# Murrisk N.S

# Self-Evaluation Report and Improvement Plan 2018-2020

# Introduction

Murrisk N.S is a rural two-teacher school which caters for all classes from Junior Infants to Sixth. During our previous SSE work (2014-2016), our targets were as follows:

-To develop and improve children’s oral language ability to include vocabulary, auditory memory and speaking & listening skills.

-To develop the above using the PDST guidelines ‘The Five Components for Effective Oral Language’ as a resource

Teachers considered several potential areas for SSE for the period 2018-2020 and discussed which areas would benefit from explicit teaching and improvement. Due to new staffing arrangements since 2016, we decided to renew our focus on Oral Language between 2018-2020, specifically in the area of **Social Conventions and** **awareness of others (year 1) and Retelling & Elaborating (year 2).**

This document outlines our current improvement plan, including specific targets and the actions we will implement to meet these targets.

**Aims of our last improvement plan 2014- 2016**

* To develop and improve the children’s oral language ability to include vocabulary, auditory memory and speaking & listening skills.

**The focus of this evaluation**

Teachers completed ‘Teacher Reflection on the Teaching of Oral Language’ survey (PDST resources). We also used ‘Prompts for examining Oral Language’ (PDST) whereby each teacher identifies three ‘tracker’ children. Observation may then take place in a variety of contexts over the period 2018-2020.

1st- 6th class pupils completed a questionnaire on Oral Language to determine their feelings/ opinions in the areas of self-expression, debate, asking & answering questions, asking for help, talking to someone ‘official’ eg a guard or doctor.

They were asked to identify their own strengths in oral language, as well as the strengths they have observed in others.

# 2. Findings

**2.1 This is effective / very effective practice in our school**

* The teaching of writing genres has become explicit and focused in the past year
* Explicit teaching of Comprehension Strategies is ongoing at all class levels
* Reading initiatives such as paired reading/ differentiated reading are established in both classrooms.

**2.2. This is how we know**

* Examination of writing samples to include evidence of genre, structure, language features, vocabulary, punctuation and grammar.
* Examination of Comprehension work carried out at all classes; both through Teacher Observation & assessment of written work.

**2.3** **This is what we are going to focus on to improve our practice further in the Academic years 2018/2019 and 2019/2020 in the area of Oral Language; and to support the development of Learning Outcomes in English.**

**Year One 2018/2019**

**For the first year of our School Improvement plan, we have decided to focus specifically on the Learning Outcome ‘Social Conventions and Awareness of Others’.**

Through appropriately playful learning experiences, children should be able to:

-Recognise that language style changes with different relationships and audiences and show understanding of the listener’s needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and non-verbally. (Junior and Senior Infants)

-Use social conventions of language appropriately in order to initiate, sustain and engage readily in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. (1st- 6th class)

- Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences. (all classes)

-Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics.

-Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres.

**Year Two 2019/2020**

**For the Second Year of our School Improvement Plan, we have decided to focus specifically on the Learning Outcome ‘Retelling and Elaboration’.**

**Children should be enabled to:**

-Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary (all class levels).

-Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate (3rd-6th classes.)

-Focus will be on:

- Recall, retelling and elaborating skills in oral language

* Development of descriptive vocabulary
* Development of non-verbal behaviours and use of voice (speaking & listening skills)
* Teaching of oral language based on specific skills and outcomes eg ‘We taught the *specific outcome* of *retelling & elaborating* using a theme eg Spring’
* Skills and learner outcomes rather than themes or resources (list of skills/ outcomes p51 of Primary Language Curriculum.)

**3. Our improvement plan**

We have recorded:

* The **targets** for improvement we have set
* The **actions** we will implement to achieve these
* **Who is responsible** for implementing, monitoring and reviewing our improvement plan
* How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

* The **progress** made, and **adjustments** made, and **when**
* **Achievement of targets** (original and modified), and **when.**

As training in the NPLC is still ongoing, this SSE plan may be changed and modified in the coming months to accommodate new information, practices and skills developed by staff.

# Our Improvement Plan

**Timeframe of this improvement plan is from September 2018 to June 2020**

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| **Targets** | **Actions** | **Persons / groups responsible** | **Criteria for success** | **Progress and adjustments** | **Targets achieved** |
| **Targets**  Improve achievement levels of pupils in learner outcomes 2 & 3: Social Conventions and Awareness of Others; and 11: Retelling and Elaborating.   * That teachers’ teaching is more skill & learner outcome focused in areas of Oral Language. * Children will be enabled to greet each other and others using appropriate eye contact and greetings. * Children will engage in age-appropriate oral language activities daily for an agreed portion of the lesson (all subjects) | **Action**  All teachers commit to explicitly teach Oral Language Skills discretely through reading & writing and across the curriculum.  -Assessment of Pupils’ skills and outcomes using a variety of observation tools in a variety of contexts. (PDST Prompt sheet-teacher observation; Two stars & a wish- pupil observation.)  -Opportunities for staff to access CPD  -One evening per week, homework will be solely oral language based across all subjects.  -Possibility of Oral Language week- May 2020. (All activities are Oral-language based.)  -Parent Meeting held to stress importance of Parents’ Role in development of Oral Language.  -Emphasis on Oral Language skills & learner outcomes in School Newsletter and School Play | **Person/ Persons Responsible**  Class teachers and SET | **Criteria for Success**  Revisit assessment tools eg Oral Language Prompt sheets.  Revisit teacher reflection sheet on specific teaching of Oral Language Skills.  Teacher observation.  Teacher designed tasks & tests eg ask children to retell/recount a specific event to a variety of audiences; allow children to give book reviews/ recommendations eg ‘Why my friend should read this book’ | **Progress and Adjustments**  As the NPLC is being rolled out for senior classes in 2019, and teachers have yet to receive training at this level, it is expected that this plan will be adjusted accordingly, supported by this training. | **Targets Achieved**  **Year One:**  **-**All children greet staff in the morning using eye contact and an appropriate greeting  - If children are asked ‘How are you?’ they respond appropriately using eye contact.  - Children greet each other in the morning appropriately eg ‘Good morning/ Hello x, how are you today?’  -Children respond to each others greeting appropriately eg ‘ I’m good, thank you, how are you? |
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