

SCOIL THOMÁIS, LAUREL LODGE, CASTLEKNOCK, DUBLIN 15
SCHOOL IMPROVEMENT PLAN (LITERACY) SUMMARY REPORT FOR THE SCHOOL COMMUNITY

Baseline: Literacy attainments as measured by standardised testing show that pupils are achieving well above national norms. A majority of parents report satisfaction with teaching and learning of literacy in the school. Parents are very positive about their child’s experience of reading and writing. Children report that they generally enjoy writing activities including handwriting.

Attainment of the Curriculum Objectives	Overall pupils are achieving well above national norms in reading (standardized test data)	EAL learners account for the majority of lower achieving pupils	SEN support for pupils provided through in class, withdrawal and team teaching + piloting of guided reading support @ 1 st Class
Pupils engagement in learning	All pupils report enjoying writing and handwriting activities and higher achieving pupils use reading as a source of inspiration for their writing.	Pupils engage in self assessment and peer assessment of their writing.	Pupils use ICT to engage with writing at junior & senior class levels.
Teaching Approaches	Teachers engage pupils in a variety of writing genres mainly through teacher directed learning	When teaching writing teachers also use independent learning and collaborative learning as a methodology (to a lesser extent that TDL)	
Summary of areas requiring improvements <u>Focus Area Writing</u>	Pupils seek more discrete lessons in handwriting and also seek a structured approach to help with writing genres.	Teachers have identified a need for a whole school approach to the teaching of writing genres across the school. Teachers would like more support for Explanatory & Persuasive writing genres	Parents see the need for handwriting practice for senior pupils. Some parents seek more information on their children’s progress in literacy. Further development of differentiation for pupils of varying abilities.

Improvement Targets	Actions	Persons Responsible	Timeframe	
HANDWRITING - TARGET 1 To decrease the number of pupils who report that they would like extra help with handwriting from 44% to 25% by the end of year 3 (2016).	<ul style="list-style-type: none"> Review the school’s handwriting policy. Make sure that every teacher is aware of the handwriting policy and adheres to the script that is taught in the school. Formulate a new handwriting booklet for first class and second class. Praise, encourage and reward good handwriting skills in the classroom. Use displays around the school to ensure that the children are aware their handwriting has an audience. Introduce discrete handwriting lessons at all class levels. 	Literacy Team in consultation with teachers	Sept 2013	
HANDWRITING – TARGET 2 To increase the number of parents who report that they are happy with their child’s standard of handwriting from 63% to 75% by the end of year 3 (2016)		All teachers to engage	Principal & Deputy to support and motivate	to
WRITING GENRES – TARGET 1 To decrease the number of pupils who report that they would like help or support with the writing process (genres, plans, structure, examples, ideas, information) from 31% to 20% by the end of year 3 (2016)		<ul style="list-style-type: none"> Implement a whole school approach to the teaching of the genres by introducing six genres over a two year period. Make extra materials available for teachers. Create a scrapbook containing examples of each genre. Have a designated area where samples of each genre are displayed and stored. Integrate the writing genres across the curriculum. As a staff, decide on a suitable audience for the children’s writing. Use the genres as a structure for the teaching of the various components of writing, i.e. vocabulary, handwriting, grammar and punctuation 	BOM to provide necessary funding and support	June 2016
		PDST support Service		
		Literacy Team	Sept 2013	
		Principal & Deputy & BOM	to	
		Whole School Staff	June 2016	
		Teachers		

Based on School Improvement Plan for Literacy – June 2013 (Writing)