

Scoil Ghráinne Community National School

Phibblestown, Clonee, Dublin 15.

Phone: 01-6402418

www.scoilghrainnecns.ie

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Roll No: 20247W

School Improvement Plan (SIP)

School Year 2013-2014

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Baseline Data

In 2013 Scoil Ghráinne CNS engaged in the self-evaluation process. We evaluated the curriculum area of Literacy and specifically targeted oral language. Data of both a qualitative and quantitative nature in relation to oral language was collected, analysed and evaluated. This data was then used to determine pupil performance in relation to Oral Language. Data from standardised tests, literacy lessons and teacher focus groups were all utilised to compile the *School Self Evaluation Report* and subsequently the *School Improvement Plan*.

Our evaluation findings indicate that our school has strengths in the following areas:

- Parents are willing to further develop their child's oral language. This was evidenced by the response from parents to the 'Tips for parents' oral language information sheet that was sent home with each child and the positive feedback received by teachers.
- Year heads at fortnightly group planning meetings kept running records of what they were covering in each of the oral language areas and together identified the areas they were going to develop further.
- In Junior and Senior Infant classes children are given the opportunity to converse in English through the 'Aistear' programme which has been heavily resourced and structured during this academic year
- Children from 1st-4th class are given many opportunities to speak English in class everyday
- From Senior Infants upwards our Learning Support, Resource and EAL team provide in-class support and withdrawal for more intensive language support
- A variety of teaching approaches and methodologies are being used right throughout the school to support the children's language learning
- Oral language lessons are taking place formally in each class with a variety of resources being used.
- Literacy Link teacher provides CPD for teachers in relation to Oral Language

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Summary of main areas requiring improvement with regard to Literacy and specifically oral language:

- In terms of further developing the 'Aistear' programme; the school is nearing capacity and therefore the EAL teachers that were used to reduce class size at Junior and Senior Infant level will now be focusing solely on EAL teaching. This means that the EAL team will now support the Infant class teachers to fully implement the 'Aistear' programme for a designated amount of time each day
- Grouping of children and support for these groups will be arranged more effectively throughout the school with a greater emphasis placed on station teaching e.g. conversation stations in the infant classes, guided reading programme being introduced for September 2014.
- A broader development of oral language topics will be developed especially for the older classes i.e. story-telling, debates etc.
- More group work and pair work will give the children more opportunities to converse with adults and peers during class work.
- More emphasis will be placed on the teaching of discrete oral language lessons
- Fostering a positive attitude towards literacy in relation to oral language i.e. building confidence, 'have a go attitude', motivation, organisation, getting along (turn-taking) and persistence.
- Although a lot of work has gone in to developing a standardised school-wide approach to listening and speaking skills these will be heavily reinforced at the beginning of and throughout the school year.
- Standardised test score analysis from June 2013 indicates that 44% of our 1st, 2nd and 3rd class children scored a STen of 5-6 (**National average for this range is 34%**)
- It should be noted that 15% of 1st, 2nd and 3rd class children scored a STen of 4. (**National average for this range is 16%**)
- It should also be noted that 7% of our children scored in the 8-10 STen range (**National average for this range 9%**)
- These figures will be updated to reflect the 2014 standardised assessment results

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Improvement Targets	Actions	Persons Responsible	Timeframe For Action	Success Criteria / Measurable Outcomes	Review Dates
1. 'Developing Speaking and Listening Skills', strong school wide emphasis will be placed on helping children to participate as good listeners and speakers.	<ul style="list-style-type: none"> Through conversation teachers will model what good listening and good speaking look like. Teachers will help children to listen to each other. This will be explicitly taught throughout the school. Literacy committee developed posters for all classes Development of both speaking and listening skills will occur in the following way; <ul style="list-style-type: none"> ➤ 'Give me 5' – Ears listening, hands still, mouth silent, eyes on me and face forward ➤ '5 rules to speaking' – think before I speak, make eye contact, speak slowly and clearly, take turns and focus on the topic ➤ 'Pretzel' – sit on bottom, legs crossed, arms folded, back up straight, no fidgeting, looking and ready to listen 	All Staff Members	<u>January 2014 – June 2014</u>	<p><u>Improved speaking and listening skills to be measured by:</u></p> <ul style="list-style-type: none"> Teacher observation Classroom practice and whole-school assemblies <p><u>Measureable outcomes</u></p> <ul style="list-style-type: none"> Enhanced pupil engagement in terms of social interactions and politeness Greater ability to listen and stay on task for longer periods Improvements in terms of confidence when speaking, pronunciation, use of voice and intonation 	<u>January 2015</u>

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2. Fostering a positive attitude towards literacy in relation to oral language	<ul style="list-style-type: none"> Introduced the 'You can do it' programme at certain class levels to assist the children to build confidence, 'have a go attitude', motivation, organisation, getting along (turn-taking) and persistence. The physical set-up of each room e.g the 'Aistear' programme in Junior Infant and Senior Infant classes The development of 'Conversation stations' in Junior Infant classes The use of story-telling, debates etc. at older class levels Resources to assist in the development of oral language skills 	All Staff Members	<u>January 2014 – June 2014</u>	<p><u>Increased time devoted to teaching discrete oral language teaching in class to be measured by:</u></p> <ul style="list-style-type: none"> Teacher records Peer Collaborative Review (PCR) – In classes where PCR is being used Pupil engagement PSAK scores Micra-T assessment scores 	<u>December 2014</u>

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3. 'Aistear' will take place for up to one hour each day in all Junior Infant classes and for up to 40 minutes at Senior Infant classrooms.	<ul style="list-style-type: none"> 'Aistear' will be taught daily in all Junior Infant classes building up to one hour each day. 'Aistear' will be used for a lesser amount of time in Senior Infant classes as they are also establishing the <i>Ready, Set, Go</i> maths programme Specific phrases and vocabulary based on the 'Aistear' role play scenarios will be used and displayed. Investment in appropriate resources to fully implement the 'Aistear' programme and appropriate measures to organise and store resources 	All Junior & Senior Infant teachers	<u>September 2013 – June 2014</u>	<p><u>Increased time devoted to Aistear and use of its methodologies in class will be measured by:</u></p> <ul style="list-style-type: none"> Teacher records Pupil engagement Future PSAK scores 	<u>September 2014</u>

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4. Greater emphasis will be placed on pair work, group work and station teaching. These methodologies will be used to develop oral competency, comprehension and engagement in learning.	<ul style="list-style-type: none"> Teachers will give more opportunity for pupils to converse in pairs/small groups. Group work will take place in both the Junior and Senior classes on a more regular basis. Strong emphasis will be placed on oral language as a literacy component and the language of maths will be further developed in relation to a school wide approach to <i>'problem-solving'</i> Research guided reading programme for implementation in September 2014 	All Staff Members	<u>January 2014 – June 2014</u>	<ul style="list-style-type: none"> Greater collaboration and engagement between pupils when working together in pairs, groups and in stations. Pupils taking greater responsibility for their own learning e.g. their role within a group, asking questions in pair work or reporting information back to the whole class. Children engaging in more self- assessment methods such as WALT and WILF. 	<u>October 2014</u>