

Fossa National School Comprehension Improvement plan 2016/2019

| Baseline data/evidence | | |
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| 1. Standardised testing comprehension results. 2. Comprehension skills are required in all areas of the curriculum. 3. Feedback from Parental survey. 4. Pupil survey on Comprehension. 5. Increased diagnosis of dyslexia detected by school psychologist and our specialised dyslexia screening test. | | |
| Strengths | Concerns | |
| 1. Collaborative learning. 2. Team Teaching. 3. Ruth Miskin Programme 4. Resources. 5. Allotted time to Informal Reading. 6. Mobile Library. | 1. Are all pupils reaching their potential? 2. Concerns about low and high achievers in the class. 3. Are we meeting our stated targets? 4. Diagnosis of learning difficulties regarding literacy. | |
| Target(s) | | |
| 1. That all children attending our school will be able to engage in all 10 comprehension strategies outlined in Martin Gleeson's Building Bridges of Understanding at a level that is appropriate to their age and their ability. 2. That the average class percentile score is recorded in our standardised tests in comprehension would be raised. Our current school average comprehension score is | | |
| Year 1 actions | Year 2 actions | Year 3 actions |
| 1. Find base line data to understand our strengths and weaknesses. 2. Send out survey to parents, teachers and pupils to assess views on comprehension. 3. Organise staff development training specifically in relation to Gleeson's Building Bridges of Understanding. 4. Set up Buddy Reading system between classes. 5. All staff must include DEAR into their weekly plans for 10 minutes daily. | 1. The following plan should adhered to: Thinking Aloud (Oct.'13) Prediction (Nov.'13) Visualisation (Feb.'13) Connections (Mar.'14) Questioning (April '14) Clarifying (May '14). 2. All staff will adhere to the iPads time table and use this technology with appropriate literacy apps to improve comprehension levels. 3. All children's individual progress in comprehension will be measured. 4. All staff must include DEAR into their weekly plans for 10 minutes daily | The following plan will be adhered to: 1. Declunking (Sept.'14) Determining Importance (Oct. '14) Synthesis (Jan.'15).The period from February '15 to June '15 to consolidate the children's knowledge and application of all strategies. 2. Introduction of a specialised literacy teacher. 3. Construction and stocking of a new school library. 4. All staff must include DEAR into their weekly plans for 10 minutes daily. |

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Year Plan to improve LITERACY LEVELS

Target(s):

State in specific terms how LITERACY LEVELS should improve as a result of measures in the school

- Continue to engage in focussing on comprehension strategies in all areas of the curriculum and in particular in the specific areas of literacy and problem solving in maths
- Expose the children to all the writing genres that are relevant to their class grouping
- Children will be afforded the opportunity to engage in a Free Writing exercise on a regular basis.
- We will endeavour to make our agreed range of spelling strategies an embedded practice by all teachers when teaching spelling on a daily basis
- Teachers will begin to familiarise themselves with the Strands, Elements and Milestones that are associated with the New Language Curriculum with a view to incorporating this framework work as a scaffolding to improving oral language.
- Pupils will be afforded a wide range of reading material that is differentiated to suit pupils with a wide range of ability

Actions:

State proposed measures (both existing and new) to improve LITERACY LEVELS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Action | Who? | When? | Resources? |
|--------|------|-------|------------|
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Monitoring/Review:

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

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Success criteria / Evaluation:

State how impact of actions on LITERACY LEVELS will be evaluated at the end of the three years

State how progress will be measured, using baseline and targets as guide

Plan to improve Numeracy LEVELS from 2016 to 2109

Target(s):

State in specific terms how NUMERACY LEVELS should improve as a result of measures in the school

Actions:

State proposed measures (both existing and new) to improve NUMERACY LEVELS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

| Action | Who? | When? | Resources? |
|--------|------|-------|------------|
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Monitoring/Review:

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

Success criteria / Evaluation:

State how impact of actions on NUMERACYLEVELS will be evaluated at the end of the three years
State how progress will be measured, using baseline and targets as guide