

## ST AIDAN'S COMPREHENSIVE SCHOOL, SCHOOL IMPROVEMENT PLAN EVALUATION

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| <p>Summary of main strengths as identified in last SSE in (specify date):</p> | <ul style="list-style-type: none"> <li>• Whole school literacy initiatives started: Words of the Week, spelling notebooks, print rich environment, learning outcomes on the board in each lesson, subject words in journals, time to write in and start homework at the end of lesson.</li> <li>• Attainment in the majority of subjects at both JC and LC is above the national norm</li> <li>• School has a very good reputation for improving the outcomes of students with SEN.</li> <li>• There is a willingness to share good practice.</li> <li>• Students want to improve their spelling.</li> <li>• Teachers employ a range of strategies to improve literacy in their subjects.</li> <li>• Learning outcomes displayed at start of each lesson</li> <li>• Keywords on display in rooms</li> <li>• Students' work on display</li> </ul> |
| <p>Summary of main areas requiring improvement as identified in last SSE:</p> | <ul style="list-style-type: none"> <li>• Improve the standard of spelling among our students.</li> <li>• Develop the vocabulary of students.</li> <li>• Encourage students to read for enjoyment.</li> <li>• Development of proof-reading skills among students.</li> <li>• Teachers to focus on the development of literacy as well as knowledge and skills.</li> <li>• Improve the reading age of our students.</li> </ul>   |

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| <p>Improvement Target</p> | <p>Increase the chronological reading age of our first year students by at least 6 months – <b>72% improved their chronological reading age by 6 months or more</b></p> |
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| (Related to Teaching and Learning that will help to achieve the targets)                    | Required actions  | Persons responsible   | Timeframe for action                 | Success criteria/measurable outcomes   | Review date(s) and Evaluation  |
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| Introduce a spelling notebook for all first years   | Students insert words they find difficult to spell  | Andrew Mayne<br>Subject teachers to monitor   | Ongoing and for incoming first years | Improvement in spelling/Attitudinal Survey and Teacher Observation/focus group | Dec 2013 – Achieved  |
| Improve spelling  | Put key subject words in student journal<br><br>Words of the Week<br>Student notebook<br><br>Keywords displayed in classrooms   | Marie Monaghan and all teachers<br><br>Andrew Mayne<br>All teachers to monitor                                  | Implement in Sept 2013               | Fewer errors in corrected work/ teacher observation/focus group                | Dec 2013 – Needs ongoing emphasis  |
| Introduce Word of the Week (WOW)  | Word placed up on noticeboard and students enter competition to choose correct definition   | Andrew Mayne  | Ongoing                              | Use of words in written work handed to teachers or in spoken vocabulary        | Mar 2013 - Achieved  |
| Drop everything and read (DEAR) to be introduced across the whole school                    | Gather reading materials for classrooms   | All teachers<br><br>Literacy team to gather materials   | Implement in Sept 2013               | Improvement in reading age as per target                                       | Dec 2013 – Introduced Read in Reg for Junior House   |
| Introduce reading clusters for first year and TY students.                                  | Literacy Team to inform staff re programme in Pre-school Inservice<br><br>Buy appropriate fiction books<br><br>Match students<br><br>Train TY students<br><br>Develop templates and folders | Literacy Team<br><br>Nora Hetherton<br><br>Patricia McCabe/Breege Doherty<br><br>Evanna Derrick/Patricia McCabe | Implement in Sept 2013               | Improvement in reading age as per target                                       | Achieved in Summer<br>Students enjoyed programme and found it worthwhile                       |
| Introduce Personal Proof Reading time and strategy to help students to proofread their work | Put common correction code in student journal/staff journal.<br><br>Students given time to proof read work prior to   | Evanna Derrick<br><br>Literacy Team<br>All teachers to monitor  | Implement in Sept 2013               | Fewer errors in corrected work/ teacher observation/focus group                | Dec 2013 – Common correction code in Journal<br><br>Proof reading time given in English – need |

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|   | <p>handing in to teacher. Teachers to train students.</p> <p>Literacy Team to inform staff re programme in Pre-school Inservice</p>   |  |                        |   | to focus on other departments                |
| Keywords to be displayed in classrooms and literacy opportunities to be included in SOW | Teachers to display keywords related to topics in classroom and give opportunities for students to learn                              | All teachers<br>All departments to include in SOW                                      | Implement in Sept 2013 | Better subject specific vocabulary<br>Fewer errors in corrected work/ teacher observation/focus group | Dec 2013 – Achieved and ongoing monitor      |
| Improve spelling  | <p>Put key subject words in student journal</p> <p>Words of the Week<br/>Student notebook</p> <p>Keywords displayed in classrooms</p> | <p>Marie Monaghan and all teachers</p> <p>Andrew Mayne<br/>All teachers to monitor</p> | Implement in Sept 2013 | Fewer errors in corrected work/ teacher observation/focus group                                       | Dec 2013                                     |
| Create Focus Group of students to get feedback on initiatives                           | Collate groups through discussion with teachers   | <p>Evanna Derrick in consultation with teachers</p> <p>Literacy Team to facilitate</p> | Dec 2013               | Attitudinal feedback on students' feeling about success of literacy initiatives.                      | Sept 2014 – Focus group for reading clusters |

