexpected closure in March 2020, these pupils did not get to fully achieve their previous targets so it was necessary for them to continue with the programme.
- All pupils continued to respond well to the target-setting process, reviewing process, the support offered and resources provided. Parents/guardians continue to be informed of their child's progress via a report letter.
- In January, pupils returned to full remote learning due to the necessary school closure. Previous planning time to produce resources for Google Classroom made this process smoother and easier to manage. Most pupils engaged (some experienced technical difficulties) and completed work well. Parents were very supportive and were happy that Literacy Support could continue despite the closure. The remaining time after school was reopened was spent recapping work that the pupils completed on Google Classroom and completing any remaining revision tasks to help fully achieve their targets.

GCSE

- I provided support to one Year 14 pupil repeating GCSE English Language.
- The necessary work to help this pupil was completed despite disruptions to this year groups' learning due to necessary periods of self-isolation and changes to the GCSE English Language course. The pupil engaged very well with the support provided and with the work to complete both in class and on Google Classroom. The final result will be given in the summer.
- I am very grateful for the help and support of my colleagues in the English department, especially our Head of Department, during what was a challenging time for all staff and pupils. Our department's planning, resourcing and robust moderation process greatly aided me to continue planning well, assessing well and resourcing my own lessons for those pupils I help and will continue to help succeed in this important subject.

Training

- I have completed the CPD short course, 'Working with Newcomer Pupils in Post-Primary Schools' provided by Queen's University, Belfast. I will receive accreditation for this course in the summer.
- This was a greatly informative and engaging online course that helped me to understand intercultural awareness within the school community and ways to make newcomer pupils and their families feel welcomed. Furthermore, I learned strategies to help newcomer pupils with language development and getting prepared for exams.
- The resources will be of great benefit to my own planning and resourcing of materials for the newcomer pupil that I am currently working with and for future newcomer pupils to the school. I would also like to disseminate the information and resources I have obtained from this course with my colleagues.

Development Plans for 2021-2022:

- Continued use of baseline data to pre-identify Year 8 pupils with barriers to learning- inform appropriate intervention and target set;
- Continuation of the Intervention programme for Year 8 pupils, working in partnership with the Literacy Co-ordinator and subject specialists;
- Continued monitoring and evaluation of intervention through re-testing of pupils in PTE;
- Continue to support learning and teaching across KS3, KS4 and KS5 through the referral system;
- Enhance support for newcomer pupils and implementation of the Common European Framework of Reference for Languages (CEFR).

Overall Comment:

- This year presented the positive challenge of helping my previous KS3 pupils to recap and continue to improve in their Literacy skills after the extended break from their learning in the previous academic year.
- I hope to continue with the revised Intervention Programme and that the pupils continue to benefit from the support provided.
- The training and use of Google Classroom was also a positive experience. I hope to continue training and utilise this resource more in my lessons.
- I have enjoyed working with a small group of Year 11 pupils. As with the previous Year 12 group, the challenge of changes to examinations still remain. I hope to do what I can to best support these pupils in preparation for their exams in the new academic year.

Activity: Learning Tutor (Miss G McKeever)

Highlights 2020 - 2021

The past year has been a challenging one for us all but particularly for our pupils. Those who were struggling to learn last year have found it even more difficult this year.

The year 8 support programme was suspended as I was unable to give in-class support due to Covid restrictions.

The main support was given to GCSE and A Level pupils. This was done in reduced numbers due to Covid restrictions.

I worked one to one with 2 year 13 pupils who were repeating the year. I also worked with a year 13 AEN pupil who was doing A level maths and further maths. This was 12 periods a week in total.

I also supported year 14 pupils with revision of selected topics.

The GCSE support was full time.

Two pupils who had failed in year 11 were removed from their class as their classmates had moved on to GCSE Statistics and they had yet to pass GCSE Maths.

Two pupils were removed from class so that they could focus on higher tier topics which were not being done by the rest of their classmates.

One pupil was supported full time due to AEN issues.

In year 11, one pupil was supported full time.

In year 10, two pupils were supported during a timetabled Learning Support period. Additionally, one pupil was supported full time due to Covid restrictions.

There were no PTM/PTE assessments done.

Development Plans for 2020-2021:

- Resume the year 8 intervention programme for new year 8 pupils and for those identified pupils in other years.
- Support of year 12 and 14 pupils to ensure that they are able to fully access the curriculum and recover from missed learning/teaching during their last year - aim of being exam ready for modules scheduled for December 2021.
- More robust monitoring and evaluation of intervention through re-testing of pupils in PTE/PTM/CAT/PASS.
- Continue to Support learning and teaching across KS3, KS4 and KS5 through the referral system.

Overall Comment:

The past year has been exceptionally challenging due to the disruption of lockdowns and isolation. Not all pupils were successful at working remotely and it was difficult to introduce new topics to those who require one to one learning support. The teamwork in the department with regards to remote

learning resources and peer support was excellent. The challenge ahead for incoming year 12 pupils in particular is not to be underestimated. Learning support will be critical to outcomes.

Activity: School Events Co-ordinator (Miss C McAtamney)

Highlights 2020-21:

- All school events were modified, successful and to plan (that were able to go ahead).
- Continuing to be consulted in events and feeding into the planning and preparation. This made the preparation easier and more effective.

Development Plans for 2021-2022:

- Continue to liaise with Principal/Bursar and SLT for the events moving forward especially at this time of uncertainty.
- Continue to prepare in partnership for events with SLT / Bursar and Principal.
- Liaise with Principal/Bursar/SLT regarding any changes being made to catering and refreshments offered to guests/parents.
- Put in place any changes to the events that will improve them overall.
- Put any Covid safety changes in place that are required.

Overall Comment:

- All school events were greatly affected by Covid this year.
- Overall the events that took place were successful and any improvements will be undertaken this year to ensure that the school and pupil achievements are showcased effectively.

**Activity: Timetabling Co-ordinator
(Mr D Mahon)**

Highlights 2020-2021:

Working in close contact with the Curriculum VP to formulate a workable socially distanced and pupil, staff safe Timetable. Creation of base bubble rooms for the successful delivery of lessons. Multiple often weekly adjusting of the rooming plan to accommodate the changing needs of the school.

Development Plans for 2021-2022:

Create more flexibility in the curriculum model by investigating the needed reduction of block teaching within subject areas such as languages, HE, Science and other Practical subjects

Overall Comment:

A focus moving forward to improve the current timetable will be to explore options to increase the flexibility of fit to ensure that we can, as far as possible, accommodate staffing requests issued by departments. This will involve working with the Curriculum VP to explore possibilities to reduce the number of blocks that currently exist in the timetable and looking at creative ways to accommodate subject choices.

I will also work with the Curriculum and Pastoral VPs to ensure that we can accommodate supervision cover for lunch and break time.