

School Improvement Plan
St. Brigid's NS, Clonegal. – June 2013
Literacy.

Baseline data

- All teachers were concerned that spelling standards were not improving in line with improvements in Standardised Test results for Reading.

	Above 80 th Percentile	Between 60 th & 80 th Percentile	Between 40 th & 60 th Percentile	Between 20 th & 40 th Percentile	Between 10 th & 20 th percentile	Below 10 th percentile
Drumcondra English Test June 2012	40.8%	15.8%	26.3%	13.2%	3.9%	0%
Drumcondra Spelling Test December 2012	32.5%	20.8%	13%	20.8%	5.2%	7.8%

- All teachers expressed their concerns regarding the standard of teaching spellings in the school.
- A quarter of the children and a third of parents felt that spelling posed the greatest problem related to the English curriculum.
- While three quarters of parents felt they got adequate advice on spelling from the teachers 67% of them would like more guidance in this area.
- 90% of Senior pupils found it helpful when teacher shared learning objectives with them – WALT, but teachers acknowledge that they need to use WALT more frequently.
- All teachers recognise the value of assessment and wish to introduce a variety of methods of self assessment and recording of assessment.
- All mainstream class teachers sometimes use WILF to encourage self assessment and believe it leads to higher quality work. However the use of rubrics and other methods of self assessment are never used or only used occasionally.

Summary of main areas requiring

- The teaching of spellings explicitly in each class

improvements	<ul style="list-style-type: none"> • The use of dictation as a means of assessing spellings. • Regular sharing of learning objectives with the children – WALT • The use of a greater variety of methods of self assessment in each classroom • The recording of assessment throughout the year. 			
School Improvement Targets	<ul style="list-style-type: none"> • Decrease the % of pupils achieving less than 20th percentile in spelling by 3 %of baseline figure in year 1 4% of baseline figure in year 2 5% of baseline in year 3. • Increase the percentage of pupils achieving more than 60th percentile in spelling by 3% of baseline figure in year 1 4%of baseline figure in year 2 5% of baseline figure in year 3. • Develop definite methods of self assessment in each classroom. • Develop definite recording of assessment to follow the pupils throughout their school years. <p>Note: It was felt that it would not be possible to greatly change the % of pupils achieving less than 10th Percentile in spelling as the % is very low and the pupils in question have very definite learning difficulties. It was also felt it would not be possible to greatly improve the % of pupils achieving more than 80th Percentile as currently the % is high. Therefore we decided to target the pupils whose percentiles were more average.</p>			
Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
<ul style="list-style-type: none"> • Spellings will be explicitly taught in each class on 4 days every week. 	<ul style="list-style-type: none"> • Teachers will plan to teach spellings during English class on 4 days per week. 	<ul style="list-style-type: none"> • All teachers will explicitly teach spellings on 4 days per week. 	<ul style="list-style-type: none"> • All teaching staff 	<ul style="list-style-type: none"> • September 2013
	<ul style="list-style-type: none"> • Teachers will emphasise the Say, Look, Cover, Write, Check and Use method of teaching spellings. 	<ul style="list-style-type: none"> • All teachers will display the terminology for this method in their classrooms. Children will use this method when learning spellings in school and at home. 	<ul style="list-style-type: none"> • All teaching staff 	<ul style="list-style-type: none"> • October 2013

	<ul style="list-style-type: none"> • Purchase “ Improving Children’s Spelling” by Brendan Culligan for each teacher 	<ul style="list-style-type: none"> • All teachers will have easy access to useful ideas on teaching spelling. 	<ul style="list-style-type: none"> • Staff and secretary 	<ul style="list-style-type: none"> • October 2013
	<ul style="list-style-type: none"> • Teachers will use a variety of spelling games to encourage children to enjoy learning spellings. 	<ul style="list-style-type: none"> • Children will enjoy using spelling games 	<ul style="list-style-type: none"> • All teaching staff 	<ul style="list-style-type: none"> • November 2013
	<ul style="list-style-type: none"> • Production and distribution of booklets for parents giving guidance on how to encourage their children in the area of spelling and suggesting useful spelling games. 	<ul style="list-style-type: none"> • All parents will have easy access to a range of activities and games that will assist their children in learning spellings. 	<ul style="list-style-type: none"> • Teachers and secretary 	<ul style="list-style-type: none"> • December 2013
	<ul style="list-style-type: none"> • Further professional development for teachers will be sought in the area of spelling. 	<ul style="list-style-type: none"> • All teachers familiar with spelling strategies and methodologies for teaching spellings. 	<ul style="list-style-type: none"> • All teachers and professional development bodies eg PDST and local Education Centre. 	<ul style="list-style-type: none"> • Before June 2015.
<ul style="list-style-type: none"> • Dictation will be used as a means of assessing spellings. 	<ul style="list-style-type: none"> • Teachers will compose sentences that will include the words they are testing and build up a bank of such sentences for each class level. 	<ul style="list-style-type: none"> • Teachers will have easy access to suitable dictation sentences for each class level. 	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • September 2013 onwards.
	<ul style="list-style-type: none"> • Children will become familiar with writing spelling words in sentences, rather than memorizing them as lists. 	<ul style="list-style-type: none"> • An improvement in spelling in creative writing and in free writing copies. 	<ul style="list-style-type: none"> • Pupils and teachers. 	<ul style="list-style-type: none"> • September 2013 onwards.
<ul style="list-style-type: none"> • Teachers will share Learning Objectives with the children – WALT. 	<ul style="list-style-type: none"> • All teachers will use WALT on a weekly basis in their classrooms. 	<ul style="list-style-type: none"> • Teachers will share learning objectives and children will be familiar with WALT. 	<ul style="list-style-type: none"> • All teachers. 	<ul style="list-style-type: none"> • October 2013
	<ul style="list-style-type: none"> • All teachers will use WALT on a daily basis in their classrooms. 	<ul style="list-style-type: none"> • Teachers will share learning objectives and children will be familiar with WALT. 	<ul style="list-style-type: none"> • All Teachers. 	<ul style="list-style-type: none"> • September 2014.
<ul style="list-style-type: none"> • Teachers will use a greater variety of methods of self assessment in each 	<ul style="list-style-type: none"> • Teachers will refer to “Assessment in the Primary School Curriculum – Guidelines for Schools” published by 	<ul style="list-style-type: none"> • Teachers will be familiar with a variety of methods of self assessment. 	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • October 2013.

classroom.	NCCA to become familiar with a greater variety of methods of self assessment.			
	<ul style="list-style-type: none"> Teachers will use WILF at least weekly 	<ul style="list-style-type: none"> Children will be aware of the standards required to complete an assignment. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> October 2013.
	<ul style="list-style-type: none"> Teachers will use WILF on a daily basis 	<ul style="list-style-type: none"> Children will be aware of the standards required to complete an assignment 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> September 2014.
	<ul style="list-style-type: none"> Teachers will use Smiley faces and KWL charts at least weekly with their classes. From 1st class upwards they will also use relevant rubrics. 	<ul style="list-style-type: none"> Children will be more involved in assessing their own work and will select appropriate smiley faces. They will discuss their choice with teacher. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> December 3013
	<ul style="list-style-type: none"> Teachers will decide to use 3 further methods of self assessment across the school 	<ul style="list-style-type: none"> Children will be familiar with a greater variety of methods of self assessment. 	<ul style="list-style-type: none"> All teachers. 	<ul style="list-style-type: none"> September 2014
	<ul style="list-style-type: none"> Further professional development for teachers will be sought in the area of self assessment. 	<ul style="list-style-type: none"> All teachers familiar with new approaches to self assessment. 	<ul style="list-style-type: none"> All teachers and professional development bodies eg PDST and local Education Centre 	<ul style="list-style-type: none"> Before June 2016.
Teachers will record assessment throughout the year.	<ul style="list-style-type: none"> Ring Binder folders will be available for each pupil and will be maintained in the school throughout the pupil's school career. 	<ul style="list-style-type: none"> Teachers will insert one typical piece of work in each subject area each term. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> December 2013.
	<ul style="list-style-type: none"> Folders will be sent home at the end of each term. Parents will sign a page at the front of the folder and return folder to the school. 	<ul style="list-style-type: none"> Parents will be familiar with their child's progress and the school will have a record of the child's work throughout their time in the school. 	<ul style="list-style-type: none"> All teachers and parents. 	<ul style="list-style-type: none"> December 2013 onwards.

	<ul style="list-style-type: none"> Teachers will maintain a separate assessment folder for each child and more frequent samples and test results will be included. Materials from this folder will be sent home at the end of the school year. 	<ul style="list-style-type: none"> Teachers will have access to assessment on each pupil and it will be used for planning future learning. Parents will have clear evidence of their child's progress. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> October 2013 onwards.
Monitor and Review	<p>Target 1:</p> <ul style="list-style-type: none"> Teachers will review their teaching of spelling regularly in their own classrooms. Teaching of spellings will be discussed at staff meetings and best practice shared. At the end of each school year the Drumcondra Spelling Test will be administered. The results of these tests will be used to evaluate whole school progress in the area of spelling. Spelling will be discussed with parents at the Parent - Teacher meetings and adjustments will be made to the parent booklet if necessary. Staff will decide what particular professional development in the area of spelling best suits their needs in September 2014 and it will be organized and availed of before June 2015 – funding and opportunities being available. <p>Target 2:</p> <ul style="list-style-type: none"> Teachers will regularly review their own use of dictation. Booklets of suitable dictation sentences will be shared among class teacher when changes occur in allocation of classes. Changes will be made in selection of sentences as relevant. <p>Target 3:</p> <ul style="list-style-type: none"> WALT posters will be clearly visible in all classrooms. Teachers will regularly discuss and monitor their own use of WALT. Teachers planning notes will reflect use of WALT. <p>Target 4:</p> <ul style="list-style-type: none"> Teachers will regularly monitor their own use of self assessment in the classroom. WILF posters will be clearly evident in all classrooms. Teachers planning notes will reflect use of WILF and self assessment. At the end of the school year staff will discuss the progress to date and select 3 more methods of self assessment to be used in the following year. Staff will decide what particular professional development in the area of assessment best suits their needs in September 2015 			

and it will be organized and availed of before June 2016 – funding and opportunities being available.

Target 5:

- Teachers will regularly monitor their own use of assessment folders and this will be discussed at staff meetings.
- Ring Binder folders will be maintained in the school and passed on to the relevant teachers at the start of each school year.