School Development Plan

Priorities at a Glance 2021-22 (Year One of a Three-Year SDP)

This shortened form is to give parents an overview of what we are working towards this academic year. It is our school's strategic plan for sustained improvement.

Key Indicators as set out in Every School A Good School document:

- **Child-centred provision**
- **Effective leadership**
- **High quality learning and teaching**
- **A school connected to its local community**

DENI

Self-evaluation leading to sustained self-improvement is at the core of the school improvement policy. Effective elf-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils. Self-evaluation must be an integral part of the school development planning process with the resulting actions and targets captured in School Development Plans (SDPs).

LITERACY

- **Our Lines of Progression have been evaluated and now inform all long term, monthly and weekly Literacy planning throughout the school.**
- **Spelling development. To co-exist with our whole school Prim-Ed Spelling programme, we will be focusing on creating a Line of Progression for common words, tricky words and commonly misspelt words from P1-P7 to improve children's spelling of these words.**
- **Use of News Desk within each class to develop Talking and Listening and writing for an audience (connecting Literacy and UICT)**
- **Online digital Bug Club books will further develop reading comprehension through interactive activities within each band of books.**
- **'Buddy Marking' focusing on a specific writing genre (sharply linked to shared Learning Intentions and Success Criteria) will continue to take place half-termly in KS1/2 to further develop AFL (Assessment for Learning). Next Steps for 2021-22 will be for Upper KS2 initially to use the newly purchased Google Chrome Books to collaborate on one another's written work onscreen. Use of Google Docs (Google Drive) connecting Literacy and UICT.**
- **Use of PTE (June 2021) data to focus on specific areas at class and individual level, in addition to our whole school focus on grammar and punctuation, to raise standards and attainment within Literacy.**

MATHEMATICS AND NUMERACY

- **To develop Mental Maths at whole school level.**
- **Develop a whole school overview of key Mental Calculations and Strategies.**
- **Trusted Colleague Network: Observations of mental maths sessions to share good practice.**
- **Puzzle of the week boxes will continue to be used in all classrooms and weekly Maths Assemblies will promote problem-solving and investigative skills in all pupils, linked to weekly mathematics focus.**
- **Further develop Mathletics for targeting/tracking individual pupils' needs/progress.**
- **Enhance the use of Outdoor Learning in our school environment for Mental Maths and practical work.**
- **Continued use of the multisensory numeracy resource, Numicon, for both indoor and outdoor learning.**
- **Formative/diagnostic feedback from CAT4 quantitative data and PTM data will set specific targets to raise attainment of low and underachievement in our pupils.**
- **Individual classes/pupils will also be targeted using analysis of data and teacher observation to raise standards (Number, Handling Data, Processes, Measures and Shape and Space, where appropriate). Evident in teachers' planning and individual IEPs) (based on PTM June 2021 data)**

SPECIAL EDUCATIONAL NEEDS

- **LSC involvement with class teachers and Literacy Support teacher in the planning and monitoring of SEN.**
- **Engage an additional adult assistant in the Foundation Stage classroom to support the needs of all learners.**
- **Close liaison with Educational Psychology and RISE NI**
- **Use of new Sensory Den located in the library.**
- **Tracking to ensure that pupils are making appropriate progress and identify pupils raising concern.**

- **Continuous training for teachers and classroom assistants based on current needs of all pupils.**
- **Use of assessment tools (baseline Literacy assessments in September) and use of resulting data to identify those children who will benefit from additional support/intervention throughout the year. (P2-P7)**
- **Use of Engage Funding to employ a Literacy Support teacher to work with individual/small groups of pupils.**
- **Continue our Better Reading and Better Maths programmes to offer additional support at individual and group level.**
- **Continued implementation of the SEND legislation (staff training in August by principal on new 3 Stage Code of Practice) and develop the role of LSC in relation to changes being implemented.**
- **IEPs will continue to be written half termly. They will be active documents with SMARTE targets and reviewed with pupils and parents regularly.**
- **Pupils will evaluate their targets at review stage by completing a self-assessment pro forma.**

UICT

- **We achieved the Digital Schools Award and Special Recognition Badge for Cyber Resilience and Internet Safety in 2020.**
- **Apply for the Capita/C2K Excellence in ICT Award.**
- **We have created a new Lines of Progression for UICT for P1-P7 to ensure continuity and progression in this area of the curriculum.**
- **We have also created a self-assessment tool of key UICT skills, to be used within each class, to ensure continuity and progression linked to CCEA levels. This will also ensure pupils are being exposed to a variety of tasks and gaining sufficient competence in this area of the curriculum.**
- **Both these resources will be fully utilised this coming academic year.**
- **Use of new Google Chrome Books (upper KS2 initially) to use G Suite to enable pupils to participate in greater online collaboration with their peers.**
- **CCEA Tasks have been assigned to each class half termly linked to World Around topics and will ensure pupils' skills in the 5 Es (Explore, Express, Exchange, Exhibit, Evaluate) and the Desirable Features are being monitored and evaluated to ensure breadth and depth in this area of curriculum delivery.**

TARGET SETTING/DATA ANALYSIS

- **Use of PTM/PTE data to set whole school targets and areas for further development within Mathematics and Literacy; we are benchmarked against the National Average which allows us to see how we are performing within each area of Mathematics and Literacy compared to other schools in NI. This data also helps us identify areas for development at both class and individual pupil level (diagnostic).**
- **Individual pupils may be set short-term targets in Literacy and Mathematics which are reviewed regularly.**

ASSESSMENT ROADMAP

- **September: Baseline Literacy assessments for reading (P3-P7 Salford) word reading (P2 and P3 BAS) and spelling (P3-P7 Vernon)**
- **Use of GL PASS assessment to evaluate upper Key Stage 2 pupils' perception of their school experiences and attitudes to learning. (qualitative data)**
- **January: CAT4 (Cognitive Ability Test GL Assessment) administered to P4 and P6 pupils**
- **May: PTM and PTE GL Assessments administered to all our P3-P7 pupils.**
- **Within the Foundation Stage (P1-P2) teacher observations make up the majority of pupils' assessments.**
- **Monthly teacher assessments in Mathematics are administered at class level to ensure understanding of content covered (P2-P7)**
- **PERA Phonics Assessment, used to assess pupils' phonological awareness, will be administered to P1-P3 pupils termly to track progress.**
- **Common words (High Frequency Words) are tested frequently and Running Records are carried out to ensure children are reading at the appropriate level.**

OTHER AREAS

- **Introduction of the new Barnardo's PATHS programme from P1-P7 to develop our pupils' social and emotional learning skills which will enable them to make positive choices throughout life.**

- **Further develop our Outdoor Learning environment for all pupils.**
- **Continued focus on pupil well-being and developing a Growth Mindset.**
- **Use elements of 'Visible Learning' to further enhance our pupils' learning experiences.**
- **We will achieve our 4th Green Flag in recognition of being an Eco School.**
- **We will continue with our 'Rights Respecting School programme' (An accredited award) and aim to achieve our Silver award this academic year.**
- **Develop The Arts area of the curriculum through Digital Art and link UICT to World Around Us topics where appropriate.**

PARENTS AND COMMUNITY

- **Continued use of the See Saw app to communicate with parents and allow them to see the wonderful learning that takes place weekly within all classes.**
- **School website and continued use of Facebook will ensure the community is fully informed about life in St Joseph's.**
- **PTFA: On-going work to support learning and social activities for our school. A calendar of events will be drafted and circulated in due course.**
- **Further develop links with Play Links. Draw up a Transition Action Plan for 2021-22 to ensure a smooth transition and curriculum continuity and progression for our September 2022 P1 intake.**
- **Continue to promote and strengthen already existing links with clubs and associations within the village.**
- **Link with local dentist and pharmacist- World Around Us and PDMU programmes.**

BUILDINGS AND ENVIRONMENT

- **Health and Safety procedures: Termly site checks as recommended by the Education Authority.**
- **Minor works application for a new office area.**
- **Further develop our Outdoor Learning environment.**
- **Develop an outdoor classroom with support from our PTFA.**
- **Garden/'Edible school yard'. On-going maintenance linked to our Eco School award. Each class will also plant seasonal vegetables termly.**

AREAS IDENTIFIED FROM PARENT & PUPIL QUESTIONNAIRES

- **Develop a curriculum overview for Mathematics and Literacy from P1-P7 for parents to glean greater insight into key curricular content within each class and Key Stage.**
- **Continue with our well-established After School Enrichment programme to offer a wide variety of extra-curricular activities.**
- **A particular focus will be to develop links with our local club Kilclief Ben Dearg GAC through local coaches developing an after school Gaelic/hurling/camogie coaching programme throughout the year.**
- **Through our involvement in the Rights Respecting Schools award and Shared Education partnership, our pupils will learn about mutual respect, cultural diversity and meet with children from other schools/communities (virtually when appropriate due to Covid restrictions)**