**DEIS Plan 2023-2026**

 **Literacy Strategy for St Oliver Plunkett N.S. Navan**

**Aims**

**Responsibilities of Stakeholders**

**School**

* Communicate with parents/guardians and keep them up to date on the progress of their children in relation to numeracy
* Develop strategies for parents to give their opinions /thoughts on the school’s approach to numeracy
* Ensure that the Maths Resource room is well stocked with useful relevant maths resources that are used in all classes. Necessary and relevant resources, materials and equipment are efficiently identified and sourced in advance of lessons, due to the presence of a very well stocked and managed maths press
* Focus on all strands of the Maths curriculum ensuring that all aspects of numeracy are covered
* Develop a language of maths around the school that is visible to all children
* That basic skills of computation and tables be taught, practised and consistently assessed feeding into any planning in the area of numeracy
* Initiatives such as Ready Set Go Maths be used in junior classes to help develop the different skills of maths
* Station teaching be used to focus in on particular skills in collaboration between students, parents, class teacher and SET
* Teacher planning is based on the Maths curriculum. Measures are in place to ensure that all teachers are familiar with the curriculum for their class using school maths plan. Mental maths is encouraged across all strands and is given a specific time slot usually first thing in morning.
* Long and short term plans are prepared and available. Teachers also provide monthly progress records of pupils learning in numeracy..
* Teachers use a variety of approaches and methodologies across all classes in the school.
* The varying needs and abilities of pupils are catered for in the course of lessons through the use for differentiation.
* Teacher-pupil and pupil-pupil interactions are respectful.
* Pupils efforts are affirmed.
* There is respect for all pupils regardless of their background, ability and aptitude, pupils with special educational needs are treated in an inclusive and equitable manner.
* The school has a written policy on assessing and reporting on pupils’ progress taking into account the NCCA guidelines.
* The gathering of information on pupils learning is timely and happens at regular intervals.
* Opportunities for talk and discussion are provided for pupils to explain how they got an answer to the problems. There is an agreed strategy in the school for the teaching of problem solving
* Problem solving lessons are varied and children are encouraged to find multiple approaches to solving problems.

**Parents/Guardians**

* Inform themselves on the day to day events in the school by reading emails, the school website and school newsletters
* Attend Parent Teacher meetings in November to develop an understanding of their child’s development in the area of numeracy
* Monitor children’s work from school and keep informed of their development in Numeracy
* Develop their child’s computation skills by working on their tables at home
* Monitor any Maths tests results that come home and positively encourage the children
* Encourage the development of a positive attitude towards numeracy with their children
* Treat school teachers & staff with respect
* Present children in school on time ready to learn

**Pupils**

* Pupils should inform parents of different activities in the school in relation to numeracy
* Pupils should deliver home different communications from the school

**Strengths of the school in relation to Parental Involvement**

* Literacy lift off
* Support from SET in school -Team teaching and paired reading initiatives in progress
* Collaborative approach to the planning and teaching of literacy among teachers
* Excellent school library and fantastic selection of books for all classes in the school
* High levels of parental involvement in school and at home
* Good links with the county library
* Results of assessments are used to inform teacher planning
* Print rich environment
* SRA Literacy programme is implemented by learning resource teacher with assistance of the class teacher on a weekly basis from 2nd -6th
* Jolly Phonics Programme done well Junior Infants- First Class
* A variety of writing genres are taught throughout the school
* Display of children`s work in class and hallways (Achievement wall)
* Drama production, at the end of 6th class in the town hall and Christmas Drama Productions
* First steps literacy Programme implemented throughout the school

**Challenges for the school in relation to Parental Involvement**

* Increase in numbers of children needing support in Junior/Senior infant classes. Teachers feel that overall standards of pupils entering school in relation to oral language are declining.
* Results in Drumcondra tests (Regression of children`s literacy skills due to covid.)
* Disadvantaged parent`s ability to carry out homework activities
* Pressure on class time
* Children arriving to school late and children leaving before the end of the school day.
* Poor fine motor skills – students waiting for OT reports
* Poor attendance
* Handwriting
* Review use of hardback genre copies
* All above impacting on oral language attainment levels

**Data Findings**

* Literacy Questionnaire results
* 37.3% of parents report their child`s standard of reading and writing as excellent, 46.3% as good and 11.9% as fair
* 40.3% of parents report their child`s spelling ability as excellent, 40.3% as good and 9% as fair
* 36.4% of parents report the level of information they receive about how their child is performing in oral language, reading, writing and spelling as excellent, 42.4% as good and 16.7% as fair
* 71.2% of parents report that they listen to their child reading every day, 15.2% twice a week and 10.6% listen once a week
* 83.3% of parents report that their child reads books other than the school reader
* 52.3% of parents report that their child enjoys writing stories

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| **Target(s)** |
| * To improve the literacy results of our 43 priority families by 1% over the next 3 years.
* Increase to 35% the number of children performing between the 17th and 50th percentile over the next 3 years
* Increase to 36% the number of children performing between the 51st and 84th percentile over the next 3 years.
* To develop the oral language skills of the students in both English and Irish. (Pupils move to A2 in the CEFR`s self-assessment grid when speaking Irish – see table below)

To implement a handwriting programme throughout the school. |
| Actions: |
| **Year 1 2022-2023*** Continue in class support in all classes for literacy. Senior Infants, First and Second classes have their reading heard by SET teachers each morning from 9am-11am. Junior Infants start reading groups in the last term.
* Literacy lift off for 6 weeks in Senior Infants-term 2 and First Class- term 1
* SET teacher working with all classes from 3rd – 6th in the area of “Teanga ó bhéal”
* Introduce Free writing for 10 minutes (Mon, Wed, Fri)
* Due to the impact of covid the NRIT will be carried out in 1st and 3rd class
* Renovate school library and purchase more non-fiction books.
* HSCL teacher to work with families of targeted children re attendance and late arrival
* SRA in 1st-6th class weekly with class teacher and SET teacher
* All classes take home a new library book weekly
* Celebrate World Book Day and world book day activities throughout the month of March
* Introduce “Readathon” initiative in all classes for 3 weeks in 2nd term
* Introduce Buddy reading between 6th class and Junior infants and senior infants
* Continue Aistear Programme in Junior and Senior Infants
* Play therapy and early intervention and social skills for children with emotional and behavioural concerns.
* Expose pupils in 4th-6th classes to age appropriate high interest, journalistic style writing to expand their knowledge of language conventions through use of the primary planet magazine
* Use the A-Z of writing across all classes from 1st- 6th
* Children to read one section each night from the Read at Home in order to expose the children to a variety of reading genres such as recipes, biographies, reading of graphs and reports etc
* Children read two novels per term from 3rd-6th class
* Read aloud time ( Mon, Wed, Fri) 10 mins in every class
* Send home the Ten Top Tips for Parents from PDST website
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| Monitoring/Evaluation | Who | How |
| September 2023-2025Plan to be evaluated at the end of each academic year in May | Whole StaffClass TeacherSET teacherHSCL TeacherEnglish focus groupPrincipal and Deputy Principal | Croke Park/Staff meetingDrumcondra Test & NRITMonthly meetings between SET and class teachersInformal monitoringProfessional Dialogue |

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| **Where do the following areas play a role in the plan?** |
| **Continued Professional Development**PDST DEIS training coursePDST training course in relation to station teaching and Ready Set Go MathsNCCA training for teachers in relation to the Numeracy aspects of the new curriculumSharing of ideas through Croke Park hours, Staff meetings and informallySharing of ideas and communication of those ideas from the Numeracy committee | **Well-being**Initiatives such as Maths Week & Science WeekMaths games timetabled throughout the week for different classesProblem of the Day and Number of the Day in classMaths displays in relation to work being completed in class such as Data & MeasuresDeveloping social skills in groups during station teaching | **Leadership**Numeracy Committee in dealing with various numeracy issues that arise from week to weekOrganisation of parents courses, staff training and events such as Science & Maths WeekDeveloping on online method to communicate with parents through Twitter, website and newsletter and improve their participation in Numeracy issuesPost-holder’s work in relation to managing the human, physical and financial resources in relation to Numeracy in the schoolTeam teaching in certain classesWork of Principal and ISLM team in communicating and developing the Numeracy plan and Numeracy aspect of the curriculum in the school. |

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| **Common European Framework of Reference for Languages (CEFR)****Descriptors for spoken interaction from the CEFR`s self- assessment grid and the primary version of the English Language Proficiency.** |
| • I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchange even though I can`t usually understand enough to keep the conversation going myself. • Can ask for attention in class .Can greet, take leave, request and thank appropriately. Can respond with confidence to familiar questions clearly expressed about family, friends, school work, hobbies, holidays etc. but is not always able to keep the conversation going. Can generally sustain a conversational exchange with a peer in the classroom when carrying out a collaborative learning activity (Making or drawing something, preparing a role play, presenting a puppet show etc.)Can express personal feelings in a simple way.• Can ask and answer questions about what people in familiar roles do in their jobs. Can talk with the teacher or another pupil about personal experiences with people in roles and responsibility. (e.g visit the doctor, parent is a nurse/doctor, school traffic warden, postman) |