

# **School Improvement Plan**

**St Brigid's N.S.**

**19519W**

**Plan Issue Date: June 2015**

School Improvement Plan				
<b>Summary of main strengths as identified in SSE report</b>	<ul style="list-style-type: none"> <li>• Pupils in St. Brigid's N.S. are performing above the national norm in standardised English tests.</li> <li>• A strong majority of pupils are performing very well in reading, comprehension and writing skills.</li> <li>• There is a positive attitude to literacy among pupils.</li> <li>• There is strong support from parents with high percentages of parents reading to and discussing books with their children and fostering positive attitudes towards literacy at home.</li> <li>• There is good use of whole school approaches to teaching writing and comprehension strategies.</li> </ul>			
<b>Summary of main areas requiring improvements</b>	<ul style="list-style-type: none"> <li>• A structured whole-school approach to teaching and learning oral language skills needs to be developed and implemented</li> <li>• Methods for assessment of learning (AOL) and assessment for learning (AFL) in the area of oral language need to be developed</li> <li>• Self-assessment (by pupils) of their own oral language skills to be taught and used throughout the school</li> <li>• Providing more information to parents on what constitutes good oral language skills for their child's age group and providing information to parents on how they might help develop oral language skills at home.</li> </ul>			
Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
Pupils will speak independently in all spoken text types using appropriate language features and vocabulary as measured by teacher designed checklists (based on PDST rubrics) by the end of 3 years.	<ul style="list-style-type: none"> <li>• Class teachers to select 1 pupil from lower, middle and higher ranges (based on results of standardized tests) to represent whole class and teachers to assess these 'tracker pupils' using a checklist or rubrics for spoken text types as devised by PDST in October and June each year.</li> <li>• Each teacher to have a hard copy of the PDST publication 'Five Components of Effective Oral Language Instruction'</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' assessment to show an improvement in pupils' use of language features and vocabulary in each of the spoken text types.</li> </ul>	<ul style="list-style-type: none"> <li>• All class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• October 2015- June 2018</li> <li>• September 2015</li> </ul>

	<p>and to familiarize themselves thoroughly with the 8 spoken text types as per publication.</p> <ul style="list-style-type: none"> <li>• To develop a whole school plan for teaching oral language skills based on the above publication that links the teaching of oral language with writing genres and comprehension strategies where possible and facilitates working across the curriculum e.g. giving instructions or interest talks in SESE.</li> <li>• Current school resources for teaching oral language skills to be examined and categorized by class level.</li> <li>• To develop a range of methods for assessing pupils in oral language components (AoL and AfL) e.g. PDST Prompts for examining Oral Language, checklists, observation record, rubrics for text types.</li> <li>• Discrete oral language to be timetabled 2-3 times per week. Pupils made aware that this is discrete oral language time and clear learning intentions shared with children.</li> </ul>			<ul style="list-style-type: none"> <li>• September 2015 – December 2015.</li> <li>• November 2015</li> <li>• January 2016- April 2016</li> <li>• September 2015</li> </ul>
Pupils will demonstrate age appropriate listening and speaking skills in a variety of oral language contexts by June 2017.	<ul style="list-style-type: none"> <li>• Speaking and listening Skills taught at each class level. 'Good Listening Good Speaking' Charts displayed in classrooms and referred to regularly.</li> <li>• All parents to be provided with an information leaflet outlining the level of language skills appropriate for different age groups and with tips for developing pupils' competence in oral language at home (PDST book – tips page)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and parent observation to show an improvement in listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• November 2015</li> <li>• November 2015</li> </ul>

By 2017 pupils will be able to self-assess their progress in oral language against predetermined success criteria at all class levels throughout the school.	<ul style="list-style-type: none"> <li>• All classes to use a section of SALF folder for oral language. Reflections on how well I listened or spoke/my choice of words; something I could improve on; where I need help now – rating scales; smiley faces etc.</li> <li>• Use of rubrics to help pupils measure their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of improvement in pupils' use of self - assessment skills.</li> </ul>	All teaching staff	October 2015- June 2018
To decrease the percentage of pupils who say they are uncomfortable speaking in front of others they don't know well by 10% over the next three years.	<ul style="list-style-type: none"> <li>• Each class to perform once each term for another class e.g. reciting a rhyme/poem; doing reader's theatre; singing a song; performing a simple play/production; debating.</li> <li>• Pupils to have opportunity to welcome /thank visitors on behalf of their class</li> <li>• To use assembly time to give pupils/ a class an opportunity to perform for the school e.g. each class recites a poem or sings a song for school at one assembly per month.</li> </ul>	<ul style="list-style-type: none"> <li>• Result of survey showing an increase in the number of pupils who feel comfortable speaking in front of a wider range of audiences.</li> </ul>	All teaching staff	October 2015 –June 2018
<b>Monitor and Review</b>	This SIP will be referred to at all staff meetings throughout the year. Progress on targets will be monitored on a continual basis using Croke Park hours. The SIP will be formally reviewed in May/June 2018. There will be a follow-up questionnaire sent to parents and given to pupils to seek feedback on teaching and learning in Literacy before that date.			