|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Burrane National School,**  **Burrane Upper,**  **Killimer,**  **Co. Clare.**  Roll Number: 13738E  School Improvement Plan  September 2019- June 2022  Literacy: Comprehension | | | | |
| Summary ofmain strengths as identified by SSE | * Literacy attainment of pupils compares favourably to national norms.   • Well-resourced libraries  • Weekly reading buddies session working very well since introduced in November  • Very positive attitudes towards English among pupils and parents  • Skilled staff who prepare comprehensively for lessons  • Good use of ICT | | | |
| Summary of main areas requiring improvement as identified by SSE | • Learner Outcomes –Improvement in pupil attainment in comprehension  • More use of novels in senior room  • Learning Experiences- Development of co-operative and collaborative learning strategies through team teaching.  • Learner environments- supportive of the teaching of comprehension strategies  • Introduce graded readers and team teaching using the literacy lift-off framework for junior room. | | | |
| Improvement Targets  (2019-2022)  Literacy: Comprehension | **This plan aims to:**   * Decrease the percentage of children scoring between the 25th and 50th percentile in standardised tests particularly in relation to comprehension over a 3 year period. * To maintain or increase the percentage of children scoring above the 50th percentile in standardised tests particularly in relation to comprehension over a 3 year period. * To increase the use of collaborative and co-operative learning strategies in the area of literacy comprehension through increasing the use of team teaching methodologies utilised within the school over a 3 year period. | | | |
| Required  Actions | | Persons  Responsible | Timeframe | Review/ Evaluation |
| Purchase graded readers from the Engage Literacy programme ranging from levels 1 to 30 including a range of fiction and non-fiction texts. | | * Principal | * Term 1 – September 2019 | September 2019: A range of graded engage literacy readers were purchased including both fiction and non-fiction texts. Multiple copies of each title were purchased per level. |
| Utilising graded readers (Engage readers) set up and establish a team teaching approach using the literacy lift-off framework four days a week (Mon-Thurs) in the junior room. | | * Principal * SET teachers * Junior classroom teacher | * Set up approach - Term 1 2019 * Implementation from term 1 2019 onwards | October 2019: children in the junior room were grouped based on reading ability into four groups. Due to staffing arrangements four stations of the Literacy Lift-Off Framework are currently implemented (New Book, Familiar Book, Word Work and Independent work). The junior room teacher and SET collaboratively plan these activities. |
| Teaching staff to engage in up skilling and CPD relative to Literacy Lift-off/ Graded reading framework. | | * All teachers | * Year 1 (2019-2020) | January 2019: Two teachers are currently engaging in a 5 week CPD course based on strategies and skills in literacy lift off and guided reading. Due to course capacity remaining teachers will engage in up skilling and CPD in this area next year in year 2. Until then teachers trained in this area will act as mentors. |
| Teachers to ensure a range of lower order and higher order questions, including literal, inferential and evaluative questions are asked to children based on any class text read in order to enhance comprehension skills. Children will also be encouraged to expand their level of questioning by asking lower and higher order question within class to their peers. | | * All teachers * Children | * Year 1/2/3 |  |
| Engage readers will be used as the main class text within the junior room. The senior room teacher will source a range of novels from our local library to be used as the main class text in the senior room (children will read at least one novel per term). Comprehension tasks will be completed by children daily based on these texts. | | * Senior room teacher * Junior room teacher | * Term 1- year 1 (2019-2020) onwards |  |
| Guided reading framework to be set up and established within the senior room utilising a range of novels sourced from the local library suited to the children’s grouped reading levels. | | * Senior room teacher * SET teacher | * Year 2 (2020-2021) |  |
| Class readers will be removed from junior infants and seniors infants. A English programme which is in line with the new language curriculum will be sourced for 1st class- 6th class. The reading programme must include a wide range of text types and genres as well as a range of questioning styles e.g. low and higher order questions based on the text. | | * Principal * Mainstream class teacher | * Must be sourced for September of term 1 year 1 (2019) | September 2019: English programme selected for 1st -3rd class Over the Moon programme. English programme selected for 4th – 6th class is Rainbow English programme. Both programmes include a range of text types and incorporate the building bridges comprehension strategies, writing genres and both lower and higher order questioning. We will trial both programmes this year and review next year. |
| Teachers to engage in up skilling and CPD relative to the ‘Building Bridges of Understanding’ Programme. Teachers trained within this programme may act as mentors to other staff in the future if required. | | * All teachers | * Year 2 (2020-2021) |  |
| Visual aids to support ‘Building Bridges of Understanding’ comprehension strategies to be displayed within all classrooms. | | * All teachers | * Year 1/2/3 |  |
| Explicit yearly teaching of comprehension strategies through the use of the “Building Bridges of Understanding Programme” to all children from Junior Infants to 6th class in a spiral approach. Junior/Senior Infants (predicating, visualising, making connections and questioning)/ 1st -6th (all strategies). Children will be encouraged to use these strategies to aid comprehension of texts across all subject areas e.g. SESE/ English etc. SET will focus on the same comprehension strategy as mainstream class. Specific comprehension strategies to be explicitly taught and modelled in each term. | | * Mainstream class teachers * SET | * Year 1/2/3 |  |
| Comprehension homework: Children to complete one literacy comprehension card per night. Children will therefore complete two English literacy cards per week and two literacy cards as gaeilge per week. Additional cards may be utilised as early finisher activities. Junior room will focus on English literacy cards. | | * Mainstream class teachers | * Year 2/3 |  |
| Reading buddies power hour- peer learning programme. Children in the senior room are paired with children younger than them in the junior room. For one hour a week both children read to each other and question each other based on the text they have read. This not only aids children’s comprehension skills but also their questioning skills as they are asked to prepare both higher and lower order questions for their buddy. | | * All children * Mainstream class teachers | * Term 2/3 yearly |  |
| All children will be set up on the read theory digital programme. Children complete comprehension tasks online both in class and at home. Children are graded based on comprehension ability and progress to various levels within the programme as their level of comprehension advances. | | * All teachers | * Year 3- Additional laptops/tablets may need to be purchased in year 1 and 2 as outlined in our digital learning plan to ensure this action can be carried out efficiently in year 3. |  |

This School Improvement plan will be reviewed and evaluated at the end of each school year. A review of standardised test scores in the area of comprehension in June each year will be used to assess and monitor the impact of our actions on the overall improvement targets.