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| 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 or fair reflection of good teaching and learning that is taking place in the school <ul style="list-style-type: none"> ○ 11% of pupils left school 2018/19 ○ 10% of pupils left school 2017/18, ○ 24% left school is 2016/17 school year. ○ 45% of pupils were “new enrolments in the 2018/2019 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 • Based upon feedback from the school’s WSE it was decided that the focus for literacy will continue to be on the improvement of teaching and learning. It will also include an emphasis on the building of resources, assessment and tracking of EAL pupils in the school. The ‘Talk Boost’ and ‘Up and Away’ programmes will continue to be piloted in SET withdrawal groups to target the highest level of EAL need across the school • Monthly thematic plans and fortnightly planning templates introduced in 2017/2018 have seen a school-wide improvement and focus in language acquisition • Teachers re-evaluated the writing genres covered on a two year spiral to reflect thematic plans and to ensure constant revision of known genres • After PDST training and support, teachers highlighted the need for greater variety in the types of team teaching practiced. This will include a mix of station teaching, parallel teaching, one teach/one support etc. • 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>Please refer directly to school improvement plan.</p> |

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| | <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 • SET team will roll out ‘Up and Away’ programme for the highest level of need EAL learners and record progress with tracker children over academic year <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 by the end of year 2 of PLC cycle • 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>Primary Language Curriculum</p> <ul style="list-style-type: none"> • Whole school will attend PDST training for the new Primary language curriculum for 3rd- 6th Class |
| | <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. 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 |
| | <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. Repeat review and compare results with baseline and target • Identify lessons learned for future planning and development |

| Oral Language | | | | | | | |
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| Priority | Priority | Priority | Priority | Priority | Priority | Priority | Priority |
| 1 | Oral Language will improve across the whole school | Oral Language Primary Language Curriculum for Junior Infants to 2nd class | <p>All teaching staff continue to use PLC planning templates</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>Whole school CPD on new PLC for 3rd – 6th Class</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 over 2 year PLC cycle.</p> <p>3rd – 6th class: Monitor the progress of 3 tracker children on First Steps Oral Language Profile</p> |

PETNS School Plan - Literacy 2019/2020

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| | | <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> <p>'Up and Away' and Talk Boost programmes to be utilized for specialist EAL groups in SET withdrawals</p> | Throughout school year | Teachers | Teachers | <p>Junior Infants to Second Class: On average classes will move two progression milestones in over 2 year PLC cycle.</p> <p>3rd – 6th class: Monitor the progress of 3 tracker children on First Steps Oral Language Profile</p> |
| | | <p>Oral Language & EAL resources to be shared on Google Drive and purchased</p> | <p>Oral Language planning templates, rubrics and vocabulary to be shared in Oral Language folder of Whole School Plan</p> <p>SET team will gather EAL resources for whole school use</p> | Term 1 | <p>English Co-Ordinator</p> <p>COS team</p> | 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 November 2019</p> | <p>PDST support requested for in-house support for Literacy/EAL</p> <p>English coordinator to share PLC/Language courses in Education Centres</p> <p>Comprehensive support day on 18th November to be lead by the PDST for training on the new PLC for 3rd – 6th Classes</p> | Throughout school year | English coordinator | All staff | |

| Writing | | | | | | | |
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| 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 2019 | 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 | Training for Writing Primary Language Curriculum 3 rd - 6 th Class | Teachers will engage with CPD for Writing Primary Language Curriculum for 3 rd - 6 th Class | All teaching staff continue to use new planning templates from JI – 2 nd class 3 rd – 6 th class English plans place a strong emphasis on learner outcomes Whole school training on Writing PLC for 3 rd - 6 th Classes 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 teach the agreed writing genres per term | Teachers adopt the agreed upon writing genres for their year group each term based upon a 2 year spiral Teachers need to explicitly 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- | Throughout the year | All teachers English co-ordinator | All teachers | |

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| | | | ordinator | | | | |
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| Reading | | | | | | | |
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| Prio rity | 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 continue to ensure that comprehension posters are being displayed in all classrooms | October 2019 | English team | English team | |
| | | Guided Reading/English team teaching 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 "content/topic" based on needs of class after assessment | Throughout the year | Teachers | Teachers | |
| 6 | Development of Reading Primary Language Curriculum | Teachers will engage with CPD for Reading Primary Language Curriculum 3 rd – 6 th Class | Teachers continue to use PLC planning templates for J1 – 2 nd Classes 3 rd – 6 th class English plans place a strong emphasis on learner outcomes Whole school CPD on PLC for 3 rd – 6 th to take place in November English coordinator to share PLC/Language courses in Education Centres | Throughout the year | All teachers | All teachers | |

| Spelling | | | | | | | |
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| 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 team teaching 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 2019 | 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 2019 | 5 th & 6 th class teachers | 5 th & 6 th class teachers | |