



Annual Governors Report

2017-2018

ORRITOR PRIMARY SCHOOL

GOVERNORS' REPORT 2017 - 2018

Dear Parent,

I am pleased to have this opportunity to present to you the Governors' Report on Orritor Primary School for the last academic year. It is our intention that you should be kept informed about your child's progress at school and this report is one of a number of ways in which this information will be provided.

The report, however, can only be a snapshot of the working of the school. Please note that this report relates to *last* year i.e. up to June 2018.

Following last year's summary of our Internet Safety, we have included our Child Protection Policy Summary, which we would encourage you to read.

I commend this report for your consideration.

Yours sincerely,

Wilbert Mayne MBE

ORRITOR PRIMARY SCHOOL BOARD OF GOVERNORS

BOARD REPRESENTATIVES

Mr. S. Glasgow MBE (2018)

Mr. W. Mayne (2018)

CHAIRMAN

Mr. W. Mayne

1 Gortacar Road

COOKSTOWN BT80 9DB

Tel. 028 867 65941

TRANSFEROR REPRESENTATIVES

Mr S Laughlin (2018)

Rev M Simpson (2018)

Mrs G Charles (2018)

Mrs Judith Mills (2018)

SECRETARY

Mr. K. Wright

Orritor Primary School

Tel. 028 867 51412

PARENT REPRESENTATIVES

Mrs. E Thompson (2018)

Mr R Kane (2018)

TEACHER REPRESENTATIVE

Mrs.K. Bell (2018)

PRINCIPAL

Mr. K.S.Wright

Each Governor's name is followed by the date on which his/her term of office expires.

WHAT ARE THEIR MAIN RESPONSIBILITIES

The Governors are ultimately responsible for the overall management of the school. They are required to meet for a minimum of three times each year but in practice meet more often than this.

Some of their duties include:-

1. The oversight of the curriculum.
2. The control of the budget.
3. The provision of information to parents.
4. The selection of staff.
5. The maintenance of the premises (shared responsibility with SELB).
6. The Admissions Policy.
7. Fostering links with the local community and pursuing the objectives of Mutual Understanding.

STAFFING COMPLEMENT FOR 2017/2018

Teaching Complement

1. Mr. K.S. Wright	B. Ed., D.A.S.E. M.Ed.	Principal
2. Mrs. J. Currie	B.Ed. (Hons)	P.1
3. Mrs. J. Eldon	B.A. (Hons)	P.2
4. Miss S. Bates	B.Ed. (Hons), M.Ed	P.3
5. Mrs K Jeffers	B.Ed (Hons)	P.4
6. Mrs. H. McClung	B.Ed. (Hons)	P5
7. Mr. J. Millington	B.Ed. (Hons)	P6
8. Mrs. K. Bell	B.A. (Hons)	P7
9. Miss S. Thompson	B.Ed (Hons)	Nursery
10. Mrs A. Bell	B. Ed (Hons)	SEN

Ancillary Staff

Mrs. R Dallas	Secretary
Mrs. W. Thom	Clerical Assistant
Mr. R. Curran	Caretaker &
Lunchtime supervisory assistant	
Miss Zoe Wilkinson	Cleaner
Mrs. A. Gillis	Cleaner and Lunchtime supervisory assistant
Miss D. Brown	Nursery Assistant
Mrs R. McQuitty	Classroom Assistant P1
Mrs. J. McIvor	Classroom Assistant P2
Mrs. L. McGucken	(SEN) Assistant P6
Mrs. L. Allen	(SEN) Assistant P5
Miss S Wilson	(SEN) Assistant P5/4
Mrs K Donnelly	(SEN) Nursery
Mrs D Bownes	(SEN) Assistant P6

School Meals Staff

Mrs. M. Cunningham	Cook
Mrs. M. Wilson	Kitchen staff
Mrs. B. Mallon	Kitchen Staff

Annual Attendance Rate

Attendance at the school was very good for the year 2016/17 with 19 children receiving full attendance certificates on the last day of the summer term.

Average attendance for the year was **96.4 %**

Extra Curricular Activities

Teachers continue to provide after school activities for the children. Some are also provided through our involvement with Active Communities. We currently offer; Football, Netball, Hockey, Modern Dance, Tag Rugby, Art and Craft, Cookery and Foreign Language.

Maintenance

- Miss Zoe Wilkinson, Mrs. Gillis and Mr Reggie continue to keep the premises in fine order.

Parents Support Group

The Support Group continue to organise their own school events for parents and pupils throughout the year and help out with school based events also. A new committee would be elected in early October this year.

Board of Governors

The members of the Board of Governors continue to give of their time and expertise to support the work of the school.

My thanks to all the staff who have contributed to the process of formulating the new School Development Plan.

Outturn Statement

TOTAL RESOURCES AVAILABLE TO SCHOOL	£618335
EXPENDITURE – NET	<u>£623293</u>
Total	-4958

K. WRIGHT
PRINCIPAL 15/11/2018

REVIEW OF 2017/18

Key Stage Targets and Outcomes for 2017 /18

The new levels were designed to make the achievement of the upper levels (e.g. level 5 in English and Mathematics for P7 pupils and Level 3 for P4 pupils) much more difficult for the primary school pupil – with only the most outstanding and competent achieving these grades. Due to industrial action, moderation across all schools has not happened therefore the targets we set cannot be compared to that of previous years – or indeed to other schools, since the new process will have to have been through 2 to 3 years of external moderation, and have had their judgements verified, for the results to be ‘standardised’ accurately.

Targets and outcomes – 2017/18

Key Stage 1	Level 1	Level 2	Level 3	L2 + L3
English	15% (4)	85% (22)	% ()	85% (22)
Outcomes	11.5% (3)	88.5% (23)	% ()	88.5% (23)
Mathematics	15% (4)	85% (22)	% ()	85% (22)
Outcomes	34% (9)	62% (16)	4% (1)	68% (62)

Key Stage 2	Level 2	Level 3	Level 4	Level 5	L4+ L5
English	0% (0)	56% (9)	44% (6)	0% ()	44% (6)
Outcomes	% ()	62% (10)	38% (6)	% ()	38% (6)
Mathematics	% (0)	50% (8)	50% (8)	% (0)	50% (8)
Outcomes	% ()	50% (8)	50% (8)	% ()	50% (8)

Reservations.

We have found that, as in previous years, using the old criteria our figures would be vastly different. KS2 figures would show us to be in Upper Quartile in previous years.

When we apply the current Levels of Progression in an honest and professional way, we find a huge discrepancy between the NRIT and Literacy and Numeracy standardised scores and the requirements of the Levels of Progression.

The average score of a child attaining level 4 has been pushed to the upper level of the ‘norm’ for a P7 child – ie it is a score of almost 110 to get a level 4, which DENI tell us is an ‘average’ child of that age. The disparity is that the average standardised and NRIT score for a child of that age is between 90 and 110. They don’t match!

Similarly, the online CEA Assessment Tasks are unreliable as regards ‘levelling’ children.

A more accurate set of figures (used by ETI and teachers) is shown below. When we compare the final column below which shows the total number of pupils working at or above their own ability level, with the final column in the table above (L4+L5), we get a better picture of how our pupils are actually performing

Primary 7 – (17 pupils) Inc 1 statements			
P7	More than 10pts above NRIT	Within 10pts of NRIT	Total within 10pts or above NRIT
Literacy	29%	65%	94 %
Maths	35%	65%	100%
Overall P4-7 (93 pupils) Note: Figures include 9 statemented pupils ie 10% of total			
Literacy	29%	65%	94%
Maths	19%	73%	92%

Our data shows that the vast majority of our children reach their potential in both Literacy and Numeracy, with many exceeding this. The small number who underachieved are either statemented or have been given additional support and guidance during their time here and have in most cases made progress towards reaching their potential.

Use of SDD and Baker Days – 2017/18

Name of school: ORRITOR PRIMARY SCHOOL

Date of school development day	School development priority/ focus for staff development on this day
‘BAKER DAYS’: 5 ‘Baker Days’ should be planned	
1. 23/08/17	Classroom preparation
2. 24/08/17	Whole School staff meeting Transfer of pupil information between teachers
3. 25/08/17	Key Stage Meetings Transfer of pupil information between teachers
4. 29/08/17	Action planning for co-ordinators
5. 30/08/17	Half term planning SEN priorities and identification
SCHOOL DEVELOPMENT DAYS (SDDs): Up to 5 ‘exceptional closure’ days may be taken	
1. 01/11/17	Autumn Data analysis ICT co-ordinator – internal standardisation
2. 05/01/18	Child Protection training – whole staff
3. 19/02/18	Literacy
4. 10/04/18	ASD services – P1-3 World Around Us – evidence gathering / policy update
5. 30/05/18	Data Analysis Report writing / annual reviews

Action Plan – Principal 2017/18

Child Centred Provision

- Pastoral Care
- Child Protection
- SEN-interventions/support
- Inclusion/diversity
- Pupil Involvement

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings	Progress
<p><u>Pastoral Care</u> To provide adequate response for children with Anaphylactic responses to allergies in school</p> <p><u>Child Protection</u> To ensure staff compliance with Child Protection requirements. To ensure Board of Governors are trained in their obligations in</p>	<p>Class teachers and classroom assistants trained in use of epipen</p> <p>All staff have refresher training in Child Protection</p> <p>Governors with responsibility have access to Governor training programme</p>	<p>Refresher training in Epipen/ Anaphylaxis / Epilepsy for 3 teachers and 4 CAs (Aug)</p> <p>Principal (Designated teacher) to deliver refresher training in CP</p> <ul style="list-style-type: none"> • Governor training events circulated to Governors 	<p>Baker Day 29th August</p> <p>PRINCIPAL</p> <p>Governors</p>	<p>Eldon, Currie, Jeffers, McClung, McGucken, Allen. All attended</p> <p>All Staff attended this refresher training.</p> <p>Governors supplied with information to complete this</p>

<p>regard to Child Protection</p> <p>SEN-interventions /support</p> <p>Effective SEN provision is provided within school to meet the needs of all pupils</p> <p> </p> <p><u>Healthy School</u></p> <p>Children learn about and adopt the elements of a Healthy lifestyle.</p>	<p>Intervention measures show pupil progression as a result of those measures.</p> <p> </p> <p>Pupils take part in Health and fitness related activities during our Healthy Lifestyle week.</p>	<ul style="list-style-type: none">• Specific Governors to complete Child Protection Training by June 2018 <p>IEP's pro forma amended to record pupil's strengths.</p> <p>More robust monitoring procedures to record progress ;</p> <p>eg observations / ipad clips / written evidence/ % targets met at review period</p> <p>Increased use and dissemination of CPD materials by SEN teacher.</p> <p>Follow through identification of 'concerns' into planners in the particular aspects of literacy / maths where those concerns were identified.</p> <p>Records maintained of results of any intervention strategy used – Reading Partnership / Paired reading etc.</p> <p>'Ourselves' element of WAU</p> <p>promotion through annual Fitness and Healthy Eating Week.</p> <p>access to sporting activities after school and in local sports competitions.</p>	<p>SEN teacher and Principal</p> <p> </p> <p>Principal and staff</p> <p> </p> <p>Principal</p> <p> </p> <p>Mrs Jeffers and all Staff</p> <p> </p> <p>Principal</p>	<p>Complete</p> <p> </p> <p>SEN Teacher has record of these interventions and progress. Reports to parents twice a year and works collaboratively with class teachers to devise IEPs for children in this category.</p> <p>All Staff within half term plans and Data analysis. Information passed on to receiving teacher also.</p> <p>Records are maintained of any intervention strategy used in order to ascertain its effectiveness.</p> <p>The annual exercise challenge and healthy lifestyle week were held involving all classes.</p> <p>Hockey, Netball and Football after school clubs were organised and</p>
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<p><u>Inclusion/diversity & Pupil Involvement</u> To increase the element of 'pupil voice' within decision making in school</p>	<p>(Exercise challenge, fruit tasting, diet planning etc.)</p> <p>Pupil will have influence on some of the decisions which effect them and their learning environment.</p>	<p>Invite outside agencies to address children on health issues.</p> <p>Higher profile of circle time.</p> <p>Pupil involvement in decisions eg .Eco committee / After school activities/ snack menu</p>	<p>Mrs Jeffers</p> <p>All staff</p> <p>Miss Bates - Eco</p> <p>All staff</p>	<p>the school entered teams for the local competitions for all 3 sports.</p> <p>The Dairy council and RNLI were invited to speak to the children and the local health agency spoke to our older children about puberty and the transition between primary and secondary schools. P7 also attended 'Love for Life' seminar with a cluster of schools.</p> <p>An Eco committee has been formed and meets regularly, led by Miss Bates, with Mrs Charles representing parents. Good progress has been made towards the Green Flag Award, and we await the assessment for that in the coming weeks.</p>
<p>High Quality Teaching & Learning</p>				
<p>Objectives/targets for improvement</p>	<p>Major Focus</p>	<p>Nursery, Foundation and KS 1 and ICT</p>	<p>KS2, Numeracy, Literacy and WAU</p>	<p>Input from Principal</p>
<p><u>Curriculum Provision</u></p>	<p><u>Development of Roles and Responsibilities of Coordinators.</u></p> <p>Development of the capacity of middle</p>	<p><u>FS</u></p> <ul style="list-style-type: none"> To develop further childrens' understanding of mathematical language and make connections in their learning 	<p><u>KS 2 and Numeracy</u></p> <p>Children more confident with investigative work & open ended problem-solving</p>	<p>Overview of all development in Areas of Responsibility</p> <p>Evaluating and monitoring progress.</p>

<p>See co-ordinator action plans for more detail.</p> <p>Similar targets to last year – ongoing process</p>	<p>management roles (Co-ordinators and KS Heads) in monitoring and evaluating their area of responsibility.</p> <p>Dissemination and embedding of best practice across the school.</p> <p>Appointment of new Literacy co-ordinator for KS1 AND Foundation Stages.</p> <p>New WAU co-ordinator appointed.</p>	<ul style="list-style-type: none"> • To develop further monitoring and evaluating of learning in Foundation Stage • To develop further childrens’ writing, reading and listening skills in Foundation Stage and promoting independent learning. <p><u>Nursery</u></p> <p>- finalise the development of the Nursery outdoor area. ~ to include areas where children can self select resources enhancing their creative and investigative play outdoors.</p> <p>- Continue to encourage more parental involvement in Nursery. ~ to include questionnaires, after school sessions, reading sessions, stay and play and big bed time read sessions</p> <p>- Develop the use of ICT for recording and analysing children’s work. ~ Use of see-saw app.</p> <p>- Develop further links between Nursery and Foundation stage</p> <p><u>KS 1</u></p> <ul style="list-style-type: none"> ➤ Extend assessment of own work, focusing on the skills of talking and listening and writing. 	<p>Children will develop their confidence with using mathematical language & strategies</p> <p>Resources readily available for the ‘Measures’ area of Numeracy. Children in P3 – P7 given opportunities to use ‘Mathletics’ program</p> <p><u>Literacy</u></p> <p>Talking and listening-</p> <p>-Use talking and listening as a basis of good literacy practice and as an integral and important part of learning across the curriculum</p> <p>-Develop a more robust monitoring and evaluation process for talking and listening throughout the school.</p> <p>Writing-</p> <p>-develop independence and writing technique across key stages</p> <p>Improve continuity in the quality of handwriting / presentation throughout the school.</p>	<p>Mentoring co-ordinators.</p> <p>Facilitating Staff meetings and training sessions.</p> <p>Organising SDDs and Baker Day content.</p> <p>Collating Half term plans for co-ordinators</p> <p>Nursery increased their interaction with parents through another year of the ‘Big Bedtime Read’.</p> <p>They also engaged with St Peter’s, Moortown, in a shared education project.</p>
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		<ul style="list-style-type: none"> ➤ Children will develop their confidence using mathematical language. ➤ Children will use strategies, investigative work and open ended tasks ➤ Further develop marking for improvement. <p>ICT</p> <ul style="list-style-type: none"> • Internal standardisation carried out (SDD) • Development of teaching and learning of ICT throughout the school to ensure continuity and progression. • Monitoring and Evaluation, through scrutiny of planning and evaluations, to assess ICT provision, quality and standards. 	<p>Review of Phonics</p> <p>Reading – Update of Reading records- book bands to link with genre and themes from primary literacy</p> <p>WAU</p> <p>- Ensure a more investigative and enquiry-based approach within WAU learning, particularly within science and technology.</p> <p>Curriculum content to be reviewed to reduce overlap and more emphasis on developing skills.</p> <p>Achieve Eco Schools NI Silver Award and commence working towards Green Flag.</p>	<p>Industrial action has curtailed much of the monitoring and evaluation through half term plans.</p> <p>There is evidence of ongoing development within the areas targeted which can be seen in the analysis of data in end of year tests. PRSD feedback and observations and would also back this up.</p>
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Effective Leadership

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings	Progress
<p>School Development Plan</p> <p>Review year 3 of 3 year SDP.</p>	<p>Meets the requirements of the school.</p>	<p>The School Development Plan;</p> <ul style="list-style-type: none"> -Last year’s plan reviewed. -Consultation with stakeholders to prepare new 3 year SDP; <ul style="list-style-type: none"> ○ Teachers ○ Non teaching staff 	<p>Co-ordinators have use of Baker Day August 2017.</p>	<p>Process completed – from stakeholder consultation through to production of SDP</p>

<p>Formulate new 3 year plan</p> <p>Finalise Action Plans for all Areas of Responsibility</p>	<p>Meets the requirements laid down by DENI</p> <p>Is approved by the Board of Governors.</p> <p>Successful implementation during the year.</p>	<ul style="list-style-type: none"> ○ Parents ○ Pupils <p>-Submit to BoG for consultation and approval.</p> <p>- Implemented throughout the year</p> <p>- Place a simplified version on website.</p> <p>Plan monitored and evaluated throughout the year – report back to Governors as agenda item each meeting by Principal</p>	<p>Use of SDDs during year</p>	<p>and its subsequent approval by Board of Governors</p> <p>Throughout year plan was monitored and Governors given an update at each meeting.</p> <p>Monitoring the implementation of the plan has been hampered by ongoing industrial action during the year.</p>
<p><u>CPD (Staff Development)</u></p> <p>Curriculum leadership</p> <p>Facilitate sharing of Good Practice.</p>	<p>New Co-ordinators develop their roles within their area of responsibility – Literacy and WAU</p> <p>Peer observation and sharing of Good Practice by staff.</p>	<p>All co-ordinators to develop Monitoring & Evaluating Strategies to include;</p> <ul style="list-style-type: none"> ● Book Scoops, ● Classroom Observation, ● Data Analysis, ● Scrutinising half term evaluations and planning, daily notes etc <p>Co-ordinators to visit classes and identify good practice. <i>(Subject to industrial action)</i></p> <p>Other staff given opportunities for sharing of good practice – KS meetings or SDDs</p> <p>Nursery</p> <ul style="list-style-type: none"> ● Continuation of local Nursery cluster groups to share good practice, ideas, resources and 	<p>Principal to facilitate</p>	<p>Data Analysis and Observation by the Principal were used in the main to monitor progress, as industrial action prevented the submission of half term plans and evaluations as well as participation in other information collecting exercises by co-ordinators.</p> <p>Staff meetings and SDDs were used to share information and good practice amongst staff</p>

<p>Possible engagement with Erasmus+ programme</p> <p><u>Financial Management</u></p> <p>Sound management of school finance with allotted resources.</p> <p><u>Board of Governors</u></p>	<p>Explore possibility of resuming European links within Erasmus +</p> <p>Produce 3 year financial plan for school</p> <p>Regulate and control financial resources.</p> <p>Members to receive relevant training opportunity</p>	<p>identify area of need to arrange professional training sessions.</p> <p>Attend information sessions regarding Erasmus</p> <p>Make contact with possible partners with suitable project ideas / plans</p> <ul style="list-style-type: none"> • Use monthly financial reports to assess expenditure for year. • Review budget in light of out-turn statement. • Prepare draft budget for BoG • Submit to BoG for approval then SELB • Monitor monthly expenditure against plan, making savings where possible • Minor works application submitted for new replacement Nursery Unit to comply with up to date specifications based on building handbook. <p>Existing and new members to receive timely advice on training opportunities.</p> <p>Focus on Child Protection measures</p>	<p>Principal</p> <p>Monthly evaluation.</p> <p>Reported as an agenda item to BoG</p>	<p>The Nursery continued to attend local cluster groups to share and develop good practice.</p> <p>No suitable Erasmus projects were available.</p> <p>Finance A budgetary plan was submitted for 2017-18 showing a small surplus, but as a consequence of EA failing to provide for some children with additional needs, the school found itself in a £4.5k deficit position at the end of the year. Apart from this the Principal had brought everything else in on budget.</p> <p>The forecasted budget for 2018-19 will prove more challenging.</p> <p>Minor works application was submitted – not selected for further progress.</p> <p>An Emergency Action Plan was submitted by EA for a new sand</p>
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				<p>based pitch owing to the deterioration of drainage on the existing grass area.</p> <p>Grant Funding through Mid Ulster Council was sought to develop a fitness trail around the perimeter of our grass area.</p>
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School Connected to Its Local Community				
Objectives/targets to improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development incl cost	Progress
<p>Communication /relationships/ projects</p>	<p>School is contributing to and serving the community through developing contacts with parents, hosting events and working with other schools in the wider community.</p>	<ul style="list-style-type: none"> • School events eg Xmas concert Spring concerts Prize Day Sports Day • After school activities • P7 residential trip with Ballytrea, Walker Memorial and Donaghey schools. • Parent Support Group events in school • Participation in local music/sports events and competitions. • Regular newsletters to parents • School Website updates <p>Referrals to SELB specialist services and RISE</p>		<p>All completed.</p>
<p>Links with educational agencies and others</p>	<p>Children benefit from our links with Educational and Health Agencies</p>			

Area of Responsibility: Numeracy & Key Stage 2

Action Plan 2017 – 2018

Areas for Development:

- Children will have more opportunities to engage in open ended problem-solving & investigative work.
- Development of Mathematical language & strategies used by children to do calculations mentally.
- Ensure resources for the 'Measures' area of Numeracy are in place.

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Progress
<p>Children more confident with investigative work & open ended problem-solving</p> <p>Children will develop their confidence with using mathematical language & strategies</p>	<p>Children presented with more opportunities to engage in these types of activities</p> <p>In class children will be able to confidently & correctly used mathematical language in context & explain strategies used to arrive at answers</p>	<p>Embed more investigative and open ended tasks in weekly lessons</p> <p>Children throughout the school are given opportunities to explain strategies used when doing mathematical calculations.</p> <p>Use of mathematical language by teachers & pupils in lessons.</p> <p>Effective questioning techniques to ensure children understand and can explain their thinking</p>	<p>Directed time</p> <p>Key Stage Meetings</p> <p>Directed time – focus on this aspect when planning lessons. Share with classroom assistants focus of explaining</p>	<p>Within own class I have been trying to do investigative & open ended tasks. <u>Evidence in folder submitted.</u> Due to industrial action no visits made to classrooms or book scoops.</p> <p>In own class aim has been to develop mathematical language. Children given opportunities to discuss different strategies used to arrive at answers. Opportunities given to self-correct language used. Industrial action impacted on my lack of knowledge of how this has progressed in other classes.</p>

<p>Resources readily available for the 'Measures' area of Numeracy</p> <p>Children in P3 – P7 given opportunities to use 'Mathletics' program</p>	<p>Teachers can centrally access resources</p> <p>Each child will use program at least twice/month</p>	<p>From audit done in June & discussions with teachers source equipment/resources</p> <p>Integrate 'Mathletics' into planners & teaching notes</p>	<p>strategies & use of correct language.</p> <p>Discussions</p> <p>Directed time to source resources</p> <p>Directed time</p>	<p>Resources purchased & centrally available following discussion & sourcing of appropriate material.</p> <p>P3 – P7 children were registered for Mathletics in September. Tasks were assigned depending on work covered. No written feedback from teachers due to IA.</p>
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Area of Responsibility; Literacy				
Areas for Development:				
<ul style="list-style-type: none"> • Talking and listening- <ul style="list-style-type: none"> ○ use talking and listening as a basis for good literacy practice and as an integral and important part of learning across the curriculum ○ develop a more robust monitoring and evaluation process for talking and listening throughout the school. • Writing- <ul style="list-style-type: none"> ○ develop independence and progression in writing ○ continuity in the quality of handwriting / presentation throughout the school ○ review of current planning and practise for Linguistic phonics in Foundation Stage • Reading <ul style="list-style-type: none"> ○ Update reading record lists in line with revised book order from last year 				
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff dev including costings	Progress
Talking and listening- <ul style="list-style-type: none"> • Use talking and listening as a basis of good literacy practice and as an integral and important part of 	Children will engage with opportunities/tasks for talking and listening that are purposeful, challenging and enjoyable Children will have	All staff informed of action plan targets in Literacy for the incoming year and reminded of the focus and importance of linking talking and listening within classroom practice. Staff reminded to refer to Literacy Framework for guidance on statutory requirements when	Whole school staff meeting 4 th September Literacy framework	Evidence from planners September 2017 – February 2018 and evaluations September 2017 – December 2017. Due to industrial action no planners or evaluations were submitted March – June 2018. Purposeful talking and listening experiences are evident in all planners from P1-P4. These activities are planned in line with the Literacy framework and teachers have included specific examples as to how they are being carried out in the classroom. These include activities such as, role play in

<p>learning across the curriculum</p>	<p>opportunities to develop confidence and use talking and listening for both communicating and learning</p>	<p>planning for talking and listening for their year group.</p> <p>Delivery of DELTA programme to inform parents on how to encourage and assist with early listening and talking at home in the early years</p> <p>Children will be aware of an expectation that everyone will get involved, during T&L sessions</p> <p>Children will engage in a variety of learning strategies eg. open-ended questioning, hot-seating, groupings</p>	<p>BELB - Primary Literacy Resource for Talking & Listening for KS1 & 2</p>	<p>activity based learning, show and tell sessions, circle time, news time with Fred the Ted and Darcy Bear, WAU – My Favourite Possession, interviewing classroom visitors, cross-curricular group work adopting roles such as negotiator reporter, etc.</p> <p>Evidence found that KS2 teachers have planned opportunities to develop ground rules for talking and listening and rules for group work. They have scheduled for purposeful and enjoyable activities to develop and enhance communication within the classroom in a variety of situations, whole class, group and pair work e.g. performing Mr Fab playscripts in small groups in front of the class or as whole school Christmas play P.7 Nov -Dec 2017.</p> <p>The skills of listening properly and speaking correctly have also been addressed. This has been linked closely to the development of the children’s vocabulary/sentence level work taken from the Literacy framework. The children were stretched to use variety of suitable synonyms, antonyms, past tense verbs and descriptive language Jan-Feb 2018 P.5.</p> <p>Talking and listening has also been used to enhance the children’s understanding and learning e.g. watching programmes, using news desk, advertisements, pictures, novels, guided and shared reading and watching a play Dick Whittington’s Cat to generate discussion, develop questions and using talk as a basis for better writing. It is clear also that Talking and listening has also been used as an evaluation tool to give and receive constructive feedback to improve our work P.7 Jan February 2018 P6 Nov-Dec. Talking and listening is used across the areas of the curriculum in maths, World around us -Why are rivers</p>
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			<p>important Nov-Dec 2017, assemblies/P.D.M.U P.7 Sep-Oct should we wear school uniform?</p> <p>Developing confidence to plan a speech and deliver it to an audience about an issue was also done by some pupils in P.7 and Madison Leckey produced and delivered a brilliant persuasive eco argument May 2018. It is also clear that each of the classes at KS2 have been challenged and taken out of their comfort zone by being asked to listen with proper focus, ask questions themselves (hot seating book characters P5 Nov -Dec 2018), respond, summarise, retell, give opinions, give evidence, sustain concentration levels and play a more active role in their own and each other's learning.</p> <p>S.D.D (15/02/18)</p> <p>Mrs McClung delivered training and shared resources for effective questioning in the classroom from training course 'Using AfL Strategies to Move Pupils on in Communication'. She highlighted to all staff the importance of talking and listening as the basis of good literacy practice. Mrs McClung led a workshop activity on how to use effective and open-ended questioning to extend children's thinking. Teachers were encouraged to look at C2K Newsdesk and Literacy Shed as stimulus for talking and listening opportunities. She also put her powerpoint for the SDD on staff documents for teachers to refer to for future planning.</p> <p>6/03/18 – DELTA programme delivered by Mrs Currie and Mrs Eldon to P1 & P2 parents. Parental attendance at this event was good and verbal feedback from parents was very positive. Mrs Currie felt the programme was beneficial and</p>
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<p>Develop a more robust monitoring and evaluation process for talking and listening throughout the school.</p> <p>Writing-</p>	<p>There will be evidence of staff evaluating the effectiveness of talking and listening activities at the end of 6 week plans.</p> <p>Evidence gathered through a variety of ways, e.g. classroom observations, display boards, photographs, KWL grids and ICT</p> <p>All children will have been assessed using the criterion provided. A baseline is established for all pupils.</p>	<p>Teachers will use alternatives to teacher whole class interaction-e.g pairs / discussion groups</p> <p>Children making use of ‘thinking time’ before responses are given</p> <p>Use will be made of the ‘Speaking and Listening Assessment – Criterion Scale’ to evaluate children’s progress.</p> <p>Use of CCEA assessment tasks to back up teacher assessment for end of year reporting.</p>	<p>Levels of progression in Communication</p> <p>CCEA tasks</p>	<p>informative to parents but it may be more beneficial to deliver the programme in the 1st term of the year.</p> <p>Evaluation of talking and listening is evident in all P1-P4 evaluations submitted this year. Teachers have reflected on the T&L experiences going on in their classrooms and the strategies that have been used to develop this area of learning. These have included strategies to get all children involved during T & L sessions e.g. no hands up rule (P4) and Talking Ted & Darcy Bear (P2). Much time was spent at the beginning of the year in FS classes developing basics for good T&L skills, i.e. listening ears and turn-taking. Learning/Planning Boards recording children’s T&L responses in WAU are also evident in P1-P3. Children can see that their voice and contributions are valued and recognised.</p> <p>A reoccurring comment on all P1-P4 evaluations has been that children are struggling to listen in the classrooms. Staff have been adopting ‘brain break’ strategies to help improve this issue as well as helping to keep children on task. Listening cards are also being used in P3.</p> <p>No CCEA tasks were completed due to industrial action. Oral feedback from staff in general staff discussions would suggest that teachers feel under enough pressure completing assessment tasks in reading, writing and numeracy as it is.</p> <p>It is very difficult to evaluate the progress that has been made with regards to the writing targets in this action plan</p>
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<p>develop independence and writing technique across key stages</p>	<p>Children will have experience of editing and self- evaluation of their work across all key stages.</p> <p>There will be evidence of a consistent approach to marking for improvement in children’s written work</p>	<p>Staff will integrate areas of S.P.A.G in pieces of writing in a contextualised manner and not solely through stand - alone grammar exercises.</p> <p>Evidence of a consistent and regular use of writing scaffolds and checklists to help improve the quality of their written work</p> <p>Children engage in planned opportunities for independent writing activities that are closely linked to reading experiences as outlined in Primary Framework and other areas of the curriculum</p> <p>Staff will continue to use Walt and Wilf to focus and direct children’s learning.</p> <p>Children involved in deciding agreed success criteria for self-evaluation of work. Constructive plenaries to help with assessment and future planning will continue to be used daily</p>	<p>Key Stage meetings used for teachers to present evidence of their Good Practice.</p> <p>Book scoops and Classroom observations in line with current industrial action</p>	<p>as no mobook scoops or classroom observations were carried out due to Industrial Action.</p> <p>On reflection not enough time was set aside during staff meetings to follow-up and monitor the progress of the writing targets in this action plan. Thinking ahead, coordinators will aim to collaborate more closely with the principal to organise and set aside the necessary time in staff meetings to allow staff to come together to discuss and monitor targets and progress as well as allow opportunities to share good practice and ensure progress is being made.</p> <p>P1-P4 planners show that independent writing activities, in line with the Literacy Framework, are being planned for. Although this work hasn’t been seen in pupil books, i.e. through book scoops, it has been evident on display boards around the school at various times in the school year. Teachers continue to use WALT/WILF in their daily classroom practice. These are clearly displayed on whiteboards for children to see and refer to throughout the various stages in a lesson.</p> <p>S.D.D (15/02/18)</p> <p>Mrs Jeffers shared resources and training for formative feedback in the classroom from ‘Using AfL Strategies to Move Children on in Communication’ training course. She highlighted the importance of getting children involved in shared setting of success criteria and engaging in self-evaluation. Staff were shown CCEA Success Criteria Cards and given examples of formative feedback strategies to help them embed marking for improvement in their classrooms. Mrs Jeffers also showed examples from her own books of</p>
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<p>Improve continuity in the quality of handwriting / presentation throughout the school.</p> <p>Review of Phonics</p>			<p>the 'Tickled Pink and Green to Think' strategy she uses in P4. She also stressed the importance of DIRT (Directed Improvement and Reflection Time) as feedback is only beneficial if children are given the time to act upon it, otherwise it is a pointless activity. Due to industrial action no evidence can be gathered as to how teachers have utilised these resources or tried to embed formative feedback in their marking. Miss Bates has given oral feedback that following this staff training she has adopted the 'Tickled Pink' strategy, alongside 2 stars and a wish, in P3.</p> <p>Inspection copies of 'Penpals for Writing' given to staff for whole staff feedback. Foundation Stage and KS1 staff felt the introduction to joined in P2 following this scheme was very early.</p> <p>We are currently waiting for inspection copies of Nelson New Handwriting.</p> <p>Evidence from planning and evaluations show that the revised order for Stage 1 has been put in place for P1. However, Mrs Currie feels that the children find the revised order trickier with similar sounds being taught close together. Mrs Currie would like to go back to the original SATPIN order. Mrs Jeffers would tend to agree as this is more in line with the 'letters and sounds' order used by many of the published reading schemes.</p>
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<p>Reading – Update of Reading records</p>	<p>All children will develop a legible and neat handwriting style.</p> <p>The planning of differentiated progression in phonetic awareness will be evident in teacher’s 6 week plans</p> <p>Up to date reading records produced for teacher / C Asst use</p>	<p>Each class teacher has responsibility to observe and aim to correct letter formation and writing style</p> <p>There will be continuity in regular handwriting practice from P1-P7, with the aim of developing fluency and presentation</p> <p>Staff to meet and agree on the possible introduction of using flicks in foundation to make the transition to joined script easier</p> <p>Review of current planning for Linguistic phonics at stage 1 to ensure it is line with the updated order of sounds</p> <p>Stage 5 sounds being introduced at the later end of foundation stage so children progressing into Key Stage 1 have a greater awareness and experience of vowel sounds.</p> <p>Lists updated by classroom assistants</p>	<p>All staff and parent involvement</p> <p>Stage 1 sounds update – Clounagh website</p> <p>SDD if necessary</p>	<p>Planners indicate that the top ability phonic group in P2 are meeting stage 5 sounds in line with the linguistic programme timescale.</p> <p>April 2018 - Mrs Jeffers updated reading records for Pink – Gold Bands. Newly sourced phonetic based reading material (ORT Songbirds and Ladybird Phonic Readers) have been included. Records now include all available reading material for both guided and independent home reading. Foundation and KS1 teachers were given a copy to review for accuracy and ease of use. Staff need to be given time to come together and finalise this record keeping document so it can be put in place for September 2018.</p> <p>Mrs McClung updated the upper colour bands, Gold-Lime and sourced additional levelled reading material from ORT and PM Readers. These have been put together to create a reading record for KS2.</p> <p>‘Connectors’ books to promote independent reading skills through child led reading sessions have also been sourced this year through Book Fair money.</p>
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Area of Responsibility; Foundation Stage				
Areas for Development: <ul style="list-style-type: none"> * To develop further childrens' understanding of mathematical language and make connections in their learning * To develop further monitoring and evaluating of learning in Foundation Stage * To develop further childrens' writing, reading and listening skills in Foundation Stage and promote independence in the areas of writing and reading. 				
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Progress

<p>To develop further childrens' understanding of mathematical language and make connections in their learning</p>	<p>Children will be more confident using mathematical language and challenged and interested in their learning.</p> <p>Children given feedback on their learning and use conversation and carefully framed questions.</p> <p>More use of strategies and techniques to solve simple problems and investigations</p>	<p>Provide opportunities for all children to develop their mathematical language through guided mathematical activities, including open-ended tasks, problem solving and investigations, as well as activities in other Areas of learning, their everyday routines and experiences of the classroom eg counting games, songs, rhymes and stories</p>	<p>Directed Time</p> <p>Planning</p> <p>Teaching Time</p> <p>K.S. meetings</p> <p>Non-contact time</p>	<p>Mathematics was an enjoyable topic to develop and I do feel that some progress was made in his area. I was disappointed with some of the PIM scores as for a number of children they were not a true reflection of their classwork. The plenary sessions improved greatly as I made more time to give feedback on the learning and thought a little more about the questions I was asking such as "How can we make 5?" "Can you find another way to sort the bears?" Systematic observations of the children enabled me to see which learning strategies were required. Taskboarding worked very well whenever new numbers were being introduced as I was able to provide a variety of activities both practical and written linked to the particular number of the week. In play, whenever the opportunity arose, children were left a problem to solve eg "Can you make a chair for Daddy Bear using play dough?" Over the past few months I have been introducing children to the idea of self-assessment and peer assessment not only in Mathematics but in other areas of learning. There are also 2 trays at the back of the classroom, one with a happy face and one with an unhappy face where the children will put their work into at the end of the session. At the</p>
<p>To develop further monitoring and evaluating of learning in Foundation Stage</p>	<p>½ term plans to show evidence of planning in all subjects indicating clear targets, learning intentions and differentiation.</p> <p>Evidence displayed in the form of photos/work</p> <p>Record observations</p>	<p>Teachers in Foundation Stage made aware of this action plan.</p> <p>Evidence of starting point being dictated by children's ability.</p> <p>Meet in K.S. to share ideas with the aim of ensuring progression and skills development in all areas of the Curriculum</p> <p>Classroom observation and / or Key Stage meetings to assess quality and standards and provide productive and valuable feedback.</p>	<p>Directed Time</p> <p>Teaching Time</p> <p>K.S meetings</p> <p>Planning</p> <p>Directed Time</p>	<p>Mathematics was an enjoyable topic to develop and I do feel that some progress was made in his area. I was disappointed with some of the PIM scores as for a number of children they were not a true reflection of their classwork. The plenary sessions improved greatly as I made more time to give feedback on the learning and thought a little more about the questions I was asking such as "How can we make 5?" "Can you find another way to sort the bears?" Systematic observations of the children enabled me to see which learning strategies were required. Taskboarding worked very well whenever new numbers were being introduced as I was able to provide a variety of activities both practical and written linked to the particular number of the week. In play, whenever the opportunity arose, children were left a problem to solve eg "Can you make a chair for Daddy Bear using play dough?" Over the past few months I have been introducing children to the idea of self-assessment and peer assessment not only in Mathematics but in other areas of learning. There are also 2 trays at the back of the classroom, one with a happy face and one with an unhappy face where the children will put their work into at the end of the session. At the</p>

<p>To develop further childrens' writing, reading and listening skills in Foundation Stage and promoting independent learning.</p>	<p>As above plus: Continue to evaluate work carried out last year on writing.</p> <p>Adequate opportunities given both indoors and outdoors to enhance reading, writing and listening skills</p> <p>All children form letters in a uniform and correct manner.</p>	<p>As above plus Developing reading, writing and listening skills through a variety of teaching strategies, techniques and activities. Focussed literacy sessions to promote independent reading and writing</p> <p>Incorporate a wider breadth of reading through reading challenges and reading schemes such as Rigby Star, New Way, Wayland. Teachers to familiarise themselves with the new banding order of books in Oxford Reading Tree scheme and amend reading records accordingly.</p> <p>Ensure all children in Foundation Stage have correct pencil grip and can correctly form all letters. Parents to be given guidance on correct technique in letter formation.</p>	<p>Teaching Time</p> <p>K.S meetings</p> <p>Planning</p>	<p>beginning every child placed their work into the happy face tray but they are now realising the importance of letting me know if they found something tricky and so a few more are being placed in the unhappy face tray. This allows me/classroom assistant to monitor these children and work with them a little more during Play or at some other point during the day. Evidence for this is displayed on display boards, numeracy books, Play books and children's personal journey book.</p> <p>Classroom observations did not take place due to industrial action.</p> <p>Reading and reading records is something which was worked on for most of the year. I focused on trying to improve guided reading records and working on more focused sessions. Whilst some improvement was made,I still feel I need to work a little more in this area. We worked through the banding order and I felt this gave the children a much broader variety of reading.</p> <p>A Parent Information evening was given in February where reading was addressed as well as writing. Parents were informed about the schemes used</p>
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	DELTA type programme to inform parents how to help their children.			in school and reading strategies employed. Time was spent addressing the area of handwriting and appropriate material disseminated. Feedback from the meeting was very positive. Intend to run a similar meeting September 2018.
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Area of Responsibility; Key Stage One				
Areas for Development:				
<ul style="list-style-type: none"> ➤ Extend assessment of own work, focusing on the skills of talking and listening and writing. (Linked to Literacy Action Plan) ➤ Children will develop their confidence using mathematical language, strategies, investigative work and open ended tasks. ➤ Further develop marking for improvement. ➤ Use ActivInspire on IWB to enhance teaching and learning. 				
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Progress
	<ul style="list-style-type: none"> ➤ All KS1 children will 			

<ul style="list-style-type: none"> ➤ Extend assessment of own work, focusing on the skills of talking and listening and writing. 	<p>have increased opportunity to talk about their learning and evaluate it.</p> <ul style="list-style-type: none"> ➤ Improved quality of written work. 	<ul style="list-style-type: none"> ➤ Refer to Language and Literacy framework and download ABC Literacy Talking & Listening in KS1 for guidance. ➤ Allow time for children to talk prior to, during and after activities, as appropriate. ➤ Use a variety of Plenary sessions to talk about learning. ➤ Continue to promote use of sharing learning intentions (WALF/WILF) and use success criteria, especially within writing. 	<p>Language and Literacy Framework ABC Literacy (T&L KS1 BELB)</p>	<ul style="list-style-type: none"> ➤ Both staff continue to plan using the Language and Literacy framework. No further work was implemented for Talking & Listening apart from a focus on questioning, led by Literacy co-ordinators. ➤ Children are given opportunities to use KWL and planning boards to talk about what they know, want to know and have learnt. Plenary sessions are used to discuss and recap on teaching and learning. ➤ WALF and WILF are now common practice in both classes. P4 make more use of success criteria for writing. P3 use this occasionally and will aim to use this at a simpler level, appropriate to the class and task to further develop writing. ➤ Difficult to assess this target. Individually and collectively children are given opportunities to read and use mathematical language and are encouraged to explain strategies.
<ul style="list-style-type: none"> ➤ Children will develop their confidence using 	<ul style="list-style-type: none"> ➤ In class children will be able to confidently & correctly use 		<p>KS1 staff/meetings</p>	

<p>mathematical language.</p> <ul style="list-style-type: none"> ➤ Children will use strategies, investigative work and open ended tasks. ➤ Further develop marking for improvement. 	<p>mathematical language in context & explain strategies used to arrive at answers.</p> <ul style="list-style-type: none"> ➤ More opportunities to engage in these types of activities. ➤ Both staff will use a range of methods to allow children to improve their work. 	<ul style="list-style-type: none"> ➤ Children in KS1 are given opportunities to explain strategies used when doing mathematical calculations. ➤ Use of mathematical language by teachers & pupils in lessons. ➤ Effective questioning techniques to ensure children understand and can explain their thinking. ➤ Embed more investigative and open ended tasks in weekly lessons. ➤ Discuss existing good practice and agree on most effective methods. Introduce 'Tickled Pink, Green for Growth' in P3. ➤ Adopt these methods consistently and show evidence in children's work. 	<p>KS1 meeting</p> <p>KS1 meetings and directed time.</p>	<ul style="list-style-type: none"> ➤ Staff were reminded of questioning approaches and use for example thinking sticks , 'Think, Pair, Share' and Thinking Time. ➤ Numeracy and Science lend to this type of task and both staff plan with these in mind. These are not on a weekly basis however both staff have made a conscious effort to include these more and when time allows. ➤ Both teachers continue to use existing good practice. I researched other school marking policies and found some symbols which appear suitable for KS1. I mentioned these to Mrs Jeffers although no further action was taken as to implement these would impact on the whole school marking policy. ➤ 'Tickled Pink, Green for Growth' was introduced in P3 since September 2017 and has been used effectively. Reward stamps were purchased for this and
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<ul style="list-style-type: none"> ➤ Use ActivInspire on IWB to enhance teaching and learning. 	<ul style="list-style-type: none"> ➤ Staff and children will become confident using this resource within teaching/activities. 	<ul style="list-style-type: none"> ➤ Ensure the updated version of ActivInspire works for both staff. ➤ Seek advice on how to use resource. ➤ Set aside time to become familiar with the Library resources and how to make flipcharts. ➤ Highlight use of ActivInspire within half term plans from November 2017. 	<p>both staff mark using pink and green pens. Two stars and a wish also used when appropriate and P4 have introduced DIRT (Directed Improvement and Reflection Time) which P3 will now introduce.</p> <ul style="list-style-type: none"> ➤ No further progress was made in using ActiveInspire as there continues to be a problem with the software in P3 and no training is available.
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Area of Responsibility; ICT

Areas for Development:

Development of teaching and learning of ICT throughout the school to ensure continuity and progression.

Monitoring and Evaluation, through scrutiny of planning and evaluations, to assess ICT provision, quality and standards.

Preparation for and completion of CBA.

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Progress
<p>Continue to ensure continuity and progression of ICT.</p> <p>Across the curriculum, at a level appropriate to their ability, pupils will develop their ICT skills to Explore, Express, Exchange, Evaluate and Exhibit.</p> <p>Build upon coding work which began last year.</p> <p>Teachers are aware of the standards for Levels of Progression 1-5 in Using ICT.</p>	<ul style="list-style-type: none">Teachers will highlight ICT planning in half termly planners.Completion by pupils of 3 appropriate ICT tasksEvidence of pupils' work in each aspect of skills <p>Evidence of children using Scratch (C2k) for coding activities. Each child P5-7 to complete a CCEA Scratch based task.</p> <p>Teachers are able to accurately level a range of examples of pupils work.</p>	<p>September meetings with teachers individually or in key stages to discuss NI curriculum document 'Planning for Using ICT in the Primary School'.</p> <ul style="list-style-type: none">Three CCEA tasks will be chosen for each class which are appropriate and relevant to teachers' planning.During the course of the year samples of work and feedback on each task will be given to the ICT coordinator. <p>'Scratch' used to develop coding skills.</p> <p>'Sherson Coding' licence obtained until Sept 2018 to further develop skills and interest in coding.</p> <p>½ Staff Development Day used to study examples of pupil work that illustrate the standards for Levels of Progression 1-5 in the cross-curricular skills from the CCEA exemplification library.</p>	<p>Directed time.</p> <p>C2k network.</p> <p>Sherson licence- £500 over 2 years</p> <p>Directed time.</p> <p>Staff Development Day.</p>	<p>Attended CCEA coordinator (option B) training on 18th October 2017</p> <p>Meetings took place and tasks were chosen, printed out and provided to the teachers. Due to ongoing industrial action samples of children's work and evaluation of the tasks are not being submitted to coordinators.</p> <p>All classes from P5-7 used the software periodically over the year and an improvement in coding can be seen across the board. Children from both P6 and 7 completed tasks using Scratch and P7 children also had experience programming microbits. Children from P6 also had a 'coding' day using Lego Mindstorm with Thomas Hutchison – a local secondary ICT teacher.</p> <p>November 1st – Teachers were shown examples of work at each level from the CCEA exemplification library.</p>

Area of Responsibility; World Around Us/Eco Schools

Areas for Development:

- Ensuring a more investigative and enquiry-based approach to the planning and teaching of WAU, particularly within science and technology.
- Curriculum content to be reviewed to reduce overlap and more emphasis on developing skills.
 - Achieve Eco Schools NI Silver Award and commence working towards Green Flag.

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Progress
<p>Ensure a more investigative and enquiry-based approach within WAU learning, particularly within science and technology.</p> <p>Curriculum content to be reviewed to reduce overlap and more emphasis on developing skills.</p>	<p>Children engaging in open-ended and progressive science/technology investigations/tasks.</p> <p>Evidence of children engaging in scientific investigation – using an enquiry based approach.</p> <p>Content will be agreed and areas of overlap reduced. Written work will be reduced.</p> <p>Children will develop the range of skills required, especially within Science/Technology.</p>	<ul style="list-style-type: none"> ➤ Teachers to refer again to the learning intentions and skills identified in the SELB Lines of Development to support their planning and teaching. ➤ Include open-ended tasks in half term planners from P1-P7. ➤ All staff will contribute to a portfolio with photographs of children engaging in scientific investigation. ➤ Meet with whole staff to discuss teaching methods of WAU. FS and KS1 staff to discuss content overlaps and address where needed. ➤ Reduction in use of worksheets. ➤ Children engaging in small group practical tasks rather than teacher directed/led activities. 	<p>SELB Lines of Development</p> <p>WAU plans and evaluations.</p> <p>File/portfolio</p> <p>Whole Staff/ Key Stage Meetings</p> <p>Directed Time</p>	<p>Miss Bates agreed to take responsibility in this area as she has an interest in these subjects and it links well with Eco-Schools.</p> <p>No changes have been made to our WAU policy and all existing P1-7 WAU topics and planners as this had quite recently been reviewed by Mrs Jeffers, in her role as co-ordinator. I have referred to CEA for the requirements of WAU for FS, KS1 & KS2 and looked at sample policies. I have downloaded these and my intention for next year is to review our existing policy and readdress the area of skills development within Science/Technology.</p> <p>The SDD on 10/4/18 was originally planned for Autism training and World Around Us however the ASD training was changed to include all staff and this was the focus of the</p>

<p>Eco Schools</p> <p>Achieve Eco Schools NI Silver Award and commence working towards Green Flag.</p>	<p>Evidence of children learning and partaking in the topics of Waste, School Grounds/Outdoor Learning and Healthy Lifestyle.</p> <p>Achieve Silver Award within 6 months.</p>	<p>See separate Eco Schools Plan for a more detailed view of actions and progress</p> <p>Appendix 1</p> <ul style="list-style-type: none"> ➤ Elect a new Eco Council. ➤ Carry out full Environmental Review. ➤ Incorporate topics within all classes as part of curriculum work. ➤ Include Eco News within School Newsletter and classes contribute to Notice Board and Eco Schools on website. 	<p>whole day. No time was given for WAU and due to Industrial Action no evidence was collated.</p> <p>Following an Eco –Schools information session in November it became apparent that <u>it was not necessary to complete the Silver Award therefore it was decided to work towards achieving the Green Flag.</u> Extensive work has been done consistently throughout the year with the help of a very keen Eco Council, meeting on a regular basis to help lead and monitor progress. All seven areas of the award are now in place and the application has been submitted.</p> <p>All classes have been involved, including Nursery and all have been including our topics within curriculum work.</p> <p>There is now an Eco-Schools section on the school website and Eco news has been added throughout the year. P7 are working on producing a newsletter which we would hope to continue on a more regular basis, for example one per term.</p> <p>The Notice Board in the main foyer has been developed and a further larger Notice Board in the dining hall has been used to promote our school Eco Code and to display evidence of</p>
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				work being done within the three topics. (Refer to Eco Schools folder for more evidence)
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Area of Responsibility; Nursery

- Areas for Development:**
- **Outdoors (to include forest school training)**
 - **Parental involvement in Nursery**
 - **Develop more Nursery specific discipline and anti-bullying policies.**
 - **Develop further links between Nursery and Foundation stage**

Objectives	Success criteria	Actions to bring about improvement	Progress
- Finalise the development of the Nursery outdoor area. ~ to include areas where children can self select resources enhancing their creative and investigative play outdoors.	Continuing progression of outdoor area. Ares where children can self select and return chosen items, more independence, creativity and investigation in action. Evidence of children learning at play outdoors. Evidence of areas of learning put into action (photographs).	New play areas set up and old areas improved. New labelled areas for self selection. Nursery cluster groups – sharing good practice.	The progress in the Nursery outdoor area has been enormous over the last number of years. We have completely finished the evolution of the undercover area with specific areas of play – small world, work bench, writing area, maths area, investigative area, water area and investigation shed. All these areas allow children to self select the appropriate resources and select what they want to play with. The children have been much more independent learners and their investigative play in particular has been very pleasing. The outdoor area itself has also benefited from areas that will allow self selection. We have developed a quieter literacy and fine

<p>- Continue to encourage more parental involvement in Nursery. ~ to include questionnaires, after school sessions, reading sessions, stay and play and big bed time read sessions</p>	<p>Parents take part in stay and play sessions, reading sessions, big bedtime read sessions and after school activities.</p> <p>Parents more aware of and involved in their child's learning.</p>	<p>Questionnaires to parents carers to focus on what they can do for the school, how and if they would like to be involved in their child's learning, what they found helpful, what would be more helpful.</p> <p>Big Bedtime read sessions for parents and children – lending libraries and guided reading sessions.</p>	<p>motor skills area with a selection of resources like books, puppets, fairytale characters, threading, etc that children can self select. We have used one of the sheds as a small GMS area with skittles, bats and balls, balls, scarves, etc that the children and access. The mud kitchen area was completed last year and the children continue to play really well in this area. The sand pit and music area also continue to be a success.</p> <p>We have one more small shed that we will develop as an area next year, either with writing or role-play resources.</p> <p>We undertook outdoor training as part of our Nursery Clusters in Term Two. This was taken by Kierna Corr who is an advocate for Outdoor play and learning. Kierna has an international blog called No Such Thing As Bad Weather. This training was very informative and there were many ideas that we were able to put into action in Nursery.</p> <p>This is an area that we feel has developed well over the last year and parents have commented on how much they have enjoyed getting into Nursery to see what their children are doing and how they interact with their peers.</p> <p>Throughout the year we held three Parent's information evenings, two pyjama parties to model reading and four stay and play after school sessions. These were all very well attended with up to 26 of the 28 children represented. The parents remarked how much they enjoyed these sessions and felt they had really gained from them,</p>
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<p>- Develop the use of ICT for recording and analysing children's work. ~ Use of see-saw app.</p>	<p>See-saw app used to observe and record children's learning.</p> <p>Use skills view (Seesaw plus) to target children who need further support in each area.</p>	<p>After school time for parents / grandparents e.g. crafts, jumping clay, etc.</p> <p>Stay and play and reading sessions for parents / significant person to the child</p> <p>App used to record observations.</p> <p>Upgrade app to include skills view to see which children need further support in each area.</p>	<p>We were very pleased by the parent's comments on the Getting Ready to Learn programme. All were extremely positive (see GRTL folder). Many commented on how worthwhile the Parent information sessions were and how it really made them think about how to develop their children's literacy skills.</p> <p>With regards to this we felt that the focus was very heavily on literacy and in particularly reading therefore to expand to a more curricular wide approach we have applied for the Education Works part of the Getting Ready to Learn initiative in 2018-19. Through this we hope to encourage more parental involvement by having more stay and plays to encourage parents to work with their children at home and support school learning.</p> <p>We were chosen as one of the first Nursery's to take part in the Sharing from the Start programme. This gave us the opportunity for parents to get involved in learning, with parents encouraged to take part in the trips. We hope to encourage this more next year as we move on with the programme.</p> <p>We continued to use See-saw as a tool in Nursery to record and keep a record of children's learning. Skills view was a good way of keeping track of who needs further support. This app was used as a tool at parent interviews to show parents areas where their child may need further support. E.g. videos of pencil control, scissor grip.</p>
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<p>- Develop further links between Nursery and Foundation stage</p>	<p>Close links between Nursery and Foundation stage.</p> <p>Progression in play between Nursery and foundation stage is developed.</p>	<p>Investigate the use of see-saw parents app to keep parents informed about their child's learning.</p> <p>Foundation stage meetings</p> <p>Class visits</p> <p>Sharing of planning and good practice</p>	<p>We have held off using the parents app as other setting have found some problems and this is an area we will need to investigate further.</p> <p>This is an area that we need to continue with over the coming years.</p> <p>Meetings need to be more formal. However we have remained in close contact this year especially with regards to an ASD child who will be transitioning to Primary One. This child has been to visit Primary One each week during term three. Mrs Currie has taken part in class visits to Nursery and seen the children at play. This has given Nursery staff a chance to identify any children with additional needs.</p>
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Appendix 1

Orritor Primary School Eco-Schools Action Plan: Green Award 2017-2018

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual result achieved / Date
Eco-Schools Programme	➤ Step 1 Set up a new Eco Council	Elect new members assigning roles/responsibilities/monitors from P4-7.	September 2017	Miss Bates Class teachers perform voting in class.	Completed
	➤ Eco Council meetings	Meet on a regular basis to keep up to date with the development of the Eco- Schools programme. Pupils chair meetings and take minutes.	September 2017- June 2018	Miss Bates Eco Council members	Completed
	➤ Step 2 Full Environmental Review	Conduct full environmental review to identify current situation and highlight areas to develop. Involve Eco Council in discussing outcomes.	October 2017	Mr Wright Miss Bates Eco Council	Completed
	➤ Step 3 (See below for full Action Plan) Action Plan	Develop an Action Plan to work towards Green Flag Award.		Miss Bates Eco Council	

MAJOR TOPIC Waste	<ul style="list-style-type: none"> ➤ Step 4 Monitoring and Evaluating 	<p>Eco co-ordinator and Council will collect data on chosen topics and use the information to progress within these areas.</p>	<p>October 2017</p>	<p>Mr Wright Miss Bates Eco Council</p>	<p>Completed</p>
	<ul style="list-style-type: none"> ➤ Step 5 Curriculum Work 	<p>Continue to integrate the Eco-Schools Programme within relevant curriculum areas. All classes contribute work to Eco-Schools notice board and Eco-Schools file.</p>	<p>October 2017 – ongoing</p>	<p>All teachers/classroom assistants</p>	<p>Completed</p>
	<ul style="list-style-type: none"> ➤ Step 6 Informing and Involving whole school and wider community 	<p>Whole school assemblies, workshops, Eco-Schools notice board, newsletters, school website.</p>	<p>Term 1, then Ongoing</p>	<p>Visiting speakers and outside agencies</p>	<p>Completed</p>
	<ul style="list-style-type: none"> ➤ Step 7 Eco Code 	<p>Review chosen Eco Code selected by previous Eco Council. Develop this further using pupil ideas to incorporate all the chosen topics. Display Eco Code on the Eco-Schools notice board, in every classroom and on the school website.</p>	<p>September 2017 - ongoing</p>	<p>Eco Council Miss Bates Parent representative P6/7 pupils and class teachers</p>	<p>Completed</p>
	<p>Promote reduction of waste in school and knowledge of reduce, reuse, recycle.</p> <ul style="list-style-type: none"> ➤ Continue to separate waste using recycling bins in all classes and staffroom. 	<p>Organise a whole school Assembly to promote recycling, during European Recycling Week. Monitor use of recycling bins.</p>	<p>November 2017</p>	<p>Mid Ulster Council speaker Caretaker/cleaners All staff Council representative</p>	<p>Completed</p>

	<ul style="list-style-type: none"> ➤ Use food caddies for food waste to make compost. Reduce amount of food waste in canteen. 	<p>Monitor food waste in dining hall. Conduct a Dinner/Lunch survey and act upon results where possible. Take part in Food Waste Challenge and workshop.</p>	<p>September 2017 - ongoing</p>	<p>Pupils on rota to empty caddies Whole school Mrs Cunningham</p>	<p>Completed</p>
	<ul style="list-style-type: none"> ➤ Create an Anti-Litter policy. 	<p>Maintain a litter free school and playgrounds. Assign litter monitors.</p>	<p>September 2017 – ongoing</p>	<p>All staff, pupils and parents</p>	<p>Completed</p>
	<ul style="list-style-type: none"> ➤ Encourage children to recycle within school and home. 	<p>Remind children periodically and with newsletter to recycle paper, plastic, batteries, clothes and stamps.</p>	<p>February/March 2018</p>	<p>December 2017</p> <p>Eco Council Miss Bates Mr Wright Nursery Unit and all classes Parent Support Group/Cookstown Textiles Clothing</p>	<p>Completed</p>
	<ul style="list-style-type: none"> ➤ Partake in Big Spring Clean within school grounds and play park. 	<p>Register P4 for Big Spring Clean around school grounds and park. Take photographic evidence for before/after. Make Litter posters to encourage peers.</p>	<p>March 2018</p>	<p>P4 pupils and staff Mid Ulster Recycling Officer</p>	<p>Completed</p>
	<ul style="list-style-type: none"> ➤ Save energy within school. 	<p>Put up signs/posters beside water taps. Assign energy monitors to check lights during break and dinner times. Have a 'Power Down Day'. Complete Power Down Day table.</p>	<p>Ongoing</p>	<p>Whole school Energy monitors</p>	<p>Completed</p>
			<p>Term 3</p>		<p>Completed</p>

MINOR TOPIC School Grounds/ Outdoor Learning	Encourage all children to respect and care for school grounds. Promote outdoor learning experiences.				
	<ul style="list-style-type: none"> ➤ Enhance school grounds. Continue to use bins, composter and brown bins. 	Plant trees near Nursery Unit. Planters/pots refilled to brighten school entrance. Grow vegetables in bed and use compost made.	Spring – Summer terms	Caretaker/ Groundsmen Whole school Mr Millington/P6 Nursery and P1-4 staff	Completed
	<ul style="list-style-type: none"> ➤ Identify and care for wildlife and garden birds in school grounds. 	Make bird food and fill feeders during Winter. Use Butterfly box/bug hotel/minibeasts.	Seasonal	Miss Thompson/Nursery Mrs Eldon/P2 Miss Bates/P3	Completed
	<ul style="list-style-type: none"> ➤ Polli:nationProject 	Help to protect and increase population of pollinating insects.Transform school grounds to become more pollinator-friendly.	Term 2	Mr Millington Polli:nation	Completed
	<ul style="list-style-type: none"> ➤ Ballinderry River project 	P5 visit Ballinderry river. Salmon incubated in school and released into Ballinderry river.	Term 1	Mrs Mc Clung/P5	Completed
	<ul style="list-style-type: none"> ➤ Use outdoor areas as extended learning environment. 	Use all outdoor areas for play activities/practical lessons. Maintain and tidy when possible. Partake in Outdoor Classroom Day. Make use of playground equipment/markings and nature to enhance lessons.	October 2017	All staff Caretaker	Completed

	<ul style="list-style-type: none"> ➤ Partake in Environmental Youth Speak. 	One/two representatives from P6 & P7 enter competition.		Mr Millington P6 Mrs Bell P7	Completed
MINOR TOPIC Healthy Living	<p>Educate children and promote healthy eating, exercise and importance of general wellbeing.</p> <ul style="list-style-type: none"> ➤ Continue to promote healthy snacks at break-time. 	<p>Carry out a Snack Survey. Eco Council choose a day where only healthy snacks should be eaten. Make posters of foods to eat. Monitor how many children remember and reward winning classes with extra break-time.</p>	Ongoing Term 2	Eco Council Nursery – P7 teachers Canteen staff	Completed
	<ul style="list-style-type: none"> ➤ Healthy Living Week 	<p>Partake in a fitness activity and fruit sampling. Eco Council think of other ideas to run during this week.</p>	October 2017	Mrs Jeffers Fitness Fred Miss Thompson	Completed
	<ul style="list-style-type: none"> ➤ Use Playground Friends and park at dinner-time. 	<p>Organise Playground Friends rota. Allow P4-7 children to play in the park/pitch, weather permitting. Ask supervisors for feedback.</p>	Spring/Summer terms	Mrs Bell/P7 Playground supervisors	Completed
	<ul style="list-style-type: none"> ➤ Encourage all P7 pupils to participate in Cycling Proficiency programme. 	<p>Train children for Cycling Proficiency Test and record results. Children will walk different distances around Drum Manor forest to promote use of the</p>	May 2018	Mrs Bell/P7	Completed

	➤ Participate in whole school Sponsored Walk to raise school funds and for charity.	forest/park/nature whilst fundraising.		Mr Wright All staff and all classes.	Completed
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Date Action Plan was developed: September- revised January 2018 Action Plan developed by: S. Bates