



SSE: Oral Language Development -School Plan 2019-2022

Introduction:

School Context

- St. Mary's school is a co-educational school with some multi-grade classes.
- There are currently 164 pupils.
- There are 13 teachers on staff (including an administrative Principal, 6 class teachers, 5 Special Education Teachers, 1 ASD special class teacher)
- The school administers Micra-T/Sigma-T in English and Maths annually from 1st to 6th Class
- The school administers the MIST test annually in Senior Infants
- The school administers NNRIT in second class

Sources of Evidence:

The following evaluation methods were used during the process of compiling our report:

- Staff Review (SR)
- Oral Language Focus Group (FG) with representation from all class levels.
- The focus group conducted a SCOT analysis (Strengths, Concerns, Opportunities, Threats) based on the key areas of Oral Language Development.
- Analysis of assessment data and information. Both qualitative (staff observations and views) and quantitative (Standardised Tests from June 2018 and teacher generated tests)
- Review of school documents and reports: Curriculum Statement for English, individual long-term class level English plans, fortnightly plans and monthly progress reports.
- Teacher Questionnaire (TQ)
- Pupil Questionnaire (PQ)
- Parent Questionnaire (PTQ)

Findings

The staff survey revealed that teaching staff have concern re some children's inability to express themselves clearly and others not having appropriate vocabulary at their disposal to make themselves understood. Many children are starting school in junior infants with underdeveloped oral language skills and/or immature sentence structure. This was also the case in the school improvement plan of 2012-2015.

66% of class teachers are currently timetabling oral language lessons for their classes.

75% are teaching specific oral language skills in a wide variety of contexts.

Oral language is being assessed by 65% of teachers through teacher observation and by using teacher designed tasks.

90% of teachers feel that parents are not fully aware of the importance of oral language.

Only 60% of class teachers assign oral language homework and this is infrequent as they are concerned re time element and whether the work will be done at home.

Data source: a selection of pupils (Focus Group-use of questionnaire) from 3rd to 6th class

85% of children surveyed in classes from 3rd to 6th like are confident to speak in front of their classes but only 40% of those children would be comfortable speaking at school assemblies.

65% of children feel that they are very confident in giving their opinion at school. Of the students in the focus group 40% felt that they needed help regarding their confidence.

Data source: Parent Questionnaire

This revealed that parents felt shared experiences promote discussion and conversation with their children.

91% of parents said that their children can follow complex instructions. 85% of parents deemed their children to be good at initiating conversations and discussions.

44% of parents mentioned that their children give no oral feedback on activities completed in school.

Strengths:

Learner Outcomes:

- The teachers note that the pupils are able to articulate their needs.
- The children have varying levels of oral language regarding expressing wants and speaking to differing audiences.
- The teachers note that Aistear is the most effective strategy to model oral language in the Junior classes and provide the children with opportunities to develop their oral language.
- Parents/guardians report high levels of satisfaction with their children's oral language development. There is some concern about the children's ability to speak in different context to different audiences - Please see the results of the parental survey

Learner Experiences:

- Pupils report loving the range of activities at Aistear.
- Factors reported by pupils as being helpful to becoming good speakers include listening to their teachers and playing at Aistear.
- Factors reported by pupils as hindering their oral language include not knowing the words regarding a particular topic.
- The teachers report that pupils can listen attentively and with understanding. However, listening is an area that pupils in the Infant classes would benefit from being explicitly taught.
- Novels covered in all classes 1st – 6 th.
- Children encouraged to share their news with their peers.
- Children enjoy 'having the floor'.
- Assembly is something the pupils love and most express a desire to present/perform, speak in front of the school audience.

Teacher Practices:

- All teachers report that pupils are participants in a rich language environment.
- More support may be needed for children with EAL or speech/language difficulties starting school.
- All teachers report that pupils are provided with regular opportunities to practice oral language skills throughout the day, during special projects and through play-based learning.
- Teachers would benefit from the development of a specific oral language plan/guide from Junior Infants to Second Class.
- Teachers would benefit from the use of an oral language checklist in all classes.
- Teachers have started to implement the New Primary Language Curriculum across the Junior Classes.

Area prioritised for improvement

- Learner Outcomes: the adoption of a textbook with regard to Oral Language Development from Junior Infants to Second Class.
- Learner Experiences: The Introduction of the Talk Boost Programme to Junior Infants
- Teaching Practices: The training/CPD opportunities of new staff given the loss of vital knowledge in our school team over the last 2 years.
- Teaching Practices: Teachers would benefit from the use of an oral language checklist in all classes.
- Concern that oral language homework would not be completed at home or deemed by some parents/children not to be 'homework'.
- Implementation of the New Primary Language Curriculum across all Junior classes then Senior Classes. Oral Language to be developed both in Irish and English in line with the curriculum.

Progress made in previously-identified improvement targets:

N/A as this is the first year of the process

Key Targets:

- Teachers would benefit from the use of oral language checklists in all classes.
- Pupils would benefit from explicit lessons on how to be a good listener.
- Pupils would benefit from practising oral language skills in different contexts and for different audiences.
- Introduction of Talk Boost Programme for Junior Infants to 2nd then the senior classes
- Introduction of Rainbow (CJ Fallon) Oral Response Book from Juniors to Second
- Training in the New Primary Language curriculum and the introduction of aspects gradually into Junior then Senior Classrooms.
- The introduction of the Drumcondra English Profiles as an assessment tool in the school.
- To promote the Oral Activities completed at school and provide parents with tools to help children's oral language development at home.

The following legislative and regulatory requirements need to be addressed:

- The school is compliant with all areas of the checklist.

School Action Plan for Oral Language 2018 -2021

Target	Required Action	Leaders	Timeframe	Success Criteria
<p>1. The design and adoption of oral language checklists in all classes.</p> <p>Dim 1(D3-R2) Dim 2 (D1-R3)</p>	<ul style="list-style-type: none"> Design Teacher Checklist to review competency levels in Oral Language Development in each class to evaluate progress in both Literacy and Gaeilge 	Whole Staff / Principal	Term 1 2019	Recorded Improvement in Oral Language Deveopment - evidence in copies and checklists Evidenced in Cuntas Miosuil
<p>2. The teaching of explicit lessons on how to be a good listener to pupils starting on the Junior Corridor then Senior</p> <p>Dim 1(D1-R4) Dim 2 (D1-R4)</p>	<ul style="list-style-type: none"> Work with PDST Design student checklist What is a good listener? What does good listening look and sound like? What is a good speaker? What does good speaking look and sound like? What makes a partnership work best? How do I work best within a group? How should we share our information, so that everyone benefits? What are the roles within the group (chairperson, mentor, recorder, observer, time-keeper, questioner, etc.)? Who will undertake each role? How will these roles be rotated? Introduce warm up charts to assist students in getting to know more about the members of their group and foster individual / group identity and unity Introduction- Buddy Listening (5th/6th- Juniors/Seniors) takes form of Chinese whispers and games Read and Explain Pair Work Mime See attached PDST Activity Sheet 	All Teachers	2019/2020/2021	Retained samples, displays, evidence in Cuntas Miosuil Pupil Feedback- (PQ)

<p>3. Practice oral language skills in different contexts and for different audiences.</p> <p>Dim 1(D3-R2) Dim 2 (D1-R3)</p>	<p>Introduction of Buddy Listening in Junior and Senior Classes- Chinese whispers Assembly presentations on Friday Show and Tell Conversation station Deir Ó Gradaigh Feicim le mo Shúilín Beag Te/ Níos teo Fuar/ Níos fuaire Cén t-am é, a Mhac Tíre? Cluiche Kim Biongó</p>	<p>All teachers</p>	<p>2019/2020</p>	<p>Evidence in planning Pupil Feedback (PQ) Parental Feedback (PTQ)</p>
<p>4. Introduction of Talk Boost Programme for Junior Infants at first then to the Senior classes.</p> <p>Dim 1(D4-R1) Dim 2 (D1-R4)</p>	<p>Introduction of the Talk boost programme in collaboration with (Kilmallock) Speech and Language Therapists CPD for staff Improve Oral language in senior classes-use throughout the school. CPD for teachers</p>	<p>Margaret Flynn/Joanne Kiely James Malone/Muriel Henihan</p>	<p>Term 1 2020</p>	<p>Improved communication measured by programmes initiated, children's feedback (PQ)(TQ)</p>
<p>5. Introduction of Rainbow (CJ Fallon) Oral Response Book from Juniors to Second</p> <p>Dim 1(D2-R2) Dim 2 (D2-R2)</p>	<ul style="list-style-type: none"> • Purchase of Rainbow ORAL language response book • CPD for staff • Collaborative planning 	<p>Margaret/Jennifer/Therese</p>	<p>1st term 2019 onwards</p>	<p>Teachers Feedback MIST Results</p>

<p>6. Training in the New Primary Language curriculum and the introduction of aspects gradually into Junior then Senior Classrooms</p> <p>Dim 1(D4-R1) Dim 2 (D1-R3)</p>	<p>Training for all staff on the curriculum Taking of aspects and the gradual introduction to each class. Learner Outcomes/Milestones to be placed in planning The introduction of a school planning template</p>	<p>All teachers</p>	<p>Term 1 2019</p>	<p>Evidence in Cuntas Miosuil</p>
<p>7. To promote the Oral Activities completed at school and provide parents with tools to help children's oral language development at home.</p> <p>Dim 1(D4-R1) Dim 2 (D2-R4)</p>	<p>Include list of activities on school website in parents corner Include activities in Newsletter and in twitter Improve reporting on Oral Language development at parent teacher meetings and through home/school communication</p> <p>Opportunity to teach oral language across the curriculum and school day Comhra Laethiuil CeolChoir Scéal Nollag Corpoideachas Ealain</p> <p>Measúnú</p> <ul style="list-style-type: none"> • Ordóg Suas/Ordóg Sios, Sa Lar • Mention this to parents in feedback and perhaps a list of Oral Language/Gaeilge phrases to put on website for parents. <p>Promoting the learning goals of the Exploring and Thinking component of</p>	<p>Principal All Staff</p> <p>Ms. Cagney/Ms. Holland/Mr. Kennedy/ Ms. Kiely</p>	<p>Term 1 2019</p> <p>Ongoing</p>	<p>Parental feedback (PTQ)</p>

Aistear (NCCA, 2009a) including:

- Learn about the natural environment and its features, materials, animals, and plants, and their own responsibility as carers (Aim 1, Goal 4).
- Develop a sense of time, shape, space and place (1, 5).
- Come to understand concepts such as matching, comparing, ordering, sorting, size, weight, height, length, capacity and money in an enjoyable and meaningful way (1, 6).

In addition to these important concepts, the same component focuses on a number of key processes, including:

- Demonstrate their ability to reason, negotiate and think logically (Aim 2, Goal 4).
- Use their creativity and imagination to think of ways to solve problems (2, 6).
- Make decisions and take responsibility for their own learning (4, 3).
- Develop higher-level thinking skills such as problem-solving, predicting, analysing, questioning and justifying (4, 5).

8. The introduction of the Drumcondra English Profiles as an assessment tool in the school. Dim 1 (D3/R2) Dim 2 (D1/R1)	The staff will adopt the Drumcondra profiles to supplement the standardised assessments in the school in particular to the area of oral language.	All teachers	Term 3 2021	Test Results Teacher feedback
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Uimhir Rolla: 09306W

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