**Ratoath Senior National School**

**Oral Language School Improvement Plan 2014-2015**

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| Summary of main strengths as identified in SSE between September 2013 and June 2014 | * Children are given a wide range of opportunities to practise their oral language skills throughout the school year * Teachers do, and are willing to, work collaboratively to improve learning outcomes in oral language * A good supply of physical and multimedia resources are available for oral language lessons * The children enjoy ‘talking lessons’ and are actively engaged in their learning in this area * The school community is very cognisant of the importance of oral language and stresses this to the wider school community at regular intervals (parent/teacher meetings; school reports; 3rd class Parent Information Night; Parents Association AGM) * We use in-class support to support the teaching of language and literacy in our classes and display flexibility re. timetables * Teachers engage in regular discussions re: areas of concern and endeavour to implement programmes to help improve oral language development. The school has been using the Building Bridges of Understanding Programme to support the development of comprehension skills. This programme will also support the development of oral language skills. * We are a proactive, hardworking and willing staff and are constantly open to new ideas and methodologies, CPD training and professional learning |
| Summary of main areas requiring improvement as identified in last SSE September 2013-June 2014 | * A whole school language plan needs to be implemented to ensure continuity and progression across the curriculum, and to avoid an over-dependence on commercial products * Learning outcomes should be formally assessed using Micra-T; NRIT; teacher observation, checklists; curriculum objectives; questioning using Bloom’s Taxonomy for guidance; self-assessment, teacher designed tasks and tests and referencing the Drumcondra English Profiles to ensure pupils at risk of underachieving make progress to the best of their ability * Oral language skills are actively practised across the curriculum, with at least one discrete oral language lesson to be timetabled in each class each week where new vocabulary is formally taught, revised and assessed on a frequent basis. Sentence structure and relevant questioning and answering are focused on with particular emphasis on higher order questioning using Bloom’s Taxonomy as a reference. * Children will be encouraged to speak in front of an audience when presenting project work, at assembly time, making announcements, debating and whenever possible. The skills of learning to speak in front of an audience will be taught formally and informally. * We continue to use and provide more opportunities for oral language through games and play and select topics which stimulate the children’s own interests * We continue to expand and formally teach vocabulary every week. We will engage in the expansion of vocabulary on a topical/thematic basis particularly when working on projects and on seasonal work * We will continue to formally teach and develop better listening skills. Listening and following instructions effectively is promoted in our classrooms * We will continue to work on the five components of the teaching of oral language * We will continue to integrate reading, writing and oral language as the primary approach to the teaching of literacy * Parents will be encouraged to promote oral language opportunities at home through our 3rd class information night for parents, Parent/Teacher meetings, Parents’ Association AGM and school reports |

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|  | **Improvement Targets**  Related to pupil achievement | **Required Actions**  Teaching and Learning that will help achieve the target | **Success Criteria/**  **Measurable Outcomes** | **Persons**  **Responsible** | **Timescale for Actions**  When will the activity be completed? |
| 1. | To assess the oral language of each pupil using Micra-T; NRIT; teacher observation, checklists; curriculum objectives; questioning using Bloom’s Taxonomy for guidance; self-assessment, teacher designed tasks and tests and referencing the Drumcondra English Profiles | * To actively engage in continuous professional development in the area of oral language development within the staff, using education centre courses, NCCA website, PDST website * Each class teacher, in collaboration with the SEN team will assess each child’s oral language needs | * All children will have their oral language ability assessed this year * Staff members will share ideas and strategies at staff meetings and class level meetings * Oral language will be a regular component of whole staff meetings | Class Teachers  SEN Teachers  Class Teachers  SEN Teachers  Principal | Ongoing throughout  2015-2016  June 2017  June 2017 |
| 2. | To increase the amount of oral pair and group work done in class so that the children will be afforded the opportunity to discuss focussed and meaningful topics in groups or pairs frequently | * Further develop the whole school plan for oral language based on successful teaching and learning strategies * Each teacher will timetable and carry out at least one half hour discrete oral language lesson every week * Each teacher will continue to utilise the PDST document ‘Five Components of Effective Oral Language Instruction’ | * The teachers will begin to work on the development of oral language in September 2015 * This document will be ratified by the Board of Management in December 2015 * The ‘Five Components of Effective Oral Language Instruction’ will be discussed regularly at staff meetings throughout the year | Class Teachers  SEN Teachers  Principal  Class Teachers  SEN Teachers | Ongoing throughout  2015-2016 |

Review date: June 2016

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| **Priority** | **Improvement Targets**  Related to pupils’ achievement | **Required Actions**  Teaching and Learning that will help achieve the Target | **Success Criteria/Measurable Outcomes** | **Persons Responsible** | **Timescale for Actions** |
| 3. | Comprehension – Most pupils will be able to use a minimum of 12 comprehension strategies by the end of year 3 | * Supplementary resources to be sourced from within the school and more resources will be purchased if necessary. Extra books in the Building Bridges of Understanding programme will be purchased. The teachers will continue to use the Chatterbox series. Teachers will continue to work on the Listening and Speaking programme of work. * Increase the variety of reading materials through the provision of a greater variety of novels at each class level. Library books will be purchased as we start to develop our school library. Literacy Boxes (Prim-Ed) will be purchased to supplement the teacher’s work. Greater emphasis will be placed on the discussion element/inference/ deduction in Guided Reading lessons * The use of comprehension book marks will be encouraged | * Oral language will be a regular component of whole staff meetings * Teachers will continually assess their pupil’s oral language ability. * Staff members may engage in oral language CPD courses | Principal Class Teachers  SEN Teachers  Principal  Deputy Principal  Class Teachers  SEN Teachers | September 2015-June 2017  Ongoing throughout 2015-2017 |
|  | Parental involvement to promote oral language opportunities at home | * The 3rd class parent information night will provide an opportunity to inform parents of suggestions to support their children in the development of oral language skills * Parents will be encouraged to support their children’s oral language development at our parent/teacher meetings | * Support of parents when implementing a language programme and their assistance with language homework and other activities pertaining to this area of homework * More meaningful engagement in opportunities for language in the home | Class teachers  Principal  Deputy Principal  SEN Teachers | Ongoing throughout 2015-2017 |
|  | Adjust our teaching methodologies for Oral Language to cover a wider range of engaging activities | * Teaching strategies for description taught at all levels including classification activities, mystery object games, listing attributes, sentence building and barrier games * Show and Tell activities as a weekly activity in the 3rd and 4th classes * Deliberate teaching of theme based vocabulary across the school * Word wall displaying any new vocabulary encountered during the week * Pre-teaching vocabulary and words introduced by teacher in advance of a reading/literacy lesson * Listening and Speaking charts on display identifying a ‘good listener’ and a ‘good speaker’ * Weekly revision and consolidation of vocabulary through teacher testing * Parents are encouraged to listen to their children and ask questions to enhance language and comprehension * Guided Reading and Paired Reading continue as a valuable tool to enhance literacy across the school | * This will be included in the oral language plan which will be ratified by the Board of Management in December 2015 * Class teachers will outline these methodologies when planning for their discrete oral language lessons in their cuntas míosúil * The Five Components of Effective Oral Language Instruction will be discussed at staff meetings * Improved scores in Micra-T tests, Schonell Reading and other literacy assessments | Principal  Class Teachers  Principal  Principal  Class Teachers  SEN Teachers | Ongoing throughout 2015-2017 |