

Literacy & SSE Action Plan

School: Ashbourne Community School **Date:** January 2016

Planned Review Date: May 2016

Members of Literacy Teaching and Learning Team:

Name:	Subjects/ Programme Area
Áine O’Sullivan	Principal
Niamh Kelly	SSE Co-ordinator
Miriam Meade	Literacy Link teacher / Resource teacher
Gillian Casey, Áine Jacob, Gloria Leydon, Fionnuala McGuinness, Amanda O'Connor & Anne Marie Callaghan.	Literacy Committee (2014-2016)

Summary of School Strengths in the Area of Literacy:

- A whole staff commitment to promoting literacy, with the full support of Senior Management. (Annual whole staff in-services, keywords in general areas, use of TV monitors in general areas etc....)
- Dedicated Literacy & Numeracy Committees who are keen to continue with their work into the next academic year.
- A strong history of Literacy initiatives led by the SEN department. (Appendix)
- Pupils readily and enthusiastically engaged in Literacy programmes offered in 1st year, such as spelling programmes, Spelling Bee competitions, DEAR and the Book in the Bag initiative.
- Wide range of test data readily available on all pupils providing a good baseline of attainments and potential needs. (Appendix)
- The rate of spelling improvement is impressively high when students are actively engaged with tailored spelling programmes.

Targets for Academic Year 2014-2015:**Summary of Main Areas Requiring Improvement as agreed in 2014:**

School Improvement Plan –Literacy	
2014 – 2017	
	<ul style="list-style-type: none">• Establish a whole school approach to enhancing literacy across the curriculum.• Renew the focus by all subject departments to include literacy targets and strategies as part of their subject plans.• To build on the Literacy rich environment that promotes, celebrates and enhances Literacy both in the classrooms and on the corridors of the school.• Review the student journal annually with a view to including more Literacy tools and aids.• Establish a back to basics approach to all Literacy: reading, writing, spelling and oral language.• Need for a Literacy Committee to drive, administer and promote Literacy initiatives throughout the school.• Explore the appropriate inclusion of TY students in Literacy support role so that student-led Literacy becomes a reality in ACS.• Survey teachers to assess their Literacy concerns, their need for support and the specific literacy demand of their subject (Spring 2016)• Survey students to establish an overview of reading habits and attitudes. (Spring 2016)• Create as many opportunities for reading and literacy throughout the day for students as possible, for example, during cover periods, supervision times.

Improvement Targets Year 1 2014 /15	Required Actions	Persons Responsible	Timeframe for actions	Review Dates
1. To conduct a full statistical review of the effectiveness of the 1st year spelling programme. 2. Survey all 1st years about their reading habits and attitudes. 3. Drop Everything And Read to be run for a month and reviewed at the end.	<ul style="list-style-type: none"> • All 1st Year English classes engaged in the 16 week ACS Spelling Programme. • Spelling ages established for one class group at beginning of the programme and students retested after 3 months to view effectiveness (when programme is complete). • One targeted group of 20 students provided with tailored individualised spelling programmes. • TY students trained as spelling mentors. Pair with 1st year students for 6 month period. • Targeted students tested at beginning of 6 month intervention and retested at end. • Spelling Bee run to solidify and challenge students at the end of these spelling initiatives. (Appendix) 	All 1 st Year English Teachers 1 st year English teacher Literacy Link teacher Literacy Link teacher Literacy Link teacher	Term 1 &2	
	<ul style="list-style-type: none"> • Surveyed all 1st year students at the beginning of DEAR to assess reading habits and attitudes. (Appendix) 	Literacy link teacher & TY students	Term 2	
	<ul style="list-style-type: none"> • TY students and Literacy Link teacher run DEAR for one month in November. • DEAR noticeboard displayed on the main corridor with weekly reading challenges promoted. • Tutors facilitated the <i>book in the bag</i> at each tutorial time. 	Whole staff	Term 3	

4. A full assessment of the Literacy needs of our 1st year student cohort to establish a baseline of need	<ul style="list-style-type: none"> Entrance exam results were analysed to establish a base line of academic and literacy need. Scores collated to categorize the level of need into severe, moderate and mild ranges. Results shared amongst SEN department and Principal. 	Literacy Link & SEN team	Terms 1/2/3	
5. Journal Review	<ul style="list-style-type: none"> The literacy committee prioritized the journal as a potential tool to enhance literacy in each class. Met with DP and researched sample journals. The literacy and numeracy committees designed templates for inclusion in the student journal. These included keyword sheets, number and multiplication squares. (Appendix) 	Literacy & Numeracy Link teachers & DP	Term 4 & 5	
6. Establish a Literacy Committee through the SDP process.	<ul style="list-style-type: none"> A voluntary committee set up with teachers from a variety of subjects. Areas prioritized were: literacy hubs in classrooms and corridors; establishment of keyword/mind map noticeboards; creation of subject specific keyword banks and activities. 	Literacy Link teacher and 6 teachers from staff cohort	Term 3,4,5	
7. Review of all Literacy initiatives to date (Ongoing)	<ul style="list-style-type: none"> Literacy link teacher reviewed all literacy initiatives and staff in-service provided to date. (Appendix) 	Literacy Link teacher	Term 1	

Year 1 2014/15**Success Criteria/Measurable Outcomes**

- The spelling age of all 1st year students who engaged in the 16 week programme or the target intervention was raised.
- Initial survey in November, of 1st years' reading habits established that 35% of students were reading at home or in school for pleasure.
- Staff and students engaged in the DEAR initiative during which time reading was promoted and enjoyed by all.
- Results of entrance exams reviewed with the Principal and discussions are ongoing as how to appropriately utilize and disseminate this information.
- Increased use of keyword sheets by teachers in all subject areas and inclusion of same in revised journal for 2015/2016.
- The literacy committee committed to continue in this area for the next academic year.
- Literacy link teacher established a chronological list of all literacy initiatives and related in-service undertaken by the school since 2012 for inclusion in school plan.

Monitor and Review

- 1st year spelling programme will continue to be facilitated by English teachers.
- DEAR will be facilitated as a whole school initiative to promote reading enjoyment across the school community.
- Further promotion of reading for pleasure required and follow up survey of reading habits.
- Revised journal launched in September 2015 will be reviewed March/April 2016.
- Literacy committee work to continue and new members encouraged.

Improvement Targets Year 2 2015 /16	Required Actions	Persons Responsible	Timeframe for actions	Review Dates
<p>1. Subject departments to specifically address and include Literacy targets within their yearly subject plans</p> <p>2. To increase the number of students reading for pleasure from 35% to 55%</p> <p>3. To have 60% of teachers using keyword sheets either in revised journal or in a similar hardback format.</p>	<ul style="list-style-type: none"> Literacy Link teacher and SDP coordinator to generate a workshop for all teachers to engage in within their subject departments to assess and include Literacy targets specifically in their subject plans. Time allocated by senior management for this. (Appendix) Subject plans and Literacy targets to be placed on Office 365 subject plans site for viewing by all and a centralized hard copy with SDP coordinator. Relaunch of Book in a Bag scheme at Junior cycle. DEAR to be run throughout February and March. Each classroom to be provided with a box of books or a book shelf to facilitate the book in a bag relaunch. Survey students again after Easter to see the rate of increase in reading for pleasure. Introduction of the revised ACS Journal to all at staff at the beginning of school year. Opportunity for staff to purchase class sets of keyword journals to trial within their subject class Survey staff during the year to assess how keyword sheets are being utilized. (Appendix) Survey to also elicit the teaching strategies that teachers are using to promote and embed keywords. (Appendix) 	<p>All subject teachers</p> <p>All students Literacy link teacher & committee TY students</p> <p>All staff</p>	<p>August / September 2015</p> <p>Feb/March</p> <p>Sept – May 2016</p>	

<p>4. To have 65% of teachers using a keyword wall display within their classroom</p> <p>5. Literacy Lifters</p>	<ul style="list-style-type: none">• All staff invited to order a keyword noticeboard for their classroom and/or subject classroom• TY Literacy Team undertook to design, make and laminate any keyword that any teacher or department requested throughout the year.• Survey teachers to see the % of rooms / subject departments with keyword specific areas displayed within their classrooms / subject departments. (Appendix) <ul style="list-style-type: none">• Including literacy creatively during free time. Literacy lifter worksheets to be made available in the staffroom and are to be used when covering classes as required.• A hub in Staff Area on Office 365 can be used during class time. This hub contains subject specific resources.	<p>All staff and subject departments.</p>	<p>Sept- May 2016</p>	
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Year 2 2015/16

Success Criteria/Measurable Outcomes

- Inclusion of literacy targets in all subject plans was prioritized by senior management at the beginning of the school year.

Monitor and Review

- Time to be allocated at the beginning of each year for subject departments to include literacy targets as part of their subject plan for the year ahead.
- Continue to promote reading for pleasure throughout the whole school.
- Continue the use of keywords in our teaching and learning.
- ACS continues to develop a literacy rich environment and culture.

Improvement Targets Year 3 2016 /17	Required Actions	Persons Responsible	Timeframe for actions	Review Dates
1. Journal 2. Handbook 3. Reluctant reader 4. Travelling libraries 5. Literacy calendar 6. Digital literacy 7. Reading Recovery programme				

Year 3 2016/17
Success Criteria/Measurable Outcomes
Monitor and Review <ul style="list-style-type: none"> • Agree and allocate time for monitoring actions. Opportunities for ‘trouble-shooting’ facilitated. • ‘Snap and Share’ used at staff meetings to share and discuss practices. • Progress in SIP is reviewed on an annual basis to inform actions.