# St. Joseph’s National School

# Self-Evaluation Report and Improvement Plan for Literacy 2019-2021

# 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

* 1. **Outcomes of our last improvement plan from 2014 to 2017**
* In all classes children generally display a good grasp of grammar, write in a range of genres and generally have neat legible handwriting.
* The school has invested heavily in literacy resources and introduced Literacy Lift Off to improve the reading ability of the pupils.
* The school has introduced team teaching to further enhance pupil learning outcomes in literacy
* The data indicates that the number of children performing in the low to mid-percentile bands is below the normal levels while the number of children performing in the 85th to 98th percentile band is significantly above the normal level.
  1. **Summary of our main areas requiring improvement as identified last SSE in 2014**
* In **all** classes the focus for improvement was on Oral Language development. Analysis of teacher designed tests showed improvement for most students in this strand.

**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning in literacy during Term 2 in2018/19. We evaluated the following aspect(s) of teaching and learning in Literacy;

* **Knowledge and skills**
  + Writing with particular focus on a whole school approach to writing genres
* **Attainment trends in;**
  + Writing
* **Comparison with norms**
* **Attitudes / dispositions**

# 2. Findings

**2.1 This is effective / very effective practice in our school**

*List the main strengths of the school in teaching and learning.*

* Narrative writing is explicitly taught in all classes
* Free writing copies are used in most classes
* In-class support and team teaching support for literacy is enabling all students learn more effectively.
* ICT is used effectively throughout to school to enhance teaching and learning in literacy
* Teachers reported that the majority of pupils display a positive attitude towards literacy.
* Teachers reported that the literacy attainment of their pupils compared favourably with national norms.
* Literacy Lift-off has had a positive effect on the development of pupils literacy skills in the junior classes

**2.2. This is how we know**

*List the evidence sources. Refer to pupils’ dispositions, attainment, knowledge and skills.*

* The introduction of a new school assessment in Literacy in 2018 (YARC / Test 2D) has facilitated accurate analysis of children’s progress in literacy
* Teacher class checklist on literacy.
* Teacher reflection checklists on the teaching of writing.
* Tracker pupil data from teacher evaluation of each writing genre.
* Survey of parents/pupils
* Standardised testing (Micra-T, Drumcondra Spelling tests) have been carried out in all classes and the school is performing exceptionally well. Screening tests (Test2R, YARC, MIST and BIAP have been undertaken in the Junior Classes.

**2.3** **This is what we are going to focus on to improve our practice further**

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

* From Junior Infants -6th Class we will target **writing genres** as we feel this aspect of literacy development is still proving difficult for many students. This is supported in our observations and assessment of pupils.
* We will target **penmanship skills, neatness** and **presentation** as part of our focus on writing.

**3. Our improvement plan**

On the next page we have recorded:

* The **targets** for improvement we have set
* The **actions** we will implement to achieve these
* **Who is responsible** for implementing, monitoring and reviewing our improvement plan
* How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

* The **progress** made, and **adjustments** made, and **when**
* **Achievement of targets** (original and modified), and **when they have been achieved**

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| **School Improvement Plan for Literacy- (Writing Genres)**  **2019-2021**  **St. Joseph’s N.S.** | | | | | |
| **Improvement Targets** | **Required Actions** | | **Success Criteria / Measurable Outcomes** | **Persons Responsible** | **Timeframe for Actions** |
| * **By April 2021 all pupils will be able to write independently in a variety of genres using appropriate structure, vocabulary and language features.** * **By April 2021** **pupils will be able to write neatly, legibly and in a manner that is appropriate to their developmental level** | **Year 1**   * Discuss Writing at Croke Park/ Staff Meeting and share best practice * Writing taught discretely weekly * Writing for socialization to be taught continuously throughout the year * Celebrate pupils’ achievements and display samples of the writing genre taught * Whole staff review of writing * Meeting with Inspector (Darragh Mannion) on 20/02/2019 for support with SSE in Literacy * Meeting with PDST Advisor ( Therese Marie Vahey) on 6/03/2019 & 13/03/2019 * CPD for all staff in the area of Writing linking it with PLC * Copy of PDST Writing Genre Booklet distributed to all staff * Time allocated for all staff to familiarize themselves with PDST Writing Genre Booklet, PLC writing learning outcomes and PLC Support Material for Writing. * Tracker children (three) identified according to teacher observation (Low, Middle, High) * Identify a whole school approach to the teaching of writing genres | | * Teacher feedback on the whole writing process and the learner outcomes * Pupil Feedback via questionnaires * Parent feedback via questionnaires * Tracker children (review of writing pre and post explicit teaching) * Literacy Link teacher to retain folder with tracker pupil data * Updated plan for writing genres | All Teaching Staff  Class teachers will complete a class evaluation checklist for literacy  Principal & Literacy link Teacher  All staff  Literacy Link teacher & principal will lead the staff in the development of a writing plan  All staff | **September 2018 – March 2019** |
|  | * Explicitly teach **Explanation writing** using the gradual release of responsibility. * Whole school approach using the Seven Step Process * Review tracker children using an **Explanation writing** sample * Staff discussion | | * Teacher feedback on the process and the learner outcomes * Pupil Feedback * Tracker children (review) * Literacy Link teacher to retain folder with tracker pupil data | Class Teachers  Principal & Literacy Link teacher | **April 2019-June 2019** |
|  | * Explicitly teach **Narrative** writing using the gradual release of responsibility. * Whole school approach using the Seven Step Process * Review tracker children using a  **Narrative** writing sample * Staff discussion | | * Teacher feedback on the whole process and the learner outcomes * Pupil Feedback * Tracker children (review) * Literacy Link teacher to retain folder with tracker pupil data | All Staff  Principal & Literacy Link teacher | **September 2019-December 2019** |
|  | * Explicitly teach **Report** writing using the gradual release of responsibility. * Whole school approach using the Seven Step Process * Review tracker children using a **Report** writing sample * Staff discussion | | * Teacher feedback on the whole process and the learner outcomes * Pupil Feedback * Tracker children (review) * Literacy Link teacher to retain folder with tracker pupil data | All Staff  Principal & Literacy Link teacher | **January 2019-March 2020** |
|  | **Review of Year 1** | | All Staff |  | **March 2020** |
| **Year 2** | | | | | |
| **Improvement Targets** | **Required Actions** | **Success Criteria / Measurable Outcomes** | | **Persons Responsible** | **Timeframe for Actions** |
| * **By April 2021 all pupils will be able to write independently in a variety of genres using appropriate structure, vocabulary and language features.** * **By April 2021** **all pupils will be able to write neatly, legibly and in a manner that is appropriate to their developmental level** | * Explicitly teach **Recount** writing using the gradual release of responsibility. * Whole school approach using the   Seven Step Process   * Review tracker children using a **Recount** writing sample * Staff discussion | * Teacher feedback on the whole process and the learner outcomes * Pupil Feedback * Tracker children (review) * Literacy Link teacher to retain folder with tracker pupil data | | All staff  Principal & Literacy Link teacher | **April 2020-June 2020** |
|  | * Explicitly teach **Procedural** writing using the gradual release of responsibility. * Whole school approach using the Seven Step Process * Review tracker children using a **Procedural** writing sample * Staff discussion (Croke Park) | * Teacher feedback on the whole process and the learner outcomes * Pupil Feedback * Tracker children (review) * Literacy Link teacher to retain folder with tracker pupil data | | All staff  Principal & Literacy Link teacher | **September 2020-December 2020** |
|  | * Explicitly teach **Persuasive** writing using the gradual release of responsibility. * Whole school approach using the Seven Step Process * Review tracker children using a **Persuasive** writing sample * Staff discussion | * Teacher feedback on the whole process and the learner outcomes * Pupil Feedback * Tracker children (review) * Literacy Link teacher to retain folder with tracker pupil data | | All staff  Principal & Literacy Link teacher | **January 2021-April 2021** |
| **Review of Writing Plan** | | | | | **April 2021** |
| **Note: Writing to socialise will be targeted continuously throughout the duration of the school improvement plan 2019-2021** | | | | | |
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