



## OUR **Literacy** SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- We have a whole school approach to teaching different types of writing styles using a six step process.
- We encourage children to correct their mistakes and assess their piece of work.
- We use big books throughout the school to teach strategies to understand passages of English.
- Before we introduce children to letters we spend time on sounds of language.
- We teach lessons that encourage children to speak and we provide separate support for children with little English.
- Children read at the "just right" level using levelled readers up to 4th class.
- All classes visit our school library and select books that interest them
- We are good at planning our literacy lessons as a year group.
- We have a Digital Learning Framework which involves pupils selecting their favourite piece of English work and uploading it on our Seesaw digital portfolio or google drive.
- Our learning support teachers provide inclass support in all our classrooms which is quite an Inclusive practice.

This is what we did to find out what we were doing well, and what we could do better:

- We surveyed all students from 3rd to 6th class.
- As a staff we reviewed our whole school approaches to the teaching of Literacy.
- We examined our Standardised Attainment Test scores from the previous 4 years for trends.
- Our Literacy team analysed all the data from the surveys and teacher questionnaires to prioritise an area of focus.
- We received advice from our school inspector after an inspection this year.

This is what we are now going to work on:

- We want to improve reading fluency; that is to have our children read with accuracy, automaticity and with expression.

To achieve this we will:

- create regular opportunities for pupils to be read to and to read to each other
- prioritise reading for pleasure
- Have children read fiction and non fiction books at their level with guided support from 3rd - 5th
- Have two learning support teachers and the class teacher lead literacy interventions in the Junior - 2nd classrooms to support reading.
- Have 6th class pupils hear each other read using "just right" levelled readers.
- Have older classes support the reading of a younger class through shared/paired reading.



- Preteach new vocabulary to pupils at the beginning of certain SPHE and SESE lessons.
- Create a positive attitude to reading throughout the school.
- To continue to teach comprehension strategies
- To continue to teach writing genres
- To continue to teach discrete oral language lessons
- To continue to visit the school library and have DEAR time in class (Drop Everything And Read)
- To continue to record Reading work on digital platforms
- To arrange training for teachers on some of these initiatives

This is what you can do to help:

- Hear your child read at home and/or read to your child.
- Encourage all types of reading and storytelling.
- Record your child sounding their letters in Infants on See Saw.
- Bring your child to the library.
- Use dinner time as an opportunity for conversation eg how was your day?
- Communicate with your child's teacher if you have a concern about their progress.
- Point out signs and labels in the environment.
- Play with rhymes.
- Introduce unusual words.
- Display their work!
- Find words in words.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

### ***School time and holidays***

The Department requires all primary schools to have **182 school days** each year.

This year we had school days, from August 31st to June 30th.

The Department sets out a **standardised school year and school holidays**. This year we took all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had parent/teacher meetings and staff meetings, all in line with the Department's regulations.

### ***Looking after the children in our school***



The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this. YES.

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. YES

Our Designated Liaison Person (DLP) is Mr John Brennan and our Deputy DLP is Mr Pauric Bolton.

### ***Enrolment and attendance***

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. YES

We reviewed (and updated) our admissions policy on January 2023

We keep accurate attendance records and report them as required. YES

We encourage high attendance in the following ways:

- Awareness campaigns that promote good attendance and punctuality
- Weekly monitoring of pupil attendance
- Creating a positive school climate

This is how you can help:

- Know how many days your child has missed.
- Explain all absences through your Aladdin application
- Contact Miss Payne (HSCL) or Miss Kavanagh (attendance coordinator) if you have concerns around attendance.
- Early to bed on school nights.
- No screens on school mornings.
- Be organised from the night before.
- Return to school after appointments.
- Keep talking about the importance of going to school.
- Better late than never!
- Don't give your child a choice to stay at home.

### ***Positive behaviour for a happy school***

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this. YES

Our code of behaviour describes and supports positive behaviour. YES

We have a very clear and high-profile anti-bullying policy in our school. YES