

John the Baptist CS
School Improvement Plan 2013-2016
Literacy
91502N



School Improvement Plan for Literacy 2013-16

Summary of main strengths

- There is a whole school approach which is written into school policy and agreed at a staff meeting.
- Subject areas have developed a collaborative approach which will ensure a bank of keywords, strategies and solutions to problems.
- Department Heads of each subject ensure that Literacy is addressed in their subject plans and classrooms. This will facilitate sharing of good practice and allow for implementation of same.
- Teachers have resources available to them to ensure that they can deliver a keyword strategy effectively.
- At staff meetings there is input on international research on the effectiveness of keywords in order to bridge the learning gap.
- Teachers see the benefit of keywords in students accessing the curriculum.
- 64% of students indicate that they like reading.
- 57% of students said that they were good at reading
- 53% of students are reading outside school with the intention of increasing this by the end of the year.
- Students like to learn using visual content.
- Group learning and peer learning appealed to a large cohort of students.
- Wordwalls are a feature in all classrooms.
- Teachers incorporate keyword displays into their classrooms and teaching practices.
- School environment is print rich.

<p>Summary of main areas</p> <p>Prioritized for improvement</p>	<ul style="list-style-type: none"> • Teachers to focus on the development of Literacy with a particular emphasis on encouraging the love of reading and improving spelling. • Integration of keywords to be used where appropriately across subject departments. • Teachers to reflect on their practice in relation to the integration of keywords in all subject areas guided and supported by the Literacy Team. • Students to experience a broader range of learning methodologies appropriate to each of the subject areas. • A number of subject areas will be identified where students will receive feedback on their learning using the Think- Pair – Share. • To develop the Key skills of Creativity and Communication.
<p>Actions to support implementation of School Improvement</p>	<ul style="list-style-type: none"> • Make available a Literacy pack for teachers to include facility in which to place a bank of key words. • Teachers identified strategies to use keywords and develop comprehension skills • Time tabled Literacy class which will coordinate with subject link teachers • To include Bloom’s Taxonomy in teachers’ journal • Differentiation of exams • Self assessment cover sheet in house exams for students

Improvement Target 1 Re – Love of reading	Required Actions	Persons responsible	Measurable outcomes Success Criteria	Timetable for Action	Review days
<p>To increase the % of students surveyed who would like to improve their reading from 55% in May 13 to 60% in May 14 and from 60% in May 2015 to 65% in May 2016</p>	<p>1.To put Literacy plans and classes in place for First Years. To create specific literacy intervention with measureable outcomes</p> <p>2.To introduce literacy board in the staff room to create awareness among staff on the importance of reading</p> <p>3. To stock Library with new books</p> <p>4.To recognize important days and weeks and characters and display relevant books on those days</p> <p>5. To establish a whole school approach to specific, targeted</p>	<p>All staff to integrate literacy plan into their teaching.</p> <p>Senior management will timetable “reading for enjoyment”</p> <p>Library core team organise weekly visit to the library</p> <p>Literacy core team to liaise with the relevant departments</p> <p>Learning support team support the literacy planning</p> <p>Specific coordinating team that will liaise with whole school</p>	<p>1..Implementation of Lexile Reading programme beginning 2013.</p> <p>2. An increase in the reading fluency of 7% to 10% >2 to 16 in Woodcock and Johnson. This will be determined through a survey.</p> <p>3. Testing in Reading fluency</p> <p>4. Literacy board to be put up in staffroom and updated regularly.</p> <p>5. Two staff members appointed to oversee the stocking of the library with new books. Record of books by students kept in the library.</p> <p>6. Three key days in Calendar identified and</p>	<p>1. September 2013</p> <p>2. September 2013 – reviewed Christmas 2013, Easter 2014 and Summer 2014</p> <p>3. April 2014</p> <p>4. Board on wall by end of September 2013. Materials updated monthly</p> <p>5. September 2013</p> <p>6.</p> <ul style="list-style-type: none"> • Roald Dhal Day Sept 2013 • Titanic Week 	

	activities	community.	research projects displayed. 7.Murder Mystery staged-all staff and students involved	February 2013 • Holocaust Day April 2014 7 October 2013- November 2013- 4 Weeks	
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Improvement target 2- Spelling	Required Actions	Persons responsible	Measurable outcomes- success criteria	Timeframe for action	Review dates
To increase the spelling skills of all students with a particular focus on students on the range 18%-22% in the percentile of less than 2 and less than 16.	<ol style="list-style-type: none"> 1. To raise awareness of importance of keywords. 2. To teach first years the keywords pertaining to their curricula. 3. To teach students strategies to spell and learn keywords. 4. To raise awareness among teachers of the need to teach Keywords 5. Teachers to identify a 	<ol style="list-style-type: none"> 1. Whole staff approach with guidance and support of the literacy team. 2. Eight subject teachers responsible for identifying bank of key words in their subject areas. 3. All first year teachers to practice the strategy of LCWC 4. The Literacy Team 	<ol style="list-style-type: none"> 1. Teachers feedback at staff meetings on use of keywords 2. Student feedback through Quizzes held at Christmas and Summer 3. Using the Woodcock and Johnson test as a base, a spelling exercise for all 1st year students 4. Students provided feedback on the use of LCWC exercise through homework and house 	<ol style="list-style-type: none"> 1. At staff meetings September/ November /December. 2. Christmas 2013 and Summer 2014 3. September 2013 Pre-test January Post-test March 4. Ongoing 	

	<p>bank of keys words within their subject areas.</p> <p>6. To implement the strategy of 'Look Cover Write and Check' across 1st year students</p> <p>7 To explain 'examination language' to students.</p> <p>8. To promote whole school collaboration in the teaching of keywords by making keywords a visual component of the learning in school.</p> <p>9. To adopt a common method of teaching spelling to all first years.</p>		<p>exams.</p> <p>5. Subject Departments to create a new bank of Keywords for the Christmas to Summer Terms.</p>	<p>5. Jan 2014 to May 2014</p> <p>6. Ongoing</p> <p>7. Ongoing</p> <p>8. September 2013 and ongoing</p> <p>9. September 2013</p>	
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