School Improvement Plan for Literacy

GOWRAN NATIONAL SCHOOL

January 2016 – June 2016

Baseline data	**Drumcondra test results for 2013, 2014 and 2015 were analysed. 82% of pupils are performing at or above average in the Drumcondra Reading tests.** **Only 4 pupils scored below the 10th percentile in the standardised tests in 2015; the data over the last 3 years showed a 4% increase in the number of children scoring above average.** **Attainment of curricular objectives in relation to attitudes: Our pupils enjoy literacy activities: 94% of pupils surveyed like reading, with more than half the pupils reading every day; 91% of children surveyed like writing**. **Teachers reported very positively on working on a whole-school structured writing programme which focuses on a genre every two months – as laid out in Year1.** **Assessment: The range of assessment methods to effectively assess pupils' progress in literacy appears not to have changed a lot and some whole-school strategies are needed.** **In the original survey, 56% of children reported they were good at spelling while 34% found learning them difficult. Teachers reported concern with the difficulty encountered by some children in the retention of learned spellings and relating learned spellings to written work.**
Summary of main areas requiring improvements	**Learner Outcomes: Attainment of curriculum objectives: Teachers will continue to develop a whole school approach to the teaching of writing based on the PDST handbook, "Writing Genres – A Structured Approach" and the First Steps Writing Programme as commenced in Year 1.This is a two year, bi-monthly plan.** **Teachers' practice: Assessment: A range of approaches, including Assessment for Learning as well as Assessment of Learning, pupil portfolios and self assessment will be gradually introduced to evaluate children's progress in writing.** **Learner outcomes: Motivated pupils who enjoy writing and are familiar with the vocabulary necessary to discuss each genre** **Every effort will be made to communicate meaningful information on pupil progress to parents along with strategies to assist them in helping their children.**

Improvement Targets	Required Actions	Timeframe for Actions	Persons Responsible	Success Criteria / Measurable Outcomes
• To continue from Year 1 with a structured approach to the teaching of writing genres using the seven steps in the PDST handbook.	• "Writing Genres – A Structured Approach" to be followed by all staff. Teachers are now familiars with the steps involved and have agreed on a common process. Staff members who have taken CPD courses in Writing to continue to share resources with others.	January / February2016 – Persuasive Writing March/ April 2016 - Writing to Socialise May/ June 2016 - Explanation Writing All genres will then have been covered once and the cycle will begin again.	Principal, Class teachers	Teacher observation followed by whole staff discussion on progress being made. Teacher reflection survey on the teaching of writing when all genres have been covered
• To foster whole-school awareness of the different writing genres and motivate children as writers	• In addition to the PDST booklet and First Steps manual, all teachers have a copy of Primary Writing by Prim Ed . These provide frameworks to introduce the different genres, common checklists for self assessment and are used as a scaffold to provide spiral development in the teaching and learning in Writing Genres.	January – June 2016	All staff	Pupil survey after all genres have been taught Percentage of pupils who liked writing will be maintained or increased

	• Linkage: Teachers to continue to integrate oral language teaching and reading material with the current genre being taught – compiling word banks, vocabulary charts etc.	Ongoing		Evidence in the children's written work of structures and new vocabulary being used appropriately
	• Classroom display of samples of each genre appropriate to the class level , along with samples of the children's work. Teachers will publish more of the pupils' work on the school website.	Ongoing		
	• School Writing Wall to highlight current genre being worked on , including samples of pupil's work from each class.		Literacy team	
	• School writing competition once a term followed by a whole school assembly to acknowledge the pupils' efforts and promote a positive attitude to writing.	Termly	Literacy team	
• To continue the school based resource of teaching materials for each class level for each genre .	Teachers collect sample lessons, examples and frameworks of each writing genre, appropriate to each class grouping. These will be stored centrally for whole school use.	Ongoing	Principal / Class teachers	
• To continue to develop a bank of ICT resources to enhance the teaching of writing.	Teachers to build a resource bank of apps on the Ipads suitable for developing writing, vocabulary and spelling skills, paying particular attention to motivating less able pupils.			

• Assessment: - teachers to gradually introduce a number of agreed assessment tools including Assessment for Learning and pupil self-assessment to assess children's writing uniformly throughout the school.	• Teachers will assess samples of all pupil's initial attempts in a genre and their writing after the genre has been explicitly taught and record this assessment on an agreed template. • Self assessment - Pupils will use a common checklist on the completion of each genre to assess their progress. - Pupils will use traffic light symbols to indicate their success on completion of a task.	Immediately Ongoing	All staff Class teachers	
Monitor and Review	Target 1: Target 2: Target 3:			