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| **Summary of the Self-Assessment School Improvement Plan for Gaelscoil Mhic Amhlaigh – September 2013**  **Irish Literacy** | |
| **Summary of the School’s Main Areas of Improvement** | * Greater emphasis to be placed on increasing the accuracy and the richness of the children’s oral language skills – necessary to add to the children’s bank of vocabulary as they are moving from class to class. * More children speaking Irish independently in the playground among themselves. * Extra development to be done on the writing process throughout the school so that continuous progress can be seen from class to class. Preparatory work to be completed as part of the writing process. * More attention to be placed on the teaching of grammar while speaking and while writing. * Provision of extra interesting reading material in the middle and higher classes. * Further information to be sought on the approaches, the methods and the assessment tools for Irish; to be agreed upon on at all class levels and to apply same as additional tools in the assessment process. * Greater attention to be paid to differentiation particularly with regard to the promotion of literacy skills for high-achieving children as well as providing more enjoyable reading material for reluctant readers. To incorporate “Guided Reading” in some classes. * More emphasis to be placed on comprehension strategies. * TFC literacy skills to be improved; more use of digital media. |

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| **Improvement Targets June 2016 – Irish** |
| * An increase of 5% in the number of children between Rang 1 and Rang 6 who definitely **want** to speak Irish voluntarily in the playground and during transitionary times in the school day (a rise from 40% to 45%). * Reading comprehension strategies to be introduced gradually over the next 3 years. The strategies specifically targeted according to class-level to be mastered by 85% of the children. * The percentage of children who express their enjoyment in Irish Reading to rise by 2% every year for the next 3 years (55% now to 61% in June 2016, Rang 1-6). * That 80% of the children are independently implementing the main components relating to 2 writing genres at the end of each year. The main components of one other genre to be at a ‘guiding level’ by 90% of the children - that is to say that the 6 writing genres will be implemented by 80% of the children at the end of 2016. * That the number of children achieving at the higher levels would increase from 28.6% to 30%, in Irish Reading (Irish Drumcondra Test) * That the child’s self-assessment and assessment profile for Irish will be used in each strand. * That a wider range of functional language structures and grammatical accuracy will be heard in the children’s oral language and observed in their written work. |