

School Development Plan

Priorities at a Glance 2023-24 (Year Three 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 self-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, throughout 2022-23, we created a Line of Progression for common words, tricky words and commonly misspelt words from P1-P7 to improve children's spelling of these words. This document will be utilised in all classes in 2023-24 and reviewed in June 2024.
- Use of News Desk within each class to develop Talking and Listening and writing for an audience (connecting Literacy and UICT) Teachers received training in August 2023.
- All staff have been trained in Reading Partnership throughout 2022-23 and Reading Partners are now timetabled to read with target pupils.
- 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). KS2 pupils will continue to use Google Chrome Books to collaborate on one another's written work onscreen. They will upload work to their teacher using this digital platform. Use of Google Docs (Google Drive) connecting Literacy and UICT.
- Use of PTE (June 2023) data to focus on specific areas at class and individual level, in addition to our whole school focus on spelling common and tricky words, to raise standards and attainment within Literacy.

MATHEMATICS AND NUMERACY

- To develop Mental Maths at whole school level.
- We have developed a whole school overview of key Mental Calculations and Strategies throughout 2022-23. We will now use this in line with our monthly and weekly planning and review its effectiveness in June 2024.
- 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 Mathematics 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 PLPs) (based on PTM June 2023 data)

- Teachers received training in 'Just2Easy' in August 2023 in partnership with C2K and we will incorporate this programme into our Maths planning where appropriate, further strengthening the link between using Mathematics and UICT.
- To fully utilise Mathletics online scheme to teach Numeracy lessons, enhance mental math activities and monitor and assess pupil progress.
- To strengthen links with parents for home learning in Mathematics and Numeracy. We will provide Numeracy workshops to familiarise parents with strategies used in school and implement family math puzzles and suggested practical Numeracy activities to complete at home.

SPECIAL EDUCATIONAL NEEDS

- LSC involvement with class teachers and classroom assistants in the planning and monitoring of SEN.
- Use of SEND funding to employ an adult assistant to implement the Better Reading programme for target pupils (8 HPW)
- Close liaison with Educational Psychology and RISE NI
- LSC attended training on implementing PLPs (to replace existing IEPs) and disseminated this training to all staff in August 2023.
- Teachers will be given time out of the classroom in September 2023 to create PLPs for individual pupils within their classes. Staff will then meet with parents to share and review the first phase in January 2024 with pupils, classroom assistants and parents. Pupils will evaluate their targets at review stage by completing a self-assessment pro forma.
- Use of Sensory Den located in the library and Calm Space in the Assembly Hall when required.
- Pets as Therapy in Term 2 for target pupils.
- Tracking to ensure that pupils are making appropriate progress and identify target pupils.
- All staff trained in the use of Sensory Circuits from EA Autism and Intervention Service in August 2023 and will make use of this training when and where appropriate.
- 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)
- Continue our Better Reading programme to offer additional support at individual and group level.
- Use elements of 'Visible Learning' and Growth Mind Set to further enhance our pupils' learning experiences.
- Continued implementation of the SEND legislation and development of the role of LSC in relation to changes being implemented.

UICT

- We achieved the Digital Schools Award and Special Recognition Badge for Cyber Resilience and Internet Safety in 2020.
- In 2023 we achieved Primary Finalist status in Capita's 'Excellence in ICT Awards'
- We will continue to use the Lines of Progression we as a staff created 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 continue to be fully utilised to ensure progression and coverage of the UICT curriculum.
- Use of Google Chrome Books (KS2 initially) to use G Suite to enable pupils to participate in greater online collaboration with their peers and teacher for next steps learning, particularly within Literacy. Staff received further training on Google Docs in August 2023 to support full use of this resource.
- Staff were also trained in using Micro:Bits and we will use these to further develop the area of 'Coding' throughout 2023-24.
- Staff were also trained in using Just2Easy software and we will use these to further develop the areas of 'Managing Data/Digital Art/Presenting/Publishing' throughout 2023-24.
- With a change in teaching staff we will carry out an audit of skills and needs to inform future planning.

- 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.

PHYSICAL HEALTH AND WELL-BEING

- Continued roll out of 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.
- Timetabled use of our Outdoor Classroom for Literacy, Maths and World Around Us.
- Forest School: Key members of staff have been trained and all classes will attend our new Forest School in The Avenue woodland as part of our new 'Forest Fridays' whole school initiative. This programme will promote the child 'holistically'.
- We received Official Forest School status in September 2023 with key staff successfully achieving Level 3 Forest School Leader.
- Our Transition Action Plan has been written collectively with Play Links and the focus for this year's activities is to promote the physical health and wellbeing of all our young people.

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/October: 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 (P4-P7)
- PERA Phonics Assessment, used to assess pupils' phonological awareness, will be administered to P1-P2 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.

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 2023-24 to ensure a smooth transition and curriculum continuity and progression for our September 2024 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 and additional classroom space/multi-purpose areas has been passed and works should be complete by September 2024.**
- **Ongoing development of our Outdoor Learning environment.**
- **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

- **Throughout 2021-22, we developed a curriculum overview for Mathematics and Literacy from P1-P7 to help parents 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 continue to develop established links with our local club Kilclief Ben Dearg GAC through local coaches developing an after school Gaelic/hurling/camogie coaching programme throughout Terms 2 and 3.**
- **Through our involvement in the Rights Respecting Schools award, our pupils will learn about mutual respect, cultural diversity and meet with children from other schools/communities.**