

Le Chéile Educate Together
Drogheda
Co. Louth
School Roll Number
20146Q



School Self-Evaluation Report and Improvement Plan in the Literacy

Evaluation Period: September- December 2020

Report Date Issue: March 2021

Introduction

The school's first SSE report in literacy covering the period September 2012 to September 2014 focused on gathering evidence and showed an above average achievement in reading. Children in the school reported that they enjoyed literacy. Teachers at this time reported a concern with using a different handwriting scheme to Jolly Phonics and that the phonics scheme needed revision. Senior class teachers were concerned with comprehension and the suitability of reading materials and textbooks and the non transference of spelling learnt for tests to written work. A detailed plan was written and actions and timeframes decided until 2014. Jolly Phonics handwriting was adopted and senior class teachers selected different textbooks.

The progress made over the last year Sept 2019-Sept 2020

An inventory of literacy resources recommendations and wish list was completed. Information gathered was collated and reviewed and a preview was carried out on Literacy Lift-Off as a follow on from suggestions from teachers. This scheme promotes reading ability and confidence. A graded reading scheme with multiple copies of the same book was purchased for Junior Infants to Second classes, with the consent of the BOM, at a cost of €10,000 euro (January 2020). A guided reading scheme was also purchased for (2nd to 5th classes) at a cost of €2,000 using the Scholastic Book Fair vouchers. One fact box and one fiction box of graded guided reading cards per level. (January 2020)

The Focus of this Evaluation

A school self-evaluation of teaching and learning in literacy was undertaken in during the period November 2020- January 2021. During the evaluation period all teachers ensured that they were planning for the new language curriculum using strands, elements and outcomes.

Having previously focused on the learner environment with the purchase of resources and with teachers reporting high levels of engagement and willingness to learn, the focus of this evaluation will move towards how aspects of the language curriculum are attained in writing in 2nd to 6th classes and reading in Junior Infants to 1st. A focus on key skills and attainment is very important given the loss of time due to Covid 19 closures. The school have also purchased and set up reading eggs accounts for all pupils up to 4th class which could also be helpful during school closures.

School Context

- Le Chéile ETNS is a mixed enrolment primary school under the patronage of Educate Together
- There are currently 417 pupils enrolled.
- There are 16 mainstream class teachers with 2 of each class and an allocation of 5 support teachers with an administrative principal, who was appointed in March 2020
- The school had previously administered the Sigma – T and Drumcondra Reading standardised tests in November but in this academic year will move to testing in May 2021. The principal reports these results to the Board of Management at the end of the year and files a return to the Department of Education for the results of 2nd, 4th and 6th class pupils.
- Parents are informed of the results through pupil reports in June and at parent teacher meetings
- Other current literacy initiatives being implemented by the school include the Jolly Phonics programme

The Findings

The evidence gathered included both individual and collective professional reviews of teaching and learning in writing

- Teacher discussion and reflection using PDST documents and Jolly Phonics review checklists
- Review of monthly reports
- Data review of pupil outcomes i.e. Quest
- Analysis of teacher designed tasks e.g. reading checklist Senior Infants
- Collection of work samples in genre writing

1 .Review Jolly Phonics

Teachers completed a review of how the Jolly Phonics programme is implemented and the teaching of Phonics in our school is very effective. The skill of sounding 26 letters, letter formation and blending are taught very well. There is early identification of pupils struggling to learn the letter sounds. Our reading attainment over time is above average.

2. Review of Writing

Using PDST templates teachers examined the provision of writing in the school and felt there was very effective practice in teaching and learning in the following areas

- Poetry
- Handwriting
- Spelling

- Punctuation and grammar
- Assessment and record keeping

Two aspects of writing that could be further developed are

- Fostering the process of writing
- More explicit teaching of the seven genres of writing

3. Proceed to implement the Guided Reading Plan in the context of Covid

Having missed so much time, teachers felt that some children in Senior Infants are reading at a Junior Infant standard. The Jolly Phonics Assessment pack was purchased and used to gather information on Senior Infants reading attainment and concurred with teacher views. A diagnostic assessment was completed with 1st class pupils and the results showed no downward trend. Using Quest scores we can see an upward trend over three years.

2018	2019	2020
21.44	22.53	23.21

While there are constraints around station teaching, material cleaning and the difficulties of teaching wearing masks, social distancing and sending books home, given the possible boost to reading levels, the initiative is worthwhile but will need a modified format. We will prioritise the 2 Senior Infant classes starting after Easter.

The Following Areas are Prioritised for Improvement

- Jolly Phonics
- Guided Reading
- Fostering the process of writing and more explicit teaching of writing genres

Improvement Targets	Required Actions	Success Criteria / Measurable Outcomes	Persons Responsible	Timeframe for Actions
<p>Increase by 60% the number of pupils in Junior Infants that know all 42 sounds by the end of Junior Infants</p> <p>Increase by 50% the number of pupils in Junior Infants that have dictation skills</p> <p>Increase by 100% the number of pupils that read more than a set class reader</p>	<p>a) Improve the pace of teaching the sounds by introducing the digraphs and completing all 42 sounds in the Junior Infants</p> <p>b) Introduce dictation earlier and use at least twice a week from term 3 in junior infants</p> <p>c) Move away from the class reader and introduce individualised and differentiated reading at a rate of 2 books per week using Graded Readers Red Emergent pre-reader Yellow Novice reader Skills Green The Decoding reader Blue Reading with Fluency and comprehension</p> <p>d) Revise the Phonics Policy to reflect best practice</p>	<p>Complete 2 Jolly Phonics Assessments Word reading Sentence reading with all Junior Infant pupils with at least 60% knowing all their sounds in Term 3</p> <p>Assess the number of Junior infant children who can write dictated words from the seven groups of letters with 50% or more being able to do this</p> <p>Keep records of the level and number of books each child has read</p>	<p>A to c Junior Infant Teachers Claire and Laura Support Teacher Emma</p> <p>d. Principal Susan</p>	<p>By the end of 2021</p>

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<p>Teacher's collective practice</p> <p>Contribute to the development of a whole school plan for writing genres including an agreed format and timeframe</p> <p>Explicitly teach the 7 genres and ensure that 100% of teachers from 2nd to 6th class follow the methodology</p> <p>Timetable free writing and use regularly as a way of assessing progress</p> <p>Agree a whole school approach to teaching genres at the next meeting to cover the seven genres. In this year due to Covid we will be more flexible but from September 2021 we will have an integrated approach.</p>	<p>a) Provide more opportunities for children to write for real purposes and real audience</p> <p>b) To recognise that drafting, editing and redrafting are at the heart of the writing process</p> <p>c) Create a format with the steps to teaching a genre.</p> <p>Step 1 – Familiarisation Step 2 – Discover a framework Step 3 - Modelled Writing Step 4 – Shared Writing Step 5 – Guided Writing Step 6 – Independent Writing Step 7 – Presentation to an Audience.</p> <p>d) Begin to use free writing</p>	<p>Compare to the selection of work samples collected in November 2020.</p> <p>Rank samples using First Steps</p> <p>Interview focus group about the writing process</p>	<p>A, b and d Class teachers 1st to 6th</p> <p>C all teachers, principal to co-ordinate</p>	<p>By the end of June 2021</p>

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<p>Increase the word reading score by between 10 and 20% of each Senior Infant pupil over an intensive 5 week intervention period</p> <p>Decrease the difference between the child's chronological age and word reading age by 50%</p>	<p>Implement a guided reading programme using PM readers by dividing classes into ability groups</p> <p>Allocate 3 teachers to Julie's Senior Infants class for 1 hour a day for 5 week block 12th April – 14th May</p> <p>Allocate 3 teachers to David's Senior Infants class for 1 hour a day from the 17th May – 25th June</p> <p>Follow Covid regulations</p>	<p>Administer the test individually in December , 10 minutes per child</p> <p>Then re-administer at the end of the 5 week intervention</p>	<p>Julie Emma Monica David</p>	
<p>Monitor and Review</p>	<p>Due to the changing situation with Covid, we have not included year 2 and 3 targets but we will add them at the end of the school year and based on assessment</p> <p>Principal will use the admin login to monitor and review the use of Reading Eggs to decide whether to continue with it</p> <p>We are in the progress of purchasing 48 tablets with a digital grant which can be used for literacy work in the junior classes</p>			