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| **Baseline Data** | (Learner Outcomes) 32% of tracker children assessed were found to be capable of achieving the top two objectives on their class scale.  16% of tracker children assessed were found to be achieving at the level of the lowest two objectives on their class scale.  Teachers reported success in cross curricular learning and development of Oral language skills (spiral approach) but felt we lacked opportunities for collaboration and we felt that agreed whole school strategies to enrich the language being used in the daily life of the school are needed.  (Learning Experiences) Pupils surveyed reported a lack of confidence in speaking to a variety of audiences. |
| **Summary of main strengths** | -(Teachers’ Practice – Teaching approaches) Whole school have worked on developing all five contexts for Oral Language development (talk and discussion, poetry and rhyme, play and games, story and improvisational drama) during the school year 2011/12.  - Strategies for developing language skills in literacy are working well.  - A variety of organisational settings are in use.  - (Teachers’ Practice - Assessment) Assessment is a feature of good practice in all settings. Teachers are using teacher designed tasks, Micra T and Drumcondra English profiles and the curriculum objectives as a basis for assessment at present. |
| **Summary of main areas requiring improvements (Vision)** | * (Learner Outcomes/Teachers’ Practice) The teaching of oral language needs to be focused on as recommended in WSE Report September 2012. * (Teachers’ Practice – Preparation for teaching) Oral Language plan needs to be reviewed and updated (possibly more detail for infants, i.e., list of big books, etc, as in Gaeilge plan). Adapting Plean Scoile. * (Teachers’ Practice – teaching approaches) We need to focus on teaching vocabulary. Specific vocabulary for each topic, e.g. 4/5 words per topic * Oral Language is not always considered for homework assignments. * (Teachers’ Practice-Preparation for Teaching) Organisation of resources and central storage is lacking. * (Teachers’ Practice - Assessment) We need to broaden the assessment tools we use. * (Learner Outcomes/Teaching Practice) There is a need to focus on the developmental approach to reading and the extension of writing skills at a whole school level as recommended by the WSE Report September 2012. * (Teachers’ Practice-Teaching Approaches) First Steps writing will be extended across the school. |

| **Improvement Targets** | **Required Actions** | **Success Criteria/Measurable Outcomes** | **Persons Responsible** | **Timeframe for Actions**  **2013/14** | **2014/15** | | **2015/16** |
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| Create a  resource bank for lower end of the school | Gather appropriate items for a pack for topics | All packs available for use.  Checkout procedure in place. | Assign one pack to be assembled per teacher.  Co-ordinator for storage and distribution : Lorraine | All packs to be available by February 2014  (On review this has been changed to April 2014) | Monitor and review practice to date adapting accordingly. | | Monitor and review practice to date adapting accordingly. |
| Review Oral  Language Plan | Ask all teachers to read current plan. Designate staff planning meeting for discussion. Use recommendations from discussions to update our plan. | Oral Language Plan revised and updated. | Miriam, working group appointed at staff meeting. | Croke Park planning hours during September and October 2013. |
| Specific oral language vocabulary to be taught | Each class teacher to review current practice regarding introducing new vocabulary.  Teachers come together in class groupings to review the Drumcondra vocabulary list/book and adapt if necessary. | Attainment of  Curriculum objectives in the strand: developing competence and confidence in using oral language | All teachers | January and February 2014 |
| Assessment  -Increase score for each tracker child by 2 scale scores in one year (Drumcondra English profiles) | Assess our tracker children during April 2014.  Agree as a staff on assessment of all pupils. | Tracker children will have improved their rating on the Drumcondra scales. | Class teachers and S.E.N. team directed by post holders. | April to June 2014. |  |  | |
| That all teachers will use the *‘Twenty Steps Towards Language Development’* from Drumcondra Education Centre to assist and guide their teaching | Teachers will use this manual as a guide to inform their teaching of vocabulary. | Teachers will report using the manual.  Evidence of improved pupil vocabulary in teacher designed tests/standardised tests. | All teachers. | September 2013 |
| Staff professional development in the area of Literacy focusing on oral language. | Identify and invite speakers with an expertise in the area of oral language to the school.  Annette Creegan (PDST)  Aine Creegan (Mary Immaculate College)  Staff will avail of CPD opportunities in Limerick Education Centre. |  |  | Annette Creegan (PDST) Staff presentation on March 5th 2013. Olive Buckeridge, speech and language therapist  Aine Creegan (Mary Immaculate College) staff development Jan 2013.  Staff attended Literacy Lift off training May 2012 and will share their learning with whole staff. |  |  | |
| A whole school approach will be developed toward reading focusing on the reading strategies in line with Literacy Lift off as recommended by WSE Report. | Literacy Lift off will be introduced in Junior and Middle classes. | Teachers will report on successes and challenges of this programme and adapt as a result. | All teachers directed by post holders. | Literacy Lift off will be introduced in Junior classes. | Literacy Lift off will be extended to middle classes. | Reading strategies will be extended to the senior classes possibly exploring the First Steps Reading strategies/Building bridges programmes. | |
| The extension of writing skills at a whole school level will be implemented as recommended by the WSE Report September 2012. | First steps writing will be introduced at a whole school level.  Staff CPD in the area of writing approaches. | Teachers will report using the writing programme, have evidence of this in their planning. | All teachers directed by post holders. | Introduce First Steps Writing in 3rd Class and expand to all middle classes 1st ,2nd and 4th | Extend the First Steps writing programme to the senior classes within the school 5th and 6th | Extend First Steps writing throughout the school. | |

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| **Monitor and Review** | Constant review and monitoring of progress to date in staff meetings/Croke park throughout the year.  Review in May how we have progressed in terms of tracker children using the Drumcondra profiles for oral language.  Meet in class groupings to discuss how our resource bank is working, as well as their vocabulary improvement.  Test vocabulary before and after teaching the vocabulary for a topic.  Use an adapted version of the PDST checklist to assess vocabulary taught- each teacher devises their own. |