

ST. CONAL'S NATIONAL SCHOOL DEIS PLAN 2019-23

LITERACY

Baseline Data:

- Attainment of Curricular objectives: We examined & analysed Micra-T Reading Test results in May 2019. The number of pupils who scored under the 16th percentile in was 5. The number of pupils achieving above the 85th percentile in May 2019 was 13.
- Approaches: Staff conferences during Croke Park time established that we should aim for an improvement in vocabulary enrichment in each class. The consensus was that a whole school approach to the building of vocabulary was essential in order to provide pupils with the language necessary to describe what they want to say. It was felt by the staff that the descriptive powers of the children varied greatly depending on the quality and quantity of the reading materials presented to the children both at home and at school, the extent to which they engaged in conversation and also what they assimilated through everyday conversation. We wish to abolish the word “thing” and replace it with the correct word and in its correct usage.
- Teachers feel that most students are motivated and confident in their learning. Assessment for learning is used to guide teaching. The staff decided in September 2019 to teach the “anatomy” of everyday objects as well as idioms which included that object. It was also decided to teach the nouns, adjectives and verbs pertaining to workplaces, buildings, vehicles, etc. This work is built on Aistear and can be adapted to the ages and abilities of the children in the various classes. Assessment will
- Pupils’ engagement in learning (1): A parental survey was carried out during our last 3-year plan to ascertain attitudes to reading and writing among parents. The response rate was 66%. Vocabulary building was not emphasised. Responses showed that parents are positive or very positive about their child’s performance in literacy especially reading and spelling. A large proportion of those returned (44%) thought that creative writing could be improved. 32% of children in the survey do not experience a visit to a bookshop or library.
- Pupils’ engagement in learning (2): A pupil questionnaire was also completed by a sample class (3rd & 4th) of pupils and results established areas of interest and attitudes in literacy among our pupils. A lack of vocabulary was not highlighted as an issue. The

children expressed a great preference for writing make-believe stories, though it was noted that the composition of poetry was not prioritised by any pupil in the survey.

Summary of main areas requiring improvements:

- The pupils who score below the 16th percentile will receive as much support as is possible through classroom support and School Support Plus (5 pupils in 2019).
- To further develop the children's vocabulary through intensive investigation and recording of nouns, verbs and adjectives pertaining to topics.
- We aim to maintain or increase the number of pupils between the 51st -84th percentile. In 2019 we had 51.6% in this bracket.
- We aim to implement the new Language Curriculum, improving the children's knowledge of Irish vocabulary on a given topic while investigating the English equivalent. This includes nouns, adjectives and verbs.
- To implement the action plans outlined below, as well as consolidating various initiatives already undertaken in literacy, such as team teaching and paired reading.
- The 2020-21 DEIS year 2 has been extended into 2022 by the Dept. due to the Covid pandemic. An extra focus will be on children who may have lost ground during the period of remote learning.

Review of previous DEIS plan:

- Most teachers agreed that the children's writing had improved in the years since the commencement of the previous plan which focused on writing in all its forms. The quality of the children's work had improved. Oral language presentations had also improved thanks to an increased emphasis on oral presentations of topics.
- While the writing (Recount Reports Procedure Story Summary Explanation Discussion Narrative Poetry Persuasive Dialogue/drama) had improved greatly commensurate with the children's self-confidence, it was felt by the staff that the

descriptive efforts of the children was undermined by the deficit they felt in describing what it was they were writing about. This also manifested itself in the MicraT test where individual pages are based on a particular topic which requires a good grasp of vocabulary in that particular area. Thus, speaking about a trip to the zoo or a visit to the dentist requires the vocabulary pertaining to such places. While pupils may pick this vocabulary up in an incidental way, we felt that a strong push from us would widen their word-palette should they not encounter such places in their everyday life or in their reading. We also felt that this would help greatly towards improving their scores in assessment tests, as they would have more tools at their disposal.

- The Schonell Reading test was also carried out in classes 1st to 6th in May 2019 and 46 out of the 61 pupils tested had a reading age equal to or above their chronological age. The Schonell Spelling test was carried out in classes 1st to 4th and 22 out of 37 children had a spelling age equal to or above their chronological age.
- The MicraT test in May 2019 had 33.8% of the pupils at or below the 50th percentile and 66.2% above. 21% of the pupils were above the 85th percentile. The Bell Curve was pleasing in its low curve under the Normal Distribution and its high peak hovering over the 67% percentile.
- The increase in the two target areas was at first glance disappointing and we analysed why this had occurred. While we had only two pupils below the 16th percentile in 2015, pupils with literacy challenges who hadn't sat the MicraT exam in 2015 were present in 2018 and their scores raised the number of children below the 16th percentile to 5 and thus the percentage increased.

Improvement Targets	Required Actions	Success Criteria & Measurable Outcomes	Persons Responsible	Timeframe for Actions
To enable the children to access a large bank of vocabulary commensurate with their age level.	<p>Year 1: Continued Professional Development with PDST for Principal & Staff</p> <p>Attend new Language Curriculum in-service course and implement it in the school through the classes.</p> <p>New Special Education pupil support methodology to be continued, having consulted with the NEPS psychologist.</p>	<p>Language Developmental Continuum. Pupils in all classes will be placed in phases:</p> <ul style="list-style-type: none"> • Basic • Conventional. • Proficient. 	<p>Principal led</p> <p>All Teaching Staff</p> <p>Learning Support/Resource Teachers involved</p>	<p>Year 1 – September 2019 to June 2020</p> <p>Year 2 – August 2020 to June 2021</p>
To enable the	Each teacher to test three pupils in autumn term as to their	Parents survey: Attitude		Year 3 –

<p>children to utilise a large bank of vocabulary in written and oral presentations.</p> <p>To present the children with Irish vocabulary while investigating same in English.</p>	<p>vocabulary knowledge of a particular untaught topic. Each pupil to come from three different cohorts of ability in the room. These children to be re-assessed on the same topics at the end of term, a short time after the topic is taught. Teachers to keep their records of these assessments for use in analysing and tabulating the school percentage progress.</p> <p>Continue to target those pupils under the 20th percentile with Classroom and School Support and if necessary School Support Plus.</p> <p>Early intervention strategies to be maintained.</p> <p>Continued use of Lexia with relevant children.</p> <p>Continued use of Jolly Phonics up to second class.</p> <p>Wordshark to be utilised for relevant class groupings.</p> <p><u>Year 2:</u> Continued Professional Development with PDST for Principal & Staff</p> <p>Book Fair to be organised in November 2020 to promote literacy.</p> <p>Each teacher to test three pupils in autumn term as to their vocabulary knowledge of a particular untaught topic. Each pupil to come from three different cohorts of ability in the room. These children to be re-assessed on the same topics at the end of term some time after the topic is taught. Teachers to keep their records of these assessments for use in analysing and tabulating the school percentage progress.</p> <p>Revise and review what has been done to date in Croke Park meetings.</p>	<p>change to language emphasis will be elicited at Parent-Teacher meetings</p> <p>Staff meetings – discussion of benefits of an increased vocabulary</p> <p>Utilizing modified teacher checklists created by staff</p>	<p>through in-class support</p>	<p>August 2021 to June 2022 (extended)</p> <p>Year 3 – August 2022 to June 2023</p>
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	<p>Continue to target those pupils under the 20th percentile.</p> <p>Early intervention strategies to be maintained.</p> <p>Continued use of Lexia with relevant children.</p> <p>Continued use of Jolly Phonics up to second class.</p> <p>Wordshark to be utilised for relevant class groupings.</p> <p>This DEIS year has been extended into 2022 by the Dept. due to the Covid pandemic. An extra focus to be on children who may have lost ground during the period of remote learning.</p> <p>Any Language Curriculum webinar in-service days to be organised in the school.</p> <p><u>Year 3:</u></p> <p>Continued Professional Development with PDST for Principal & Staff</p> <p>Revise and review what has been done to date.</p> <p>Each teacher to test three pupils in autumn term as to their vocabulary knowledge of a particular untaught topic. Each pupil to come from three different cohorts of ability in the room. These children to be re-assessed on the same topics at the end of term some time after the topic is taught. Teachers to keep their records of these assessments for use in analysing and tabulating the school percentage progress.</p> <p>Continue to target those pupils under the 20th percentile.</p> <p>Early intervention strategies to be maintained.</p>			
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	<p>Continued use of Lexia with relevant children.</p> <p>Continued use of Jolly Phonics up to second class.</p> <p>Wordshark to be utilised for relevant class groupings.</p> <p>Software to be purchased from DEIS grant to enhance testing of difficulties in reading, comprehension and spelling.</p> <p>Any Language Curriculum webinar in-service days to be organised in the school.</p>			
Improvement Targets	Required Actions	Success Criteria & Measurable Outcomes	Persons Responsible	Timeframe for Actions
<p>To track pupil progress through work samples, portfolios and reports.</p> <p>A range of assessment approaches, including assessment for learning (AfL) and assessment of learning (AoL), is used to evaluate pupils' understanding, progress and achievement of</p>	<p>Tests to be conducted on three pupils at intervals; different pupils to be assessed each term from the various classes. Infant pupils to be assessed orally.</p> <p>Word banks to be maintained by the pupils in their notebooks/files.</p>	<p>Tracking progress. Children from lower, average and upper standards from each class will be tracked throughout the school year. This will give staff an idea of level of progress at a whole class level.</p> <p>Pupils will self-assess and peer assess their work through checklists.</p>	<p>Principal led</p> <p>Implemented at all levels.</p>	<p>Year 1 – September 2019 to June 2020</p> <p>Year 2 – August 2020 to June 2021</p> <p>Year 3 – August 2021 to June 2022 (extended)</p> <p>Year 3 – August 2022 to June 2023</p>

<p>expected learning outcomes in writing</p>				
<p>Monitor & Review</p>	<p>Staff meetings & end of year standardised tests including Schonell and Micra-T Literacy review as part of Croke Park hours. Overall review of actions June 2023</p>			