

Literacy	Review	<ul style="list-style-type: none"> • Principal and ISM team evaluated standardised test scores in depth. • STEN scores and standardised scores were analysed • Due to the very transient nature of our pupil population standardised scores analysed as a school did not give an accurate for fair reflection of good teaching and learning that is taking place in the school <ul style="list-style-type: none"> ○ 10% of pupils left school 2017/18, ○ 24% left school is 2016/17 school year. ○ 41% of pupils were “new enrolments” in the 2017/2018 school year ○ 53% of pupils were “new enrolments” in the 2016/2017 school year • Principal met with inspector Mary Dunne and discussed concerns over data being analysed and how it reflected on the school, It was decided for the forthcoming academic year to focus on new SSE guidelines 2016 -2020 to set targets with an emphasis on teaching and learning. . • DOMAIN 3: TEACHERS’ INDIVIDUAL PRACTICE: The teacher selects and uses planning, preparation and assessment practices that progress pupils’ learning. • DOMAIN 4: TEACHERS’ COLLECTIVE/COLLABORATIVE PRACTICE: Teachers work together to devise learning opportunities for pupils across and beyond the curriculum
	SSE Targets	<ul style="list-style-type: none"> • DOMAIN 3: TEACHERS’ INDIVIDUAL PRACTICE: The teacher selects and uses planning, preparation and assessment practices that progress pupils’ learning. • DOMAIN 4: TEACHERS’ COLLECTIVE/COLLABORATIVE PRACTICE: Teachers work together to devise learning opportunities for pupils across and beyond the curriculum <p style="color: blue;">Please refer directly to school improvement plan.</p>

	<p>Target(s)</p>	<p>Oral Language</p> <ul style="list-style-type: none"> • We will gain experience and confidence in using the Oral Language Strand of the Primary Language Curriculum • Junior Infants to Second Class: On average classes will move two progression milestones in one school year • 3rd – 6th class: Monitor the progress of 3 tracker children on First Steps Oral Language Profile <p>Writing</p> <ul style="list-style-type: none"> • We will gain experience and confidence in using the Writing Strand of the Primary Language Curriculum • Junior Infants to 6th class: Monitor the progress of 3 tracker children through copies of written work at the beginning and end of being taught a writing genre. • Cursive handwriting use will increase across the whole school <p>Reading</p> <ul style="list-style-type: none"> • We will gain experience and confidence in using the Reading Strand of the Primary Language Curriculum • Junior Infants to Second Class: On average classes will move two progression milestones in one school year • 3rd – 6th class: Monitor the progress of 3 tracker children through PM Benchmarking Profile <p>Spelling</p> <ul style="list-style-type: none"> • We will gain experience and confidence in using the school's Spelling Programme. • There will be noticeable developments in children's spelling recorded in their spelling journals. • Junior Infants to 6th class: Monitor the progress of 3 tracker children through copies of written work each term and their spelling journals
	<p>Monitoring</p>	<ul style="list-style-type: none"> • Using baseline and targets as guide, set out how progress will be measured on a termly/annual basis e.g. <i>Each term, using milestones agreed for each class level, progress will be monitored by class teacher, and, at whole school level, by the SET team and the Principal. Outcomes to feed into subsequent actions and teacher planning</i>
	<p>Evaluation</p>	<ul style="list-style-type: none"> • Using baseline and targets as guide, state how progress made since inception of plan will be measured and evaluated. e.g. <i>Repeat review and compare results with baseline and target</i> • Identify lessons learned for future planning and development

Oral Language							
Priority	Priority	Priority	Priority	Priority	Priority	Priority	Priority
1	Oral Language will improve across the whole school	Roll out of Oral Language Primary Language Curriculum for Junior Infants to 2nd class	<p>All teaching staff introduced to new planning templates during induction.</p> <p>Fortnightly plans are designed for new PLC and in use by all teachers (Ji – 2nd class)</p> <p>3rd – 6th class English plans place a strong emphasis on language</p> <p>Teaching in classroom reflecting the new PLC – focus on oral language text types</p> <p>Oral Language to feed into writing genre</p> <p>Differentiation evident in all planning to support children with learning needs and if reflected in Cuntas Miosíl</p>	Ongoing throughout school year	English Co-ordinator Teachers	Teachers	<p>Junior Infants to Second Class: On average classes will move two progression milestones in one school year.</p> <p>3rd – 6th class: Monitor the progress of 3 tracker children on First Steps Oral Language Profile</p>

PETNS School Plan - Literacy 2018/2019

		<p>Assessment of Oral Language across the school</p>	<p>Teachers to identify where students of the class as a whole are on the progression steps at the beginning of each term.</p> <p>Three target children to be chosen per class (JI – 2nd), progress on progression milestones to be monitored</p> <p>Three target children to be chosen per class (3rd – 6th), progress on First Steps Oral Language Profile to be monitored</p> <p>Teachers to use oral language text types and rubrics for assessment purposes</p>	Throughout school year	Teachers	Teachers	<p>Junior Infants to Second Class: On average classes will move two progression milestones in one school year.</p> <p>3rd – 6th class: Monitor the progress of 3 tracker children on First Steps Oral Language Profile</p>
		<p>Oral Language resources to be shared on Google Drive</p>	<p>Oral Language planning templates, rubrics and vocabulary to be shared in Oral Language folder of Whole School Plan</p>	Term 1	English Co-ordinator	RG	
		<p>Teachers will engage in CPD through PDST / DWEC during Croke Park hours where possible</p> <p>Once school closure day to support PLC – 30th November 2018</p>	<p>PDST support requested for in-house support</p> <p>English coordinator to share PLC/Language courses in Education Centres</p> <p>Comprehensive support day on 30th November to be planned in house.</p>	Throughout school year	English coordinator	All staff	

Writing							
Priority	Improvement Target	Required Actions	Planning Activities	Timescale	Responsibility	Carried out by ...	Success Criteria
2	Cursive handwriting use will increase across the whole school	Cursive letters to be displayed in every classroom	Ensure cursive letters are on display in every classroom	September 2018	Class teachers	Class Teachers	Cursive handwriting use will increase across the whole school
		Class will practice using cursive handwriting Teachers will model cursive handwriting	Handwriting books and/or copies used throughout school to promote use of cursive handwriting Teachers modelling use of cursive handwriting in classroom	Throughout year	Class teachers	Class teachers	
		Whole school display to promote excellent handwriting	Students work to be displayed on Handwriting Display Board	Monthly	Class teacher	Class teacher	
		Monthly certificate for best handwriting	Certificate for best handwriting to be given out at family assembly monthly	Monthly	English team	English Team	
3	Roll out of Writing Primary Language Curriculum	Teachers will engage with CPD for Writing Primary Language Curriculum	All teaching staff introduced to new planning templates during induction. Fortnightly plans are designed for new PLC and in use by all teachers (Ji – 2 nd class) 3 rd – 6 th class English plans place a strong emphasis on learner outcomes English coordinator to share PLC/Language courses in Education Centres	Throughout the year	All teachers	All teachers	
4	Writing genres to be taught on a bi-annual basis	Teachers will ensure that all writing genres are specifically taught over a 2 year period	Teachers can adapt whole school plans to “fit” writing genre in with their monthly theme. Teachers need to teach 3 writing genres per year and ensure this is adequately recorded in their long term, short term and CM planning. Teachers need to ensure that information is adequately recorded and shared with English co-ordinator	Throughout the year	All teachers English co-ordinator	All teachers	

Reading							
Priority	Improvement Target	Required Actions	Planning Activities	Timescale	Responsibility	Carried out by ...	Success Criteria
5	Children's individual standard scores will increase in standardised tests	Comprehension strategies will be explicitly taught in every class	Teachers will plan to use Building Bridges of Understanding resources to teach comprehension strategies. One strategy to be explicitly taught per month. Hand signs for strategies to be taught and re-enforced	Throughout the year	Teachers	Teachers	Children's individual standard scores will increase
		Comprehension Posters will be displayed in every classroom	English team to ensure that comprehension posters are being displayed in all classrooms	October 2018	English team	English team	
		Guided Reading/English stations three times a week in all classes =	Teachers plan and deliver differentiated guided reading/phonic sessions three times a week. Higher order questioning to be used to develop comprehension Teachers to adapt station "content/topic" based on needs of class after assessment	Throughout the year	Teachers	Teachers	
6	Roll out of Reading Primary Language Curriculum	Teachers will engage with CPD for Reading Primary Language Curriculum	All teaching staff introduced to new planning templates during induction. Fortnightly plans are designed for new PLC and in use by all teachers (Ji – 2 nd class) 3 rd – 6 th class English plans place a strong emphasis on learner outcomes English coordinator to share PLC/Language courses in Education Centres	Throughout the year	All teachers	All teachers	

Spelling							
Priority	Improvement Target	Required Actions	Planning Activities	Timescale	Responsibility	Carried out by ...	Success Criteria
7	Children's individual standard scores will increase in standardised tests	Spelling stations three times a week in every class	Each class has a spelling pack with strategy cards, whiteboards and markers, spelling lists Teachers have an understanding of the school spelling policy	October 2018	English team	English team	Children's individual standard scores will increase in standardised tests
		Children keep a spelling list of new words New words are displayed in classrooms	Every child has a notebook/spelling journal to record new words Every classroom has a word wall for record new words	Throughout year	Teachers	Teachers	
		Children are taught strategies for spelling new words	Strategy cards are displayed in every class. Children are taught spelling strategies for new words in stations and during whole class	Throughout the year	Teachers	Teachers	
		Children will be entered into spelling bee	The school will enter the Eason's Spelling Bee Children in 5 th and 6 th class will be given the opportunity to participate in a school spelling bee to choose our spelling champion.	Enter competition by Dec 15 th 2017	5 th & 6 th class teachers	5 th & 6 th class teachers	