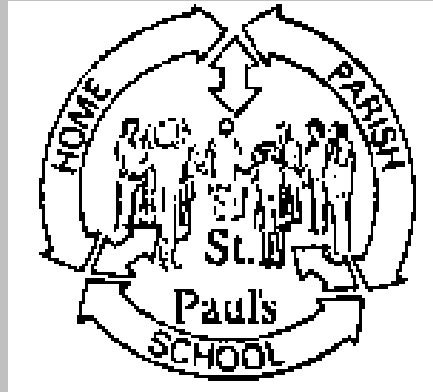


Plean Scoile



St. Paul's N.S.,
Dooradoyle, Limerick

Under the Patronage of the Bishop of Limerick.

Most Recent Update: October 2018

*This is a working document that is being developed by the School Community.
It is constantly reviewed at Staff Meetings, on 'Revised Curriculum' in-service and SDP days
It is the process by which we educate our children in St. Paul's N.S.*

As part of the self analysis, the school community shall, when opportunities arise, evaluate the plan under the following criteria:

1. School Administration
2. School Planning
3. Curriculum Implementation

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The Process of School Plan

The process of the school plan has taken shape from the school year beginning 2000 up to now (June 2008). The process has been a four-staged approach.

Stage 1:

This has been the recognising of the then current practices in the school.

Stage 2:

This involved the formulating of administrative and organisational policies for the day-to-day running of the school

Stage 3:

This involves the phased implementation of the revised curriculum and identifying core curricula for most subject areas.

Stage 4:

This involves setting up planning structure to allow teachers to plan as individuals and in their own class groupings on an on-going basis.

Stage 5:

Evaluation – a development plan is created at the beginning of each school year, the objectives of this plan are implemented and then reviewed at the end of the academic year. The effectiveness of the school plan is measured by review process which includes: discussions, reviews and feedbacks from staff at staff meetings, in staff room and school-development planning days, feedback from parents and board of management and children. It is also measured by how efficient and effective the day-to-day running of the school is and any concerns here would inform changes in the school plan. Since 2010 this development plan was replaced by what is now called the School Self Evaluation Process.



Mission Statement for St. Paul's N.S.

- We aim to provide each child with an education in a caring and happy environment.
- We aim to work in partnerships with parents and the outside community to develop a sense of worth in each child.
- We aim to teach each child the values of faith, hope, charity and love.
- We aim to maintain a Catholic ethos in our school but also teaching each child to tolerate and respect other faiths and religions.
- We will prepare each child for further education and endeavour to develop his/her talents.



Introduction to St. Paul's N.S.

St. Paul's N.S. is located at Dooradoyle on the suburbs of Limerick City. It is a mixed-class area, which has been growing and growing for the last twenty-five years. The school draws its pupils from Dooradoyle, Gouldavoher, Ballykeefe, Raheen and Ballycummin. There are also pupils from South Circular Road, Ballinacurra and the surrounding areas of Clarina, Crecora and Patrickswell.

Our school has temporarily moved to Scoil Carmel, O'Connell Avenue while awaiting refurbishment of our school premises.

Enrolment has been growing since 1999-2000 in St. Paul's, rising from 429 to the current 656 pupils. We are a 36-teacher school including 10 resource/learning support/EAL teachers.

St. Paul's is located beside the Regional Hospital and many of the doctors who work at the hospital are of foreign extraction. Therefore we have **children from all over the world** attending our school. These countries include Pakistan, India, Palestine, Nigeria, Togo, Sri Lanka, Lithuania, Russia, America, Brazil, China, Poland, Latvia, Denmark and the Philippines etc. This international flavour adds culturally to our school and enhances our children's education. St. Paul's also has one teaching post for these non-English speaking pupils. This is a temporary post. It has greatly helped to help foreign children to improve their communication and language skills. It has helped children to settle in to our community here in St. Paul's and develop friendships quickly in a caring manner.

The **overall objectives** of our school are to provide our pupils with the best possible Infant Education in their formative years, to inculcate in them a spirit of co-operation, a respect of each other and for their teachers and a willing attitude to their work, and as they grow through our school, teach them spiritual and moral values which will remain with them to maturity. We hope to achieve this in a happy atmosphere of school life here at St. Paul's N.S.

The **emphasis of our teaching** is based upon the three R's. Our curriculum is rooted in this but we also recognise the varied curriculum and the many changes, which are taking place in the Education field.

The teachers of St. Paul's strive to provide a sound grounding in the three R's but also wish to provide every other educational experiences for each child. St. Paul's places great emphasis on I.T. as a learning tool in the Primary school. Children have the opportunity to develop skills in this area from Infants up to 6th class. We are currently participating in a European Computer project with schools from Spain, Germany, Poland and England. Laptop Computers and Tablets have also been introduced as a learning aid in our school.

Children have a **wide range of curricular and extra-curricular activities** to participate in. They receive instruction and learn to swim from First Class through to 6th class. They experience various theatrical groups throughout their education in St. Paul's. Many groups from Ireland and England visit St. Paul's to put on performances each year and explore different themes with the children. Many of the themes focus on social and historical events in Ireland and throughout the world. St. Paul's has experienced the Artist in residence scheme in 3rd and 4th classes where children explored Ancient Greece and Rome through artistic experiences. Many of

the children sing in the school choir and the higher classes has the opportunity to participate in the Peace Proms at the UL Arena. All children from 3rd to 6th are involved in the Music Generation Programme. *“Music Generation is Ireland’s National Music Education Programme that transforms the lives of children and young people through access to high quality performance music education in their locality. Through partnership, we create rich and diverse ways for participants to engage in vocal and instrumental tuition delivered by skilled professional musicians, across all musical genres and styles.”*

The co-operation of the staff, parents and outside community help to provide ‘liberal education’ to the pupils of St. Paul’s and as you reflect through our ‘Plean Scoile’ we hope you can visualise our future...



Accommodation within the School

St. Paul's is due for a large 12-classroom extension in the near future. The building will be totally upgraded and updated to a school fitting the 21st century.

The present building has not been refurbished since 1973, the year in which the school was built. The building is in need of complete refurbishment – heating, electrical, insulation, sanitary etc. It is most important that children who attend St. Paul's enter into a clean, bright and child friendly school. This will hopefully be addressed in the new building project.



Aims and Objectives of St. Paul's N.S.

- Our school aims to provide each child with a balanced education to enable each child to develop his/her skills to live a full life as a child.
- This is provided in a caring and kind environment where each child learns to treat each other with charity, justice, truth, patience and love.
- The school provides a Catholic and Christian education for each child while it recognises and respects other faiths and religions.
- Our school recognises the importance of our Irish Culture and incorporates music, language, sport, dancing and customs into each Childs education.

The overall objectives of our school are:

- To provide each child with the best possible education in their formative years.
- To inculcate in them a spirit of co-operation.
- A respect for each other and their teachers
- A willing attitude to their work.
- And as they grow through our school teach them spiritual and moral values, which will remain with them to maturity.
- The school values the contribution of parents, guardians and the outside community in the development of the school and values the input of outside agencies such as psychologists, social workers, gardaí doctors and nurses etc. in caring for all children.
- The school values the knowledge of history, geography (local, national and international), music, singing, art, design and craft making.
- The school places emphasis on the development of skills in our national games of Hurling and football as well as a wide range of other sports including, Hockey, Swimming, Athletics and Soccer.



Board of Management

- The Board of Management meets at least once a term and usually twice a term. There is a standard quarterly meeting and the Board has also met in recent times to discuss the building project etc.
- The Chairman consults with the Principal who informs the Secretary. The Secretary then sends a notification in writing to the members giving at least a week notice.
- The current B.O.M. consists of:
 - **Chairman** Fr. John Leonard.
 - **Secretary** Mr. John Tuohy (Principal)
 - **Treasurer** Ms. Marion Cahill
 - **Patron Nomination** Ms Páidín O'Reilly
 - **Parents Representatives** Mrs. Norma O'Brien
Mr. Mike O'Callahan
 - **Community Representative** Mrs Lil O'Rourke
 - **Teacher Rep** Ms Carmel Hayes

Meetings:

The Chairperson and Principal draw up the agenda for meetings and all members have the opportunity to discuss issues arising from the minutes and the agenda. Members also have the opportunity to bring up any other issues under A.O.B.

- The Teacher member of the B.O.M. is elected from the body of teachers on the staff. Proposals are taken from the staff meeting and a vote takes place to elect a successful member.
- The teacher and Principal inform the staff about the outcomes of Board meetings. This usually happens the day after meetings have taken place. If the teachers have any issue, which they feel needs to be discussed, they can ask the teacher representative to bring it up.
- The two parent's representatives also bring various issues to the attention of the Board. They are elected from the parents association.



Home/School Liaison

There are very good links established between St. Paul's N.S. and parents. Parents are encouraged to meet teachers at the parent/teacher meetings, which take place late in the first term. Parents are also encouraged to meet teachers if they so wish to discuss any concern they might have about their child's education. An appointment is made with the secretary and the teacher will meet the parent. Formal **parent teacher meetings** take place class each year.

Parents are encouraged by the Principal & Staff to be involved in their child's education. They do this in many ways in St. Paul's. Parents are encouraged to get involved in shared-reading with their children and also to supervise and check homework assignments. Parents are very active in this area and also in the area of sports where many mums and dads provide transport and support for their children at matches and competitions. Parents also provide help during swimming classes particularly with First and Second classes where they help to prepare children for school after the swim.


- The School has an app which for instant communication with parents. We also have a school website, and both are updated on an ongoing basis by the School Administrator.
- The Principal meets parents on an on-going basis also and promotes the school and its pupils when and where possible.
- Parents also provide valuable help in the area of fund-raising they contribute **€50 per child annually to the school fund** which traditionally buys little extra's for the school e.g. Basketball Nets, and other associated P.E. equipment; and is also part of the building fund
- A **School Newsletter** is available on the website and through the app, where parents can read all about the different events happening in St. Paul's. It refers to school holidays, achievements of classes or children, extra-curricular activities taking place and fund raising for the school or worthwhile causes like Serve or Bóthar etc.

Parents Association:

The Parents Association in St. Paul's has an A.G.M. in September or October where a committee is elected. The committee provides support to the school in the following area:

- Preparation & serving of refreshments at Confirmation and Holy Communion.
 - Christmas Party/Santa
 - Book fairs
 - Some fund raising events for school
 - Organising the sale of second-hand school books in June
 - Christmas Cards
-
- The school formally liaise with the Parents Association through two parent representatives on an on-going basis throughout the year. School policy and issues relating to school are discussed and listened to.

The parents association shall:

-  Represent the parents of our school

- 📖 Plan activities for parents
- 📖 Support the principal and staff in the pursuance of school aims and objectives
- 📖 Encourage parents to be active partners in the education of their children
- 📖 Help communication between parents and school.

Funding:

The parents association shall organise their own fundraising events in consultation with the principal and board of management. They will also keep an account of finances to be overseen by the treasurer.

Composition:

- 📖 Chairperson – vice chairperson
- 📖 Secretary
- 📖 Treasurer
- 📖 P.R.O.
- 📖 Other elected members who form committee including two members to represent the parent body on the Board of Management.

Meetings:

- 📖 AGM – held at the beginning of school year
To include minutes and statement of account.
- 📖 Monthly Meetings
- 📖 Meet with principal once-a-month on an ongoing basis



St. Paul's N.S. - School Staff:

<u>Name</u>	<u>Position</u>	<u>Class</u>	<u>Class Size</u>
John Tuohy	Principal		
Eileen Fitzgerald	Deputy Principal		
Patrick Kennedy	Assistant Principal	5 th	
Miriam O'Mahony	Assistant Principal	Resource	
Margaret Bernard	Assistant Principal	Learning Support	
Mary Dalton	Post	Resource	
Paul Carroll	Post	Learning Support	
Geraldine Stackpoole	Post	Learning Support	
Carmel Hayes	Post	EAL & LS	
Siobhán Doherty	Post	Resource	
Muirne Bennis	Post	S. Infants	
Aisling Geary	Post	6 th	
Pádraig O'Brien	Post	Resource	
Mary Ryan	Post	1 st	
David Tobin	Post	Resource	
Deirdre Kenneally	Post	4 th	
Ruairí Walsh	Class Teacher	6 th	
Niamh O'Dea	Class Teacher	3 rd	
Sarah Keane	(On Secondment)		
Kieran Madden	Class Teacher	4 th	
Susie Reale	Class Teacher	2 nd	
Caroline Lawlor	(On Career Break)		
Sinéad Enright	(On maternity leave)		
Maureen Toomey	Class Teacher	2 nd	
Niamh Barron	Class Teacher	3 rd	
Aoife Geoghegan	Job-sharing		
Annmarie Kelly	Class Teacher		
Deirdre Cullinane	Class Teacher	Junior Infants	
Marie Allis	(On maternity leave)	Senior Infants	
Adrian Kirby	Class Teacher	2 nd	
Aine McNamara	(On maternity leave)	1 st	
Tomás O'Brien	Class Teacher	5 th	
Jennifer Mortell	Class Teacher	Senior Infants	
Aoife Barron	Class Teacher	Junior Infants	
John Hutton	Class Teacher – Temp	1 st	
Michelle O'Malley	Class Teacher – Temp	Junior Infants	
Melissa Shine	Support Learning – Temp	EAL	
Amy McGrath	Support Learning – Job-sharing cover	LS	
Sandra O'Shaughnessy	SNA		
Joan Woods	SNA		
Eileen Cumiskey	SNA		
Evelyn Fogarty	Career Break		
Martina Condell	SNA		
Amy Ryan	Covering Career Break		
Ciara O'Sullinvan	Class Teacher – Temp		
Rachel Naughton	EAL – Paternity		



Ancillary Staff

School Secretary:

List of Duties:

Dealing with visitors, parents, correspondence.

A secretary may take responsibility for:

- Collecting all moneys within the school e.g. swimming, Art & Crafts. Theatre, School Tours, Fundraising for charities etc.
- Assisting with records, roll books and registers on Aladdin and online claimers
- Keeping school accounts and inventory of stock.
- Ordering school requisites.
- Answering the phone and taking messages
- Distributing in-school communications.

School Caretaker:

List of Duties

1. General overseeing and maintenance of school buildings, plant fittings and furniture.
2. Cleaning of school buildings and general maintenance of school grounds, entrance and keeping free of litter.
3. Selecting and buying materials required.
4. Turning off/on heating before/after holidays and checking oil level in tank every four weeks at least.
5. Keeping inventory of tools and equipment.
6. Opening and Closing school outside school hours.

The Principal

The **role** of the Principal is defined by many sectors of the Educational Act.

- Board of Management – he/she devolves power from the Board
- Department of Education Circulars
- Rules for National Schools
- INTO Handbook – Definition of Duties

The role of the Principal is also influenced by the consultative process with parents, outside agencies and the parish community.

The **duties** cover many areas of school such as: -

- Planning
- Discipline
- Organisation
- Development

The **middle management structure** within the school provides the Principal with the opportunity to delegate and share duties with post holders and staff etc. The importance of delegation cannot be underestimated and provides staff etc. with the opportunities to develop school structures and school life.

Principal's duties for Board of Management:

- Act as member of Board
- Report on school matter at Board meetings
- Present relevant documents to Chairperson and keep Chairperson informed of school matters
- Provide substitute teachers where appropriate and possible
- Interview and appoint new staff
- Maintain health and safety standards within the school and inform the Board of hazards/dangers
- Provide fire drill once a term

Administrative duties of Principal:

- Liaise with postholders and oversee assigned duties
- Promote pupils in curricular and extra-curricular areas
- Provide timetable
- Collect and keep records of teachers work in classroom – Cúntas Míósúil
- Complete Departmental statistics and forms.

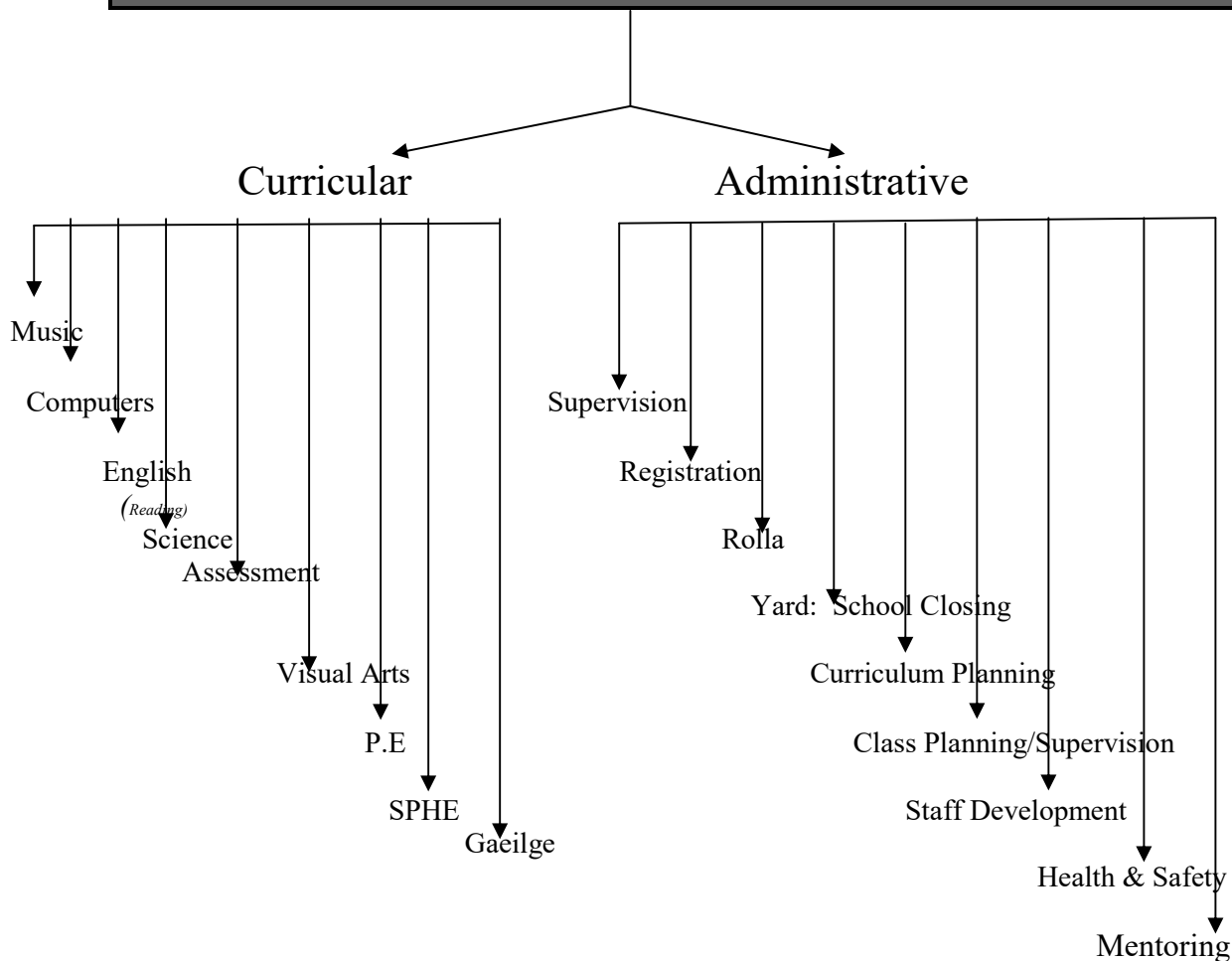
Professional duties of Principal:

- Organise and facilitate staff meetings
- Meet staff and discuss all school issues on an ongoing basis
- Provide leadership and impetus for the revised curriculum
- Monitor development of school plan
- Induct new staff members
- Promote extra-curricular activities and support teachers who undertake them
- Review booklists and textbooks
- Ensure a positive and pleasant atmosphere exists in school
- Arrange for staff in-service

- Help to prepare Holy Communion and Confirmation class and support teachers and parents handing on the faith
- Developing posts of responsibility in our school



Posts of Responsibility



The **posts of responsibility** in St. Paul's are outlined the diagram here. The posts are designed to include both organisational and curricular areas of the school plan. They exist to extend the middle management involvement in supporting the Principal to carry out and evaluate the day to day running of the school. The delegation of such responsibilities exemplifies the 'ownership concept' endorsed by the school staff and reflects the cohesive and supportive roles of the staff in maximising the effectiveness of the school plan.

Special Duties of Deputy Principal

Resources Co-ordinator & Registrar, St Paul's NS

Eileen Fitzgerald

Special Duties Post

Music Co-ordinator, St Paul's NS

Eileen Fitzgerald

1. Responsibility for assisting the principal in the day-to-day
2. organisation and supervision of the school.
3. Division of classes in the event of a teacher being absent.
4. Maintaining a list of teachers on EPV days.
5. Organisation of class supervision for teachers involved with school teams.
6. Registration of all pupils in the school.

7. Recording of pupils' attendance during each school year.
8. To organize junior assembly (from Junior Infants to Second Class) to acknowledge and celebrate children's achievements both inside and outside of school and to promote others activities within the school such as Seachtain na Gaeilge, Reading Month, Science Week, Maths Month and Our Green School.
9. To liaise with educational publishing companies, particularly in relation to resource packs for school book lists.
10. To survey teachers annually in relation to books/materials/equipment required.
11. Creating a positive musical environment, which encourages and values
12. spontaneous sharing of ideas, skills and resources among teachers and pupils.
13. Collecting and communicating information about in-service training, school visits and musical events.
14. Organising the purchase, storage and maintenance of music resources.
15. Encouraging the involvement of as many children as possible in music-making through:
 - a. Participation in the School Choirs
 - b. Participation in Music in the Classroom concerts
 - c. Participation in Christmas Carol-Singing
 - d. Participation in choir for church sacraments
16. To create Morning Supervision rota.
17. To supervise children in the school yard before 9 a.m.
18. To create the Yard Duty rota.
19. Discuss with principal, class teachers and S.E.N. teachers which children after a period of intervention might be in need of assessment
20. Check which children leaving sixth class might need an up-to-date report and therefore reassessment before entering secondary school.
21. Meet N.E.P.S. psychologist with principal in September for the annual planning meeting.
22. Make contact with parents, meet with them and get their help with the referral form. Meet class teachers re information for referral forms. Collect any previous assessments from other agencies and send all to N.E.P.S.
23. Forward date for assessment to parents and arrange meetings between psychologist and parents and class teacher and psychologist.
24. Arrange suitable location for assessment on the day.
25. Distribute copies of assessment reports to relevant staff when completed.
26. Make application to NCSE for resource teaching hours.
27. Make application to NCSE for assistive technology for children who require same.
28. Maintain a record of children attending learning support and resource teaching.
29. Organising the collection of Cuntas Míósúil from teachers of third to sixth classes.
30. Co-ordinator of Literacy Lift-Off Programme for First Class and Senior Infants.

Special Duties of Assistant Principal

IT Co-ordinator, Monitoring of Yard at School Closure St. Paul's N.S.

Pat Kennedy

- i. Computer Room
 - a) Switch on/off morning and evening
 - b) Fixing minor technical difficulties
 - c) Upgrading Antivirus
 - d) Upgrading and downloading new software onto the system
 - e) Repairing and replacing damaged and old computers
 - f) Organising the removal of old electrical goods
 - g) Organising the timetable for the Computer Room
 - h) Ordering new software
 - i) Checking on software list and collecting and collating prior to holidays
- ii. Classroom Computers

1. Installation of PCs
2. Installation of Software
3. Networking and Internet
4. Advice for teacher about integrating IT into their lessons
5. Solving small technical problems throughout the school
6. Maintaining printers and upgrading printer drivers
7. Checking printers and organising replacement of ink cartridges
8. Removal of old ink cartridges
9. Maintaining antivirus software and upgrades on computers
10. Maintenance and designation of laptops and projectors throughout classrooms
11. Organising installation of Interactive Whiteboards throughout the school
12. Installing Office, Antivirus, and the necessary software on each teacher's desktop computer and maintaining this
13. Installing network access and printers on all teachers desktop computers and maintaining the software and downloads

iii. ICT General

1. Organising and timetabling the IT maintenance technician as problems arise
2. Supervising the buying and replacing of damaged and redundant hardware
3. Organising training for staff on new initiatives i.e. Web conferencing, Web 2 technologies, twinning, blogging, Edu blogs....
4. Do ongoing surveys of staff requirements in ICT upskilling
5. Do a regular stock take of hardware requirements throughout the school
6. Motivate staff to make the best use of new technologies.
7. Surveying staff on computer use
8. Develop a plan of short-term and long-term goals
9. Maintaining communication with NCTE on grants and grant requirements
10. Organise the availability 2 digital cameras and one digital video camera
11. Switch on the reception area digital display screen each morning
12. Review internal network security annually

iv. Website

13. Maintaining school website
14. Creating school policy on acceptable use and review annually
15. Creating school ICT plan and reviewing annually
16. Buying new and replacing old software and hardware
17. Train and skill a group of pupils to help with ICT

B. Supervision

- Part of tam that supervises the school yard in the morning prior to class commencement.
- Supervising the school yard each evening to encourage pupils to make a safe and orderly departure.

Special Duties of Assistant Principal

English Reading, St Paul's NS

Miriam O'Mahony

1. Ordering, sorting and distributing reading material
2. Organising World Book Week
3. Distributing ideas for reading activities during world book week
4. Organising excursions to library, O'Mahony's bookshop etc

5. Fundraising for reading materials e.g. read-athon
6. Organising school book fairs
7. Rolla: Daily numbers for whole school
8. Morning Supervision

Special Duties of Assistant Principal S.P.H.E. Co-ordinator, St. Paul's N.S.

Margaret Bernard

1. To co-ordinate, foster interest in and promote S.P.H.E. related activities in St. Paul's N.S. and the wider Dooradoyle community.
2. To raise awareness of environmental issues among the school population.
Specific issues to be addressed will be:
 - Litter in school buildings and grounds
 - Promotion of Reduce, Reuse, Recycle campaign
 - Introduction of elements of Green School Campaign on a phased basis:
3. S.P.H.E. Curricular issues – sourcing, recording and disseminating information on curricular issues, e.g. suggested programme and recommended resources for implementation of curriculum (Junior Infants – 6th Class)
4. Co-ordinate review of SPHE school plan
5. Review Healthy Eating Policy annually
6. Mentoring of Newly Qualified Teachers in conjunction with the National Pilot Project on Teacher Induction.(N.P.P.T.I)
7. Creating an Induction Pack for N.Q.T.'s , suitable for use by Temporary and Substitute teachers.
8. Fostering an interest in and appreciation of the mentoring process amongst staff members.
9. Encouraging the growth of a mentoring team within the school.
10. Investigating the possibilities for Whole School Development through introducing elements of the mentoring process to the wider school community, in particular, reflective practice, collaborative planning and increased teacher co-operation and support.
11. Morning Supervision

Special Duties Post (B) NEPS & Assessment, St Paul's NS

Mary Dalton

1. NEPS Assessment
 - a. Liaise with class teachers, L-S/Resource teachers and principal; and following staged approach decide on pupils for assessment
 - b. Liaise with NEPS psychologist, class teachers and parents regarding referral forms, dates for assessment and oral feedback
 - c. Distribute copies of report to class teachers and L-S/Resource teachers.
2. Standardised Testing
 - a. I resource, distribute and arrange storage of standardised test, manuals and booklets and collect same plus results after testing.
3. Morning Supervision

Special Duties Post (B)

Physical-Education Co-ordinator, St Paul's NS

Paul Carroll

1. The maintenance and care of all P.E. equipment
 - A physical-education equipment room caters for the storage of all physical education equipment
 - As the P.E. curriculum is implemented, additional equipment shall be purchased in consultation with staff members to implement the various strands
 - Organise collection of Tesco Sports Tokens and order equipment
 - To make staff members aware of what equipment is available on an on-going basis.
 - To encourage children (through staff members) to maintain the equipment room and return items to their correct storage
2. The organising and overseeing of the implementation of the Physical Education Curriculum
 - To provide teachers with the resources to implement the strands
 - To catalogue and store further resources such as books, CD-ROMs, tapes and downloaded material from the internet. These to be stored in the equipment room for teachers' use
3. The organisation of the Senior Sports Day involving the setting up of a variety of stations in the school field, the ordering of additional equipment e.g. bouncy castles, the preparation and distribution of a timetable to each teacher and offering advice to teachers on how to engage the pupils in the various activities.
4. The organising of trials for all children in Saint Paul's N.S. from 2nd to 6th classes in advance of the Limerick City Sports, the selection of a team to represent the school, the organisation of transport by bus to the venue and on the day of the City Sports to provide encouragement and commend the children on their efforts.
5. The overall intention will be to give pupils in St. Paul's N. S. an introduction to as many aspects of P.E. as possible. It is hoped that following this introduction that every pupil will have a sporting interest to carry with him/her into adulthood.
 - Participation, enjoyment and development of skills are looked on as being most important.
 - In team sports, the emphasis will be on sportsmanship, co-operation with and tolerance of team members
6. To create and co-ordinate review of school plan in PE
7. Morning Supervision

Special Duties Post (B)

Health & Safety/First Aid, St Paul's NS

Geraldine Stackpoole

1. Stocking of first-aid supplies
2. Updating staff on health and safety issues
3. Organising for health and safety personnel to address staff (e.g. APEX fires on correct use of fire extinguishers)
4. Organising display of health and safety procedures
5. Health & Safety Officer – bring safety matters to the attention of principal, caretaker & BOM
6. Review Health and Safety policy on a yearly basis (refer to school plan)
7. Is Designated Liaison Person in the case of alleged child-abuse report/suspicion

8. Morning Supervision

Special Duties Post (B)

Collaborative Planning, St Paul's NS

Carmel Hayes

1. Organise for collaborative planning
2. Organise supervision rota for collaborative planning
3. Identify areas to be discussed/planned/potentially worked on
4. Liaise with Muirne Bennis (post holder – school plan development) to further discuss areas to be covered
5. Co-ordinate documents to be completed
6. Gather all recordings
7. Compile individual recordings into class plans
8. Distribute final drafts
9. Ensure Muirne Bennis (post holder – school plan development) has copy of final drafts to be included in School Plan/Resource Folder
10. Organising of afternoon supervision in the event of a teacher attending a meeting, planning etc.
11. Morning Supervision

Special Duties Post (B)

School & Curriculum Plan Development

Muirne Bennis

1. Liaise with principal, post holders and staff to record and update school plan
2. Liaising with staff to record core curriculum in all subject areas
3. Organising in-school curriculum planning days/elements for staff meetings – liaise with post-holder in area where appropriate
4. Record decisions agreed upon during these planning days/staff meetings into the school plan where necessary; disseminate these decisions to staff
5. Compiling individual packs for all teachers including policies and core curricula – ensuring staff are informed of current administrative and curricular practices in our school
6. Identifying planning areas which need addressing and including them in development plan
7. Co-ordinating review of school plan – liaise with post-holder in area where appropriate
8. Morning Supervision

Special Duties Post (B)

Database

Padraig O'Brien

1. Liaise with staff to distribute data capture sheets and collect details on all students.
2. Input all student personal data into Data check.
3. Check all details of students before distributing contact lists to respective classes.
4. To update and maintain Data check throughout the year.
5. To transfer all standardized test results from paper form to computerized form starting from this year.
6. To supervisor students in phase two every morning as they come in from the line.
7. Morning Supervision

Special Duties Post (B)

Maths, St Paul's NS

Aisling Geary

1. Inform staff on in-service courses
2. Maintain notice board in staff room on in-service courses
3. Organise bookings of courses in some cases
4. Inform staff of any services on offer to teachers (particularly liaise with Limerick Education Office) e.g. cuiditheoir
5. Review school policy on Staff Development annually
6. Morning Supervision

Special Duties Post (B)

Visual Arts, St Paul's NS

Mary Ryan

1. Involved in the implementation of the Visual Arts Programme throughout the school, with particular emphases in the performance arts.
2. Gathering and storage of the resources for the implementation of the strand objectives for the visual-arts curriculum e.g. rollers, screens, different printing material, resource books and other raw materials.
3. Displays of different artists work in corridors of school.
4. Morning Supervision

Special Duties Post (B)

Science

David Tobin

1. Maintenance of Computer Room
2. Maintenance of Classroom Computers for Phase 1
 - a. Installation of PCs
 - b. Installation of Software
 - c. Networking and Internet
3. Advice for teacher about integrating IT into their lessons
4. Maintenance and set-up of laptop and projectors in Phase 1
5. Organising and training in the use of the school digital cameras and digital camcorders
6. Photographing of school events
7. Updating of school blog
8. Translating of school newsletter into Polish
9. Uploading and updating school newsletters in both English and Polish onto the school website.
10. Morning Supervision

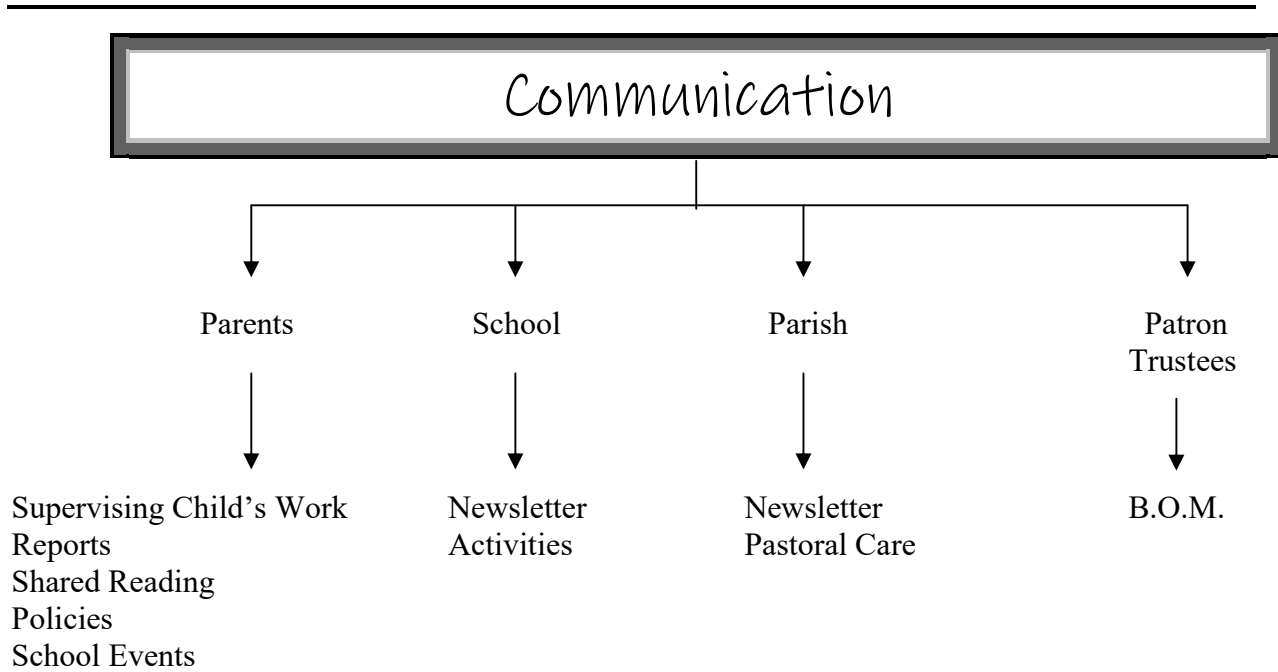
Special Duties Post (B)

Gaeilge

Deirdre Kenneally

1. To promote spoken Irish throughout the school n the school through

2. The organising of Irish Language events such as ‘Seachtain na Gaeilge’ etc
3. The resourcing and ordering of Irish reading materials both for formal and informal reading.
4. Co-ordinate review of Gaeilge plan
5. Morning Supervision



Policy Documents

POLICY DOCUMENT: NO. 1 – Enrolment

Section A. General Information

General Introduction

Section A. General Information

General Introduction

This enrolment policy is being set out in accordance with the provisions of the Education Act (1998). The Board of Management trusts that by so doing parents will be assisted in relation to enrolment matters. The chairperson of the Board of Management and the principal teacher will be happy to clarify any further matters arising from the policy.

School Name: St Paul's NS **School Address:** Dooradoyle, Limerick

Telephone No.: 061-224 891

Denominational Character: Roman Catholic

Name of Patron: Bishop Brendan Leahy, Bishop of Limerick

Total Number of Teachers in the School:

1 Principal,

1 Vice Principal,

24 Class Teachers

9 Resource, EAL and Learning Support Teachers

Range of Classes Taught:

Mixed classes from Junior Infants to 6th Class

The school depends on the grants and teacher resources provided by the Department of Education and Science and it operates within the regulations laid down, from time to time, by the Department. School policy has regard to the resources and funding available.

The school follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

Within the context and parameters of Department regulations and programmes, the rights of the patron as set out in the Education Act (1998), and the funding and resources available, the school supports the principles of:

- *inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational need;*
- *equality of access and participation in the school;*
- *parental choice in relation to enrolment;*
- *and respect for diversity of values, beliefs, traditions, languages and ways of life in society.*

Section B. Enrolment Procedures

Application Procedure

- Each application must be accompanied by an Original Birth Cert and a Current Utility Bill (within 2 months) for Junior Infant Applications PLUS a School Report for applicants of other years. Applications will not be processed without these documents.
- Upon receipt of all documents applications are then placed into a database of applicants for the year in question.

- All applications must then be activated in the month of Sept of the year preceding enrolment (e.g. if your enrolment year is Sept. 2019, then applications must be activated in Sept. 2018). To activate your application you must do the following:
 1. Confirm your interest in the Sept. preceding the proposed enrolment year.
 2. Submit a copy of a recent utility bill (within 2 months)
 3. Advise the name of the Montessori that your child is attending.
- Junior Infant applications are reviewed for the year in question usually 21 days after the closing date on the application (October 31st of the preceding year of enrolment) and places are allocated accordingly using the criteria below in our enrolment policy.
- Parents are notified about enrolment through the school newsletter and on our website page.
- Completion and submission of an application form does not guarantee automatic right to a place.

Provision of Key Information by Parents Criteria for Selection

Certain information will be required when children are being enrolled. An enrolment application form is provided by the Board for this purpose.

This information includes:

- *Pupil's name, age and address;*
- *Names and addresses of pupil's parents/guardians;*
- *Contact telephone numbers;*
- *PPS Number,*
- *Details of any medical conditions which the school should be aware of;*
- *Religion;*
- *Previous schools attended, if any, and reasons for transfer, if applicable;*
- *Nationality.*

Decision Making

Decisions in relation to applications for enrolment are made by the Board of Management in accordance with School Policy. The Board will notify parents of their decision as soon as possible after the closing date in October of the year prior to starting.

All applications are acknowledged by e-mail or letter and then placed in our database of applicants for the relevant year.

Filling out an application form does not guarantee a place in St. Paul's school. Following receipt of an acknowledgment of an application form parents are required to confirm their interest in a place by activating their application in the September preceding the proposed enrolment year and submitting an up- to-date utility bill.

There is no carry over of applications from year to year. A new application is required for each academic year.

As a general principle and in so far as practicable having regard to the school's enrolment policy, children will be enrolled on application, provided that there is space available. The Board will have regard for relevant Department of Education and Science guidelines in relation to class size and staffing provisions and/or any other relevant requirements concerning accommodation, including physical space and the health and welfare of children. The Board is bound by the Department of Education and Science's Rules for National Schools which provides that pupils may only be enrolled from the age of 4 years and upwards, though compulsory attendance does not apply until the age of 6 years.

Criteria for Selection –

Junior Infants

In the event that applications for enrolment exceed/is expected to exceed the number of places available the following decision making process will apply. The Board will exercise its discretion in the application of the following criteria.

The criteria is as follows and in the following order:-

- 1) Brothers or sisters of children already in the school.
- 2) Staff's children
- 3) Children from St. Paul's Parish, Dooradoyle.
- 4) Any pupil who has reached the age of 4 on or before May 1st of the year of entry will be first to be considered (any pupil who has not reached the age of 4 by this date will not be considered until the following year). Applications forms to be accompanied by birth certificates.
- 5) Children from outside the parish.

Pupils transferring from another school

Transferring Pupils may transfer to the school at the beginning of a term, subject to school policy, available space and in some cases, the approval of the Department of Education and Science.

All completed application forms for students transferring must be accompanied by the following:-

1. Birth Certificate
2. Utility Bill as proof of address
3. Recent School Report
4. Reason for changing School
5. Declaration with regards to Special Educational Needs

Attendance, behaviour and educational records as well as any record of special education needs will be sought from the previous school (Section 20 Educational Welfare Act).

Upon acceptance of a place in St. Paul's School (Juniors to 6th Class) the Department of Education also require information to be shared with them through the Primary Online Database e.g. Family details including Mother's maiden name, PPSN number, Child's Nationality, Language spoken at home. Parental Consent is required before Religion & Ethnic/Cultural Background information is shared with the Department of Education and Science.

Appeals

The Board of Management of a school is also obliged under section 19(3) of the Educational Welfare Act 2000 to make a decision in writing in respect of an application for enrolment within 21 days after the closing date advised on the application of the year prior to entry and to inform the parents in writing of that decision.

Where a Board of Management refuses to enrol a student in a school, the parent of the student or, where the student has reached 18 years of age, the student himself or herself, following the conclusion of any appeal procedures at school level, has a statutory entitlement under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act 2007, to appeal that decision to the Secretary General of the Department of Education and Science. A committee is established to hear the appeal with hearings conducted with a minimum of formality. In most cases appeals must be dealt with within 30 days. Where appropriate, the Secretary General may give whatever directions to the Board of Management that are considered necessary to remedy the matter complained of.

Details on appealing decisions on enrolment under section 29 of the Education Act (as amended by Section 4 of the Education (Miscellaneous Provisions) Act, 2007), are available on the Department's website at www.education.ie

- Parents/guardians are informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion as referred to in 'Developing a Code of Behaviour: Guidelines for Schools'. Parents have been informed that there is a copy of this on the website, or that it can be gotten in school or from any member of the Board of Management.
- The Board of Management will prepare a response if and when an appeal is being investigated by the Dept of Education and Science.

Pre-enrolment evening for parents of Junior Infant children who have been offered and accepted a place in our school

Parents are invited to attend a pre-enrolment evening in the last term when they learn about the educational philosophies of St. Paul's School. They are presented with a booklet containing information about the Junior Infant curriculum and some school policies and various forms which need to be completed. It also informs parents about school hours, uniform etc.,

The Principal and Infant teachers are on hand to discuss and answer any questions from parents.

Admission Day/Date

Junior Infants are admitted to the school on the first day of the new school year usually being September 1st.

Enrolment of Children with Special Needs

In relation to applications for the enrolment of children with special needs the Board of Management will request a copy of the child's medical and/or psychological report or where such a report is not available, will request that the child be assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required.

Following receipt of the report, the Board will assess how the school can meet the needs specified in the report. Where the Board deems that further resources are required, it will, prior to enrolment, request the Special Education Needs Organiser (NCSE see Circular 01/05) to provide the resources required to meet the needs of the child as outlined in the psychological and/or medical report. These resources may include for example, access to or the provision of any or a combination of the following: visiting teacher service, resource teacher for special needs, special needs assistant, specialised equipment or furniture, transport services or other.

The school will meet with the parents of the child and with the SENO to discuss the child's needs and the school's suitability or capability in meeting those needs. Where necessary, a full case conference involving all parties will be held, which may include parents, principal, class teacher, learning support teacher, special class teacher, resource teacher for special needs, Special Educational Needs Organiser or psychologist, as appropriate.

Ratification:

- *The original school policy was completed and made ready for the school plan in 2004.*
- *The original policy was discussed at the Board of Management meeting of March 24th 2003; included in policy document booklet presented to members at meeting of November; 21st 2006 and ratified at the meeting of January 30th 2007*
- *This policy was reviewed at our staff meeting on September 26th 2008 – condition 1 above included, request for birth certificates adopted and this condition was ratified by the Board of Management at their meeting on October 1st 2008.*

- *The updated version of our policy to ensure adherence to the Education Act was completed and made ready for the school plan on 5th March 2009*
- *The updated version was ratified by the Board of Management March 11th*
- *This policy was reviewed during school year 2014-2015 and updated to include 'Decision Making' & an amended 'Criteria for Acceptance' sections*
- *This policy was reviewed and updated by School Administrator in October 2016*
- *This policy was reviewed and application procedure updated on September 19th 2017*

Date for next review: Autumn 2020 (unless circumstances deem a sooner review date necessary)

POLICY DOCUMENT: NO. 2 –
Special Educational Needs provision (covering Learning Support and Special Educational Needs):

The original Policy on Special Educational Needs Provision in St. Paul's N.S. was formulated by the learning-support/resource teachers, Elizabeth Lawlor, Margaret Bernard and Mary Dalton, along with Principal, John Tuohy from October 2006 to January 2007. It was recorded during meetings with Mary Dalton and Muirne Bennis (post holder – school-plan development) in June 2007. The policy has been formulated with specific reference to the Special Education Circular SP ED 02/05 and the Learning Support Guidelines.

The Draft Policy was discussed and further developed by the teaching staff of St Paul's NS on Sept 29th 2006.

The Draft Policy was discussed, accepted and ratified by the Board of Management of St Paul's N.S. in Autumn 2008.

This Policy on Learning-Support Provision in St Paul's N.S. contains the following elements:

1. Situation
2. Aims of Learning-Support.
 - 2.1 Subsidiary aims.
3. Principles.
4. Staff Roles and Responsibilities.
 - 4.1 Role of the Board of Management.
 - 4.2 Role of Principal.
 - 4.3 Role of Class Teacher.
 - 4.4 Role of Learning-Support Teacher.
 - 4.5 Role of Resource Teacher.
 - 4.6 Role of Parents.
 - 4.7 Role of Pupils.
5. Internal Provision.
 - 5.1 Prevention Strategies.

- 5.2 Early Intervention Programmes.
- 5.3 Screening, Assessment, Caseload, Selection, Permissions and Review.
 - 1. Initial Screening.
 - 2. Diagnostic Assessment
 - 3. Caseload Decisions.
 - 4. Selection Criteria.
 - 5. Parental permission.
- 6. Continuing and Discontinuing Supplementary Teaching.
- 7. Monitoring Progress.
- 8. Liaising with Parents.
 - 8.1 Communication with Parents
 - 8.2 Principal Teacher Liaising with Parents.
 - 8.3 Class Teacher Liaising with Parents.
 - 8.4 The Learning-Support Teacher Liaising with Parents.
- 9. Monitoring and Reviewing of Policy.

List of Appendices.

Appendix 1:

A List of Assessments available to this Cluster.

Appendix 2:

Draft Letter of consent for the administration of Screening, Diagnostic and Standardised Tests to be completed on child's admission to school.

Appendix 3:

Draft Letter Seeking Parental Permission for their Child to Attend Learning-Support.

Appendix 4:

Resources Available to the SEN Teacher in this School.

Bibliography.

1. Situation.

School	Roll Number	Address	Number of Class Teachers
St Paul's N.S.	193360	Dooradoyle, Limerick	24

2. Aims of Learning-Support.

The principal aim of Learning-Support is to optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

2.1 Subsidiary aims.

- To enable pupils to participate in the full curriculum for their class level.
- To develop positive self esteem and positive attitudes about school and learning in pupils.
- To enable pupils to monitor their own learning and become independent learners.
- To provide supplementary teaching and additional support in English and/or Mathematics and English for international children.
- To involve parents in supporting their children through encouraging parental involvement.
- To promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils.
- To establish early intervention programmes designed to enhance learning and to prevent/reduce difficulties in learning.
- To promote the self-esteem and self-image of the learner.

3. Principles.

Effective learning programmes are based on the following principles:

- Effective whole-school policies and parental involvement
- Prevention of failure
- Provision of early intervention
- Direction of resources towards pupils in greatest need.

4. Staff Roles and Responsibilities.

The role of support learning is a collaborative responsibility shared by all: The Board of Management, Principal Teacher, Deputy Principal, Class Teachers, SEN teachers,(Learning-Support Teacher/Resource Teacher/EAL teacher) Parents and Children. It is important that everyone contributes to the planning and helps in the implementation of our school plan on Learning-Support Provision.

4.1 Role of the Board of Management.

The Board of Management will:

- Oversee the development, implementation and review of the SEN policy.
- Ensure that adequate classroom accommodation and teaching resources are provided for the learning-support teacher.

- Provide adequate funds for the purchase of SEN materials. *“Funds provided for these materials should not be limited to the learning-support grant provided by the Department of Education and Skills”*, (Learning-Support Guidelines, p. 47).
- Provide a secure facility for storage of records relating to pupils in receipt of learning-support services.

4.2 Role of Principal.

“The principal teacher has overall responsibility for the school’s learning-support programme and for the operation of services for children with special educational needs”. (Learning-Support Guidelines, p.38).

The Principal Teacher will:

- Assume overall responsibility for the development and implementation of the school’s policies on learning-support and special needs in co-operation with the SEN teachers (Learning-Support Teachers, Resource Teachers and English-Language Teachers).
- Work with teachers and parents in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on learning-support and special needs on an ongoing basis.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Help teachers increase their knowledge and skills in the area of SEN.
- Liaise regularly with the SEN Teachers. *“In order to support the implementation of school policy on learning support as outlined in the school plan, the principal teacher should arrange a meeting with the learning-support teacher at least once each school term to discuss the implementation of the school plan on learning support”* (Learning-Support Guidelines, p. 40).
- Assume direct responsibility, in conjunction with the Deputy Principal, for co-ordinating learning-support and special needs services. The role of co-ordinating learning-support and special needs services is filled by the principal teacher himself in collaboration with the Deputy Principal and SEN teachers. These duties include the following:
 - Maintaining a list of pupils who are receiving supplementary teaching and/ or special educational services.
 - Help to co-ordinate the caseloads/work schedules of the learning-support and resource teachers.
 - Supporting the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties beginning with Junior Infants in 2017-2018 using the Continuum of Support on the school Aladdin System.
 - Advise parents on procedures for availing of special needs services.
 - Liaising with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
 - Arrange for classroom accommodation and resources, as appropriate.

4.3 Role of Class Teacher.

The *Learning Support Guidelines* (2000) advocate a significant change in the role of the class teacher, in terms of increasing emphasis on consultation with the learning-support teacher and with parents.

- The class teacher has primary responsibility for the progress of all pupils in her/his class, including those selected for supplementary teaching.
- “*A particular responsibility of the class teacher is to create a classroom environment in which learning difficulties can be prevented or at least alleviated*”, (Learning-Support Guidelines, p. 42).

This can be achieved by:

- Grouping pupils for instruction
- Providing lower-achieving pupils with strategies for reading, spelling and problem solving
- Adapting learning materials for lower-achieving pupils
- Liaising closely with their parents
- When supplementary teaching cannot be provided for a pupil, or is being phased out or discontinued, the class teacher will record concerns, share them with the parent, will differentiate the class curriculum and will consult with the SEN teacher for advice (in accordance with the Continuum of Support: Stage 1: Whole Class).
- In supporting the development and implementation of the school plan on learning support, the class teacher will administer and score appropriate screening measures and discuss the outcomes with the Learning-Support Teacher.
- The class teacher will play an important role in the initial identification of pupils who may have general or specific learning disabilities, as per the NEPS Working Together to Make a Difference for Children: The NEPS Model of Service.
- For each pupil who is in receipt of supplementary teaching, the class teacher will collaborate with the learning-support teacher in the development of an Individual Profile and Learning Programme by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:
 - Differentiate the programme.
 - Group teaching
 - Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities.
 - Placing an emphasis on oral language development across the curriculum.
 - Providing pupils with extra tutoring in the key basic skills in literacy and numeracy.
 - Setting learning targets at an appropriate level.
 - Providing learning activities and materials which are suitably challenging but which also ensure success and progress.
 - Carrying out error analyses of a pupil’s work to pinpoint specific areas of difficulty for particular attention in subsequent lessons.
 - Setting up ‘*buddy systems*’ in class (high achievers collaboratively working with low achievers).
- A key role of successful learning-support is a very high level of consultation and co-operation between the class teacher and the learning-support teacher. Central to this consultation is the development, implementation and review of Individual Profile and Learning Programmes. This consultation will be achieved through termly meetings, formal and informal meetings.
- It is accepted practice for class teachers to consult with the parents of all their pupils from time to time. However, for parents of pupils who are in receipt of supplementary teaching, additional time should be devoted to consultation and collaborative planning. In the case of each pupil who has been identified as

experiencing low achievement and/or a learning difficulty following administration of an appropriate screening measure, the class teacher should:

- Make parents aware of the concerns of the school about their child's progress.
- Outline the school's practices regarding the administration of diagnostic tests by the learning-support teacher.
- Outline the support that is available in the school to pupils who experience low achievement and/or learning difficulties.
- Indicate to the pupil's parents that a meeting with the learning-support teacher will follow the assessment.
- After the diagnostic assessment, attend, if possible, the meeting between the pupil's parents and the learning-support teacher and indicate how the pupil's class programme will be modified in order to achieve the agreed learning targets in the pupil's Individual Profile and Learning Plan.

4.4 Role of Learning-Support Teacher.

The activities of the learning support teacher should include both teaching and non-teaching duties. According to the Learning-Support Guidelines (2000) "*The particular balance that the learning-support teacher achieves between supplementary teaching and consultative activities will depend on the specific circumstances of the school*" (p. 32).

The learning-support teacher's activities should include, where possible:

- Assisting in the implementation of a broad range of whole-school strategies designed to enhance early learning and to prevent learning difficulties.
- Development of an Individual Profile and Learning Programme and/or Group Educational Profile for each pupil or group of pupils who is selected for supplementary teaching, in consultation with class teachers and parents.
- Maintaining a fortnightly planning and progress record, or equivalent, for each individual pupil or group of pupils in receipt of learning support.
- Delivering early intervention programmes and providing supplementary teaching in English and/or Mathematics to pupils in the junior section of the school (Senior Infants to 1st Class).
- Providing teaching in English and/or Mathematics to pupils in the senior section of the school who experience low achievement and/or learning difficulties.
- Co-ordinating the implementation of whole-school procedures for the selection of pupils for supplementary teaching, giving due consideration to:
 - The selection criteria specified in this Learning-Support Policy
 - Teachers' professional observations
 - Input from parents
- Contributing to the development of policy on Learning-Support at the whole school level.
- Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties in areas such as:
 - Individual pupil assessment
 - Programme planning
 - Curriculum differentiation
 - Approaches to language development
 - Approaches to reading
 - Approaches to spelling
 - Approaches to writing
 - Approaches to Mathematics
- Contributing at the school level to decision-making regarding the purchase of learning resources, books and materials to be made available to pupils with

learning difficulties in their mainstream classrooms and in the learning-support teacher's room.

- Performing a defined role in co-ordinating the provision of special needs and learning-support services in the school, as requested and time permitting.
- Liaising with external agencies such as educational psychologists, speech and language therapists etc... to arrange assessments and special provision for pupils with special needs.
- Collaborate with the principal teacher and meet with him at least once each school term to discuss issues relating to the development and implementation of the school plan on learning-support and to the provision of Learning-Support.
- The learning-support teacher should work closely with class teachers to implement school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching and other forms of learning-support, where it is deemed necessary.
- The learning-support teacher plays an important role in co-ordinating the selection of pupils for supplementary teaching. The learning-support teacher should:
 - Co-ordinate the administration by class teachers of a whole-school screening programme to identify pupils with very low achievement and/or learning difficulties in English and Mathematics: MIST, Drumcondra Literacy and Numeracy screening tests for Senior Infants, Drumcondra Literacy and Numeracy Standardised tests for 1st to 6th class.
 - Consult with class teachers in September on the identification of pupils who may need diagnostic assessment, taking into account the pupils' scores on an appropriate standardised screening measure, agreed criteria for identifying pupils, teachers' own views of the pupils' difficulties and needs and the number of pupils to whom learning-support can be provided.
 - Carry out a comprehensive diagnostic assessment of each pupil who has been identified as experiencing low achievement and/or learning difficulties and, in consultation with the class teacher and parents, identify the type and level of learning-support that is needed to meet the pupil's needs.
- In addition to providing supplementary teaching to pupils, the learning-support teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments. (See Appendix on list of assessments). The learning-support teacher should:
 - Conduct an initial diagnostic assessment of each pupil who has been identified as having low achievement and/or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the pupil's Individual Profile and Learning Programme.
 - Monitor the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them and record the observations in the Fortnightly Planning and Progress Record, or equivalent.
 - Review the progress of each pupil at the end of the learning-support instructional term and record it on the pupil's Individual Profile and Learning Programme.

4.5 Role of Resource Teacher.

Most of this policy document makes reference to learning-support provision and to the Learning-Support Teacher. At present this school has the services of five Resource Teachers.

- Develop an IEP for each child who is in receipt of resource hours, in consultation with the class teacher, parents and outside agencies.
- Maintain a daily planning and progress record for each individual in receipt of resource hours.
- Provide supplementary teaching commensurate with the child's particular individual needs.
- Research the pupil's specific learning difficulty, to become *au fait* with this impediment to learning.
- Implement recommendations from outside agencies, wherever possible.
- Maintain confidential records on each of his/her pupils.
- Assess their pupils on an on-going basis and record their progress.
- Liaise with outside agencies pertinent to the children in their care.
- Liaise with class teachers formally at the beginning of October, the beginning of January and the beginning of the third term. Meet informally with class teachers on a regular basis.
- Meet with parents of each pupil who is in receipt of resource hours to discuss targets and ways in which attainment of the targets can be supported at home.
- Organise a Daily Journal to communicate how the child is progressing academically and developing socially.
- Meet with parents of each pupil who is in receipt of resource hours at the end of each instructional term:
 - To review the pupil's attainment of agreed targets
 - To discuss the next instructional term
 - To revise the pupil's IEP.
- Provide advice to class teacher in such areas as individual pupil assessment, programme planning, differentiation of the curriculum, as well as approaches to language development, reading, writing and mathematics for pupils in receipt of resource hours.

4.6 Role of Parents.

"Parents through their unique knowledge of their own child, have much to contribute to their child's learning programmes" (Learning-Support Guidelines, p.52). Parents can prepare for and support the work of the school by:

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Supporting the work of the school by participating with their child in such activities as:
 - Using Information and Communications Technology (ICT), where available, to support learning in English and/or Mathematics
 - Book sharing/reading stories
 - Storytelling
 - Paired reading (listening to and giving supportive feedback on oral reading)
 - Discussions about school and other activities to build vocabulary and thinking skills
 - Writing lists and short accounts about children's experiences
 - Counting and measuring and other activities involving number
 - Visits to the zoo, museum, library etc... to broaden the range of their child's experiences
 - Where their child is in receipt of supplementary teaching, implementing suggested home-based activities outlined in their child's

Individual Profile and Learning Programme/IEP and discussing the outcomes with the child's teachers.

- Talking positively about school and school work;
- Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities outlined in their child's Individual Profile and Learning Programme/IEP and discussing the outcomes with the child's teachers.
- Parents should keep the class teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the parents should attend a meeting with the learning-support/SEN teacher to discuss:
 - The results of the assessment
 - The learning targets in the child's Individual Profile and Learning programme/IEP
 - The actions to be taken by the school to meet those targets
 - The ways in which attainment of the targets can be supported at home.
- The parents should:
 - Discuss their child's progress with the SEN teacher during the year by appointment and, where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's Individual Profile and Learning Programme/IEP.
 - At the discontinuation of supplementary teaching, both learning support and resource teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home.
 - Participate in activities organised by the school that are designed to increase the involvement of parents in their children's learning e.g. Literacy Lift Off/Shared reading.
 - Become familiar with and contribute to the development of the school plan on learning support individually and through involvement in parents' association.

4.7 Role of Pupils.

Pupils who are in receipt of supplementary teaching should, as appropriate:

- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.
- Develop '*ownership*' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

"The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining effective supplementary teaching" (Learning-Support Guidelines, p.54).

5. Internal Provision.

5.1 Prevention Strategies.

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of English and Mathematics, in order to ensure progression and continuity from class to class. (See Plan Scoile for English and Mathematics)
- Provision of additional support in language development and relevant early literacy and mathematical skills to pupils who need it.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties.
- Close collaboration and consultation between the Infant teacher and the Learning-support teacher.
- Team Teaching (Station-Teaching) in Senior Infants where each class is divided into three groups and help given as appropriate in the areas of phonological awareness, sight vocabulary-building and writing skills.

5.2 Early Intervention Programmes.

- Early intervention is a vital component of the learning-support provision in this school. Early intervention programmes will be provided by the class teacher, learning support/resource teachers and EAL teacher.
- Close collaboration and consultation between the class teachers and the learning-support teacher, will identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration and respect in the selection of pupils for early intervention programmes.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children.
- **Examples of early intervention programmes:**
- In-class language support by EAL teacher with Junior Infant classes
- Team-Teaching in Senior Infants in the areas of literacy and numeracy
- Literacy Lift Off in 2nd/3rd term of Senior Infants and 1st term of First class
- Team-teaching with first/second class in numeracy, caseload permitting
- Learning Centres in third/fourth class in Maths, caseload permitting
- These programmes will:
 - Be set within a specific time frame
 - Be based on a shared expectation of success by everyone involved
 - Involve teaching of a small group
 - Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
 - Emphasise the development of phonemic awareness and a range of other word identification skills
 - Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
 - Stress the interconnected nature of listening, speaking, reading and writing
 - Focus on language development in mathematics and in the development of mathematical procedure and concepts where caseloads allow.

5.3 Screening, Assessment, Caseload, Selection, Permissions and Review.

1. *Initial Screening.*

Class teachers/LS teachers will carry out the initial screening tests. Class teachers/LS teachers will also correct and record results for MIST, Drumcondra English and Drumcondra Maths screening/standardised tests.

2. *Diagnostic Assessment.*

The learning-support teacher will discuss recorded results with the teachers and carry out further screening tests and/or diagnostic assessments where it is deemed necessary.

3. *Caseload Decisions.*

30 is the agreed maximum number of pupils in total that can be taught by the learning-support teacher at any one time.

4. *Selection Criteria.*

- 1) Resource teachers/learning-support teachers will accommodate pupils with assessed low incidence disabilities in accordance with approved hours granted by the SENO and in accordance with DES Circular 13/2017.
- 2) Children who are awaiting assessment and likely to be categorised at the Stage III will be accommodated by resource teachers/learning-support teachers in accordance with DES Circular 13/2017.
- 3) Children who have been assessed by a psychologist and who have received a recommendation that they attend learning support.
- 4) Learning-support teachers will accommodate children up to 10th percentile in English Literacy from 1st class.
- 5) Learning-support teacher will accommodate children up to the 10th percentile in Mathematics from 1st class.
- 6) Early intervention in English literacy/numeracy from the first term in Senior Infants.
- 7) Learning-support teacher will accommodate children from 11th-19th percentile in English Literacy up to and including fourth class. (caseloads permitting)
- 8) Learning-support teacher will accommodate children from 11th-19th in Maths percentile up to and including fourth class. (caseloads permitting)
- 9) Children with learning difficulties including those children with mild speech and language difficulties, children with social or emotional difficulties and pupils with mild co-ordination or attention difficulties.

5. *Parental Permissions.*

- (1) Written parental permission is required for children to attend learning-support.

6. Continuing and Discontinuing Supplementary Teaching.

- A meeting will be held with the parents in cases where supplementary teaching is to be commenced or continued to discuss the learning targets and activities in the pupil's Individual Profile and Learning Programme/IEP. Further meetings may take place at the request of the SEN teacher and/or parents.

- Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in the criteria for receiving learning-support.
- The school may decide to discontinue supplementary teaching with some pupils who have made satisfactory progress. Due consideration will be given to the overall needs of the school and all its pupils.
- Pupils who received access to Resource teaching hours from the SENO (prior to September 2017) will continue to avail of these teaching hours until they complete their education in St. Paul's N.S.

7. Monitoring Progress.

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the class teacher.
- Formal and informal testing and observation of work by the class teacher.
- Implementing the school policies on screening and the selection of pupils for supplementary teaching in English and/or in Mathematics by administering and scoring appropriate measures:
 - For Senior Infant pupils: MIST each year late in term 1 and Drumcondra Literacy and Numeracy Screening tests for Senior Infants in the last term.
 - For 1st to 6th Class pupils: Drumcondra Reading and Maths each year in the month of May.
- Standardised and diagnostic testing by the learning-support teacher/resource teacher.
- Record keeping (Children have a file where records, test results and assessments are kept in a secure filing cabinet).
- Non-academic progress of pupils in this school will be reviewed informally, for example under the headings of improvements in the pupil's self-esteem, school attendance, attitude to learning, attitude to school and general behaviour.

8. Liaising with Parents.

8.1 Communication with Parents.

Effective communication with parents is critically important to the success of a learning-support programme.

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's learning-support team e.g. by phone, through the daily journal, through formal/informal meetings
- Activities may be organised in our school, from time to time, to increase the involvement of parents in their children's learning, e.g. Shared reading.
- Parents will be encouraged to support their child's learning through:
 - Developing children's oral language through discussion
 - Motivating children to read more
 - Creating a home environment where literacy can thrive
 - Selecting books that interest children
 - Counting, measuring and other activities involving number.

8.2 Principal Teacher Liaising with Parents.

While the learning-support teacher/resource teacher will consult with parents and outside agencies on an ongoing basis, the principal teacher can facilitate the involvement of parents in the learning-support process by:

- Establishing school policies and procedures, which enable parents to become involved effectively in the provision of learning-support.
- Overseeing the development of links between teachers and the providers of assessments and other services.

8.3 Class Teacher Liaising with Parents.

- Once a class teacher has become aware of a child's low achievement, the class teacher will make them aware of the situation to ascertain the parent's views about the child's performance at school.
- Stage 1: The teacher will implement a class-support plan in conjunction with the parents.
- Stage 2: If a child's needs persist, parents will be apprised of the need for diagnostic assessment, consultation with the learning support teacher and commencement of supplementary teaching.
- Seek the parent's permission for their child to attend supplementary teaching with the learning-support teacher (Draft letter for this purpose, Appendix 3).

8.4 The SEN Teacher Liaising with Parents.

In addition to providing general information to parents about the learning-support services that are available in the school, the SEN teacher should:

- Meet with the parents of each pupil who has been selected for diagnostic assessment
- After the initial diagnostic assessment has been completed, meet with each pupil's parents to discuss the outcomes of the assessment.
- Discuss the learning targets in the child's Individual Profile and Learning Programme/IEP with the parents, the actions to be taken by the school to meet those targets and the ways in which attainment of the targets can be supported at home (if it is decided that supplementary teaching will be provided by the learning-support teacher).
- Communicate on an ongoing basis with the parents of each pupil who is in receipt of supplementary teaching so that progress can be positively affirmed and any difficulties in implementing the pupil's learning programme at school or at home can either be anticipated and avoided or addressed without delay.
- Consult with the parents of each pupil who is in receipt of supplementary teaching during the year by appointment to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided in the next instructional term and to revise the pupil's Individual Profile and Learning Programme/IEP as necessary.
- Consult with parents when supplementary teaching is to be discontinued and identify ways in which the pupil's learning can continue to be supported at school and at home.
- Demonstrate techniques and strategies to parents that will enable them to help with their child's development in such areas as oral language, reading, writing, spelling and mathematics.
- Where relevant, collaborate with other teachers to advise parents on ways in which they can support their children's learning at home.

9. Monitoring and Reviewing of Policy.

Monitoring of the SEN Policy is an ongoing and developmental process. A meeting will be held in the last term of each school year to review this Policy. The Principal Teacher, the Deputy Principal, the Learning-Support Teachers and Resource Teachers will attend. Prior to this end of year meeting, the whole school staff of this school will discuss the Learning-Support Policy, so that pertinent issues and concerns may be addressed.

List of Appendices.

Appendix 1.

A List of Assessments available to this School.

Appendix 2.

Draft Letter of consent for the administration of Screening, Standardised and Diagnostic Tests to be completed on child's admission to school.

Appendix 3.

Draft Letter Seeking Parental Permission for their Child to Attend Learning-Support/Resource teaching.

Appendix 4.

Resources Available to the SEN Teacher in this School.

Appendix 1.

A List of Assessments available to this School:

- MIST
- Drumcondra Early Literacy and Numeracy tests
- Hatcher Phonological Awareness test
- British Ability Word Reading Scales
- Drumcondra Standardised Spelling tests
- Aston Index
- Aston Portfolio
- ChiPPs – Test
- GRT – Reading Test
- Drumcondra Standardised Reading tests 1st-6th class
- Drumcondra Standardised Maths tests 1st-6th class
- MICRA-T Reading
- Belfield Assessment Test
- Profile of Mathematical Skills – Norman France
- DST-J
- Jackson Phonics Test
- Neale Analysis
- Parallel Spelling Test
- Maths Tracker tests 1-3, 4-6

Appendix 2.

Draft Letter of consent for the administration of Screening, Diagnostic and Standardised Tests to be completed on child's admission to school and each year thereafter (incorporated now into general permissions/database letter):

Dear Parent(s),

It is the part of our school policy to administer ongoing formal and informal assessments and screening tests to monitor the progress of each child in our school.

These tests include:

- M.I.S.T. (Senior Infants)

- Drumcondra (English) Senior Infants-6th Classes
- Drumcondra (Maths) Senior Infants -6th Classes

We request your permission to administer these tests and further diagnostic assessments if deemed necessary.

Please complete the form below and return it to the school along with your form indicating acceptance of a place in this school.

Thanking you for your co-operation,
 Yours sincerely,
 John Tuohy,
 School Principal.

✂-----

We give our permission for the school to carry out screening, diagnostic and/or standardised assessments with our child, _____ (←child's name).

Signed _____ (Parent)
 Date: _____.

Appendix 3.
Draft Letter Seeking Parental Permission for their Child to Attend Learning-Support.

St Paul's N.S.

For the attention of the Parent(s) of: _____, _____ Class.

Dear Parent(s),
 Following screening tests and diagnostic assessments conducted here in school, we believe that your child would benefit from a period of supplementary teaching in the area of literacy/numeracy, provided by our learning-support teacher, as explained to you by your child's class teacher.

We are pleased to inform you that we can offer your child a place on the learning-support teacher's caseload and would like your permission for _____ to attend learning-support. If you require any further clarification on this matter, you are more than welcome to call to the school at any time. It would be best to make an appointment (through the school office on 061227427) with the learning support teacher, in advance.

Please complete the form below and return it to the school as soon as possible.

Thanking you for your co-operation,
 Yours sincerely,
 _____ (Learning Support Team).

Date: _____.

✂-----

We give permission for our child, _____ to attend the learning-support teacher.

Signed _____ (Parent)

Date: _____.

OR

We do not give permission for our child, _____ to attend the learning-support teacher.

Signed _____ (Parent)

Date: _____.

Appendix 4.

Resources available to the Learning-Support Teacher in this School:

List of resources Learning Support

Phonological Awareness (R. Resource M Bernard AM Kelly)

- P.A.T. Beginners 2,3
- Hatcher
- Sounds Abound
- Newell Literacy 6,7
- Hampshire Spelling Lists
- Quest Worksheets
- Alpha to Omega
- Sounds Letters
- Fuzzbuzz Words, Letters, Resource
- Picture Q's
- Writing Skills – Handwriting + Creative

Speech Language

- **Junior Language**
 - Big Mouth exercises
 - Pre-K environment
 - Webs for language
 - Linguistic Systems Critical /Thinking classifications
 - Of Course I Can
 - Auditory Processing
 - Listening and processing directions
 - From sentences to narrative
- **Middle Language**
 - Word classes and definitions
 - Irregular plurals and past tense
 - Listening comprehension
 - Multiple Meaning words
 - 100 % vocabulary
 - Monkeying around with vocab
 - Opposites

- **Senior Language**
 - Conjunctions
 - Defining and Describing
 - Pragmatics/ Semantics 3

Computer Programmes/ CD ROMs/ CT

- Kurz Weil 3000
- Story Book C.D.
- FuzzBuzz 1
- Lexia Reading System
- Wordshark 2L
- Gross Motor Skills and hard copy
- Fine motor skills and hard copy
- Stig of the dump
- Numeracy Warm Up

Educational Toys/ Practical equipment

- Counting camels
- Blocks
- Links
- Jig- Saws
- Magnetic Letters
- Morphew
- Metamex Building
- Playing Cards
- Dice

Testing Materials

- Social Skills
- Socially speaking LDA
- Communication skills
- Self esteem workbooks
- Original social story book
- LDA cards- everyday objects, emotions
- Smart Chute
- Blends-idioms, vowel phonemes, proverbs.
- Abbreviations, apostrophes, plurals.
- Smart Kids-
- Onset + Rime
- Blends – beginning and ends-Let's Spell

Maths

- Figure it out 4
- Maths mastery 3,4
- Sum Time 3,4,5,6
- Maths Challenge 6,5,3
- I can Solve it 5, 2, 1
- Test time 6 4,3
- Primary Maths workbook 6, 4,1
- Meeting Mathematics 3
- Busy at Maths 3,2,1,
- Busy at Maths Manual – Middle Standards

- Maths mastery manual 3
- Sum up 2
- Maths in action 2
- Mathemagic Shadow Book1
- I Can Do it 1
- Maths Matters Junior Infants
- Breakaway maths
- Mathimagination
- Homework assignments Middle
- Time and Money life Skills

Handwriting

- Handwriting without tears 1
- Get Set For School Pre K
- Matman Materials
- My Handwriting Workbook ABC
- Pen to Paper
- Nelson

KeyWord

- Key Word sentences 2, 3
- Completely out of sight (Borrowed)
- Written out of sight

Jolly Phonics

- Grammar
- Handbook (Phonics)
- Workbooks 1-7
- Wall Chart
- Phonic Finger Books
- Flip Chart
- Bag Book
- Jolly Songs
- Jolly Jingles

Other

- Self Esteem 1, 2, 3
- Asset Part 1
- Fuzzbuzz 3-7, 9, 13-20
- Jolly readers Red, Green and Yellow
- Read and See- Full Set
- Red Nose readers- full set
- Finger phonics 1-7
- Jolly Phonics songs
- Go Books X5
- Lets Spell X3
- Read it Yourself Level 1- 5
 - Level 2-3

List of resources Learning Support

English

- Stile Phonics
- Stile Dyslexia
- Stile Comprehension
- Phonological Awareness Training – Jo Wilson
- Sound Linkage PJ Hatcher
- Reading Quest Nfer Nelson
- Alpha to Omega- Hornsby
- Smart Chute
- Sure-Fire Phonics
- Sounds or BK 2- Tony Walsh
- Aston Portfolio
- Modular Flip Chart
- Hampshire Special Needs Spelling Programme
- Reading For Comprehension series LDA, understanding sentences/ drawing conclusions
- Smart Kids- Onsets and Rimes
- Words with A double vowel
- PM+ Books Levels 3-26
- Smart Chute
 - Syllables level 2
 - Plurals
 - Short Vowels
 - Blend Endings
 - Long Vowels
- Phonic cubes and alphabet cubes
- Magic letters
- White Boards
- Jolly Phonics-
 - Jolly Jingles
 - Wall Frieze
 - Read and See
 - Finger Phonics 1 to 7
- Active Grammar Practice –3-Rosemary Allen
- Phonics Crosspatches- bk 3
- Differentiated Cloze – Upper Prim Ed
- Write Creatively – Book 3 (10-11ys)
- Ideas and activities to develop writing skills
- Primary Comprehension- Fiction and Non Fiction Text Book C Prim Ed
- Differentiated Cloze – Middle Prim Ed
- Cloze in on the Language- Middle prim Ed – Listening comprehension

Handwriting

- Pen to paper
- Just Write 1,3 Stairways
- Write Here
 - Cuisine 3rd Class
 - Style Book G, H 4th Class
- My Handwriting Workbook- Prim Ed

Assessment Test

- GRT Graded Reading Test Nfer Nelson
- Neale Analysis
- Phonological Assessment Battery Nfer Nelson
- DST-J

- Aston Index
- Belfield infant assessment profile
- Jackson –“Get Reading Right”, Phonics Test
- ChiPPs Phonics Test
- Norman France Maths Test

Maths Resources

- Counters
- Lollipop sticks
- Maths together- Florence Galvin
- Die
- Fraction Tower
- Addition 0-10; Bingo game
- 100 squares
- Numeracy Warm Up

ICT

- Word Shark
- Wellington Square
- Oxford Reading Tree
- Reading for Literacy 1,2,3,4
- Computer Classroom
- Maths Made Easy 1,2,3,4
- Numeracy Warm up

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Circular 2005

- *This policy was completed and made ready for school plan on 28th June 2007*
- *This policy was reviewed and updated by Mary Dalton and Marie Allis on 26th June 2008.*
- *This policy will be presented to the Board of Management meeting for ratification at the Autumn meeting 2008.*
- *This policy was ratified by the Board of Management at their meeting on October 1st 2008.*
- *This policy will be reviewed yearly by the Learning-Support team and any changes will be presented to the staff at each January Staff meeting*
- *This policy was reviewed and updated by L-S/Resource teaching team in September 2008*
- *This policy was discussed at staff meeting on June 6th 2008 – element discussed: standardised testing*
- *This policy was discussed at staff meeting on September 26th 2008 – reporting to parents: STEN score for Drumcondra English and Maths Standardised tests to be given in writing in end-of-year report.*
- *This policy was reviewed and updated by Eileen Fitzgerald in January 2015*
- *This policy was updated on 4th October 2015 to include our early intervention in Maths initiative*
- *This policy was reviewed and updated in June 2018 by Eileen Fitzgerald and the SEN team with reference to the DES circular 13/2017.*
- *This policy was discussed at our staff meeting on September 10th 2018 – issue of supporting children who are highly achieving and activities to support them was discussed*
- *This policy was discussed at our staff meeting on September 24th 2018 – Continuum of Support Explained*

English as an Additional Language Teaching

Overview

Children in St Paul's N.S. currently receive two years of EAL support. EAL support is based on the Up and Away programme developed by Integrate Ireland Language Training (IILT). This is a thematic programme taught in two-week blocks per theme.

Children attending EAL are assessed using the Primary School Assessment Kit by IILT. This kit assesses the themes covered in the Up and Away programme. The kit consists of a placement test for new entrants and two tests which test the themes taught by Christmas and summer respectively.

This year EAL Support will be increasing the amount of in-class teaching. The aim this year is to move to 50% withdrawal teaching and 50% in-class teaching.

The school has always had a strong and welcoming multicultural environment which is supported strongly by all staff members and students.

Assessment

Children who attend EAL Support are tested using the Primary School Assessment Kit. The Primary School Assessment Kit is a set of three tests developed by IILT.

These tests are:

- Set 1 - Placement Test - This test is given to new entrants when they arrive to the school, with the exception of Junior Infant children where it advises a one-month settling-in period before administering the test.
- Set 2 - Christmas Test - This test assesses the themes taught up to Christmas including Myself, Our School, Colours, Shapes and Opposites.
- Set 3 - Summer Test - This test assesses the themes taught up to Summer including Myself, Our School, Colour, Shapes and Opposites, Transport and Travel, The Local and Wider Community.

Each of these tests consists of four sections; Listening, Speaking, Reading and Writing.

These tests assess the children into three ability levels as laid out in the Up and Away programme:

- A1 - Breakthrough
- A2 - Waystage
- B1 - Threshold

These results are used to group children and to devise planning and IEPs.

Children are also assessed fortnightly at the end of each theme. For children in the Infant classes, assessment consists of reviewing their work, teacher-designed tasks and teacher observation. For children in 1st Class to 6th Class, the English Language

Portfolio by IILT is also used. Results of assessment are shared with class teacher to inform future teaching.

Grouping and Timetabling

Our timetable is currently broken into four different slots per teacher each day. Two are used for Infant classes while the other two are used for students from 1st class to 6th class. Infant classes are taken between 8:30 and 10:25, and between 10:40 and 12:00. The older students are taken between 12:30 and 1:20, and between 1:20 and 2:10.

It has been decided by the school to give a larger portion of the time to the Infant classes as part of our policy of early intervention. This has happened over the last two years and has been very successful.

In-class teaching is one of our main priorities this year. The aim is to have in-class teaching at 50% by the end of the year throughout the school. As a result of all support teachers working towards this goal, we timetable together to maximise the efficiency of in-class teaching and to avoid conflicting with each other's teaching.

IEPs

Group IEPs are written twice a year. Ability levels for the IEPs are derived from the Primary School Assessment Kit and teach towards the Christmas and summer tests in the Primary School Assessment Kit.

The IEPs are broken into two-week sections each one covering one of the themes listed in the Up and Away programme. There are some exceptions to the two-week theme in regards the theme of Holidays which is taught for shorter periods at a number of times during the year.

The IEPs are written in conjunction with the class teacher who helps with learning strengths, needs and prioritising in-class teaching, in particular. IEPs are checked by the principal and copies given to the class teachers.

Fortnightly Planning

Our fortnightly planning consists of two complementary aspects.

- Withdrawal teaching is planned from the IILT Up and Away programme and follows the sequence of themes laid out in the UP and Away programme and the IEP.
- In-class teaching is planned on a fortnightly basis with the relevant teacher.

Withdrawal Teaching

Children are grouped for withdrawal as follows:

- Junior Infants are grouped by class until Christmas and then by ability following the Set 2 Christmas test.

- Senior Infants are grouped by ability immediately. Both Junior and Senior Infant groups are generally larger than the groups from 1st to 6th class and usually have 6-7 children per group.
- 1st to 6th Class students are grouped by ability and age. Groups usually have 2-3 children each.

Withdrawal Teaching is now 50% of the time allocated to the children for EAL Support. Teaching follows what is laid out in the fortnightly plans and the IEP and is recorded on a daily basis. Class teachers are informed to allow our teaching programmes to complement each other.

In-Class Teaching

The areas in-class teaching will focus on are identified on the IEP. Subjects for in-class teaching are usually specific areas in English and the SESE subjects. In-class teaching is planned on a fortnightly basis with the class teacher in question. Planning usually consists of identifying areas on the class teacher's fortnightly scheme which would benefit from in-class teaching.

In-class teaching in the Infant classroom consists of:

- One-on-one teaching
- Small groups
- Class splitting
- Team and co-operative teaching

In-class teaching in 1st to 4th class consists of the above plus a further focus on:

- Reading groups
- Creative Writing
- Language-based Maths where applicable. e.g.: Problem-solving.

In-class teaching in 5th and 6th class is a subject currently being addressed by the staff. In-class teaching in these classes for children with very poor English is difficult and we are looking at strategies for how to accomplish this in our first staff meeting in September and on an ongoing basis during the year.

Some strategies currently being used in EAL Support for these classes consists of:

- Withdrawal most of the time
- Teacher allocating in-class work to be pre-taught. Main areas would be History, Geography, Science and difficulties arising in English and Maths in class.
- Revision for the weekly test

Meeting Parents

Formal meetings with parents take place three times a year. There is a Coffee Morning for EAL Parents in early October, the Parent-Teacher Meeting in early December, and a Coffee Morning at Easter time.

Our school has found that EAL parents have low attendance at the formal Parent-Teacher Meeting. This seems to be caused by a number of factors which include language barriers and work commitments.

The Coffee Morning runs twice a year and has a better attendance. The informal nature of this meeting allows parents to communicate with teachers in groups which negates the language barrier. The time of day seems to better suit their work commitments. The Coffee Morning also allows them to meet other the parents of other EAL children who can offer them advice and help in their own language. These factors seem to make the meeting a less stressful situation for many EAL parents.

Intercultural Environment

Our school has a long history of multiculturalism and a high percentage of children from other countries. A positive and welcoming atmosphere is created by all staff members and students and we find that EAL children are settling in faster with each passing year. Some of the things that contribute to the positive atmosphere of multiculturalism in our school are:

- Large wall frieze showing stories from children from all the nationalities in the school.
- Project displays during the year.
- Comenius Project
- Culture Days - This is a new initiative that we are trying out this year. We are hoping to have four separate days in four different classes each with a different culture on display. A number of teachers are interested in the concept.

POLICY DOCUMENT: NO. 3 – Parent/teacher.

Parent – Teacher Meetings.

1. Parents are invited to St. Paul's N.S. by appointment to discuss their child's progress. This takes place late in the first term.
 2. All teachers have parent-teacher meetings for all classes Juniors-6th.
 3. All formal parent teacher meetings must take place only after an appointment is made. A parent cannot meet a teacher during school time, as a class cannot be left unsupervised. However if a teacher can accommodate a parent during school time for whatever reason by informing the principal, who will supervise their class.
 4. The development of home – school relations is very important in St. Paul's National School parents are encouraged to get involved in school activities such as matches, concerts, book fairs, sports days and fund raising events. The goodwill of parents and teachers is of the utmost importance of the success of the school.
- *This policy was completed and made ready for the school plan in 2004*

- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006;and ratified at the meeting of January 30th 2007*
- *Date for review: School year 2009-2010*

POLICY DOCUMENT: NO. 4 – Supervision

Supervision Rota

1. There are two breaks in St. Paul's (a) 10:30-10:40am and (b)12noon to 1pm.
2. Yard supervision in St Paul's National School allows 7 teachers to supervise at each break time. Two teachers cover infant yard; four cover main yard and one remains inside in designated area to attend to injured children and supervise sick children (sick bay).
During second break, infants to 2nd eat inside from 12noon to 12:15pm and then play in the yard until 12:30pm. Four teachers are supervising these classes, with one remaining inside on sick bay during yard time.
3rd to 6th classes go on yard from 12noon to 12:15pm and eat inside from 12:15pm to 12:30pm with 1 and three teacher's cover phase 2 during the consumption of lunch from 12.30 to 12.45 pm approximately. Then the children go to play in the yard until 1pm. Three teachers are supervising these classes, with one remaining inside on sick bay during yard time.
3. One post holder covers morning (10 minutes before school) supervision each day.
4. When the bell rings, the children walk to their lines and line up. Then guided by the teachers on the yard they walk in silence to their classrooms. One teacher supervises the children as they line up and walk in from the yard and the other teachers see the children back to their class.
5. Since there are three yards in our school the infants to 1st class play on the top yard. 2nd to 4th class play on the middle yard and 5th and 6th classes play on the bottom yard closest to our playing field. *Temporary divisions while in Scoil Carmel: Infants in car park yard; first to 6th in main yard*
6. This method of supervision fulfils all adequate supervision needs as outlined by Board of Management and Insurance Company.
7. On wet mornings the principal or staff member will open the school between 8.45am and 8.50am, provided there is deemed to be adequate supervision.
Time changed to 8:15am while in Scoil Carmel. Temporary: Doors of Scoil Carmel to be kept locked until 8:30am unless wet as many parents are entering school.
8. **Teacher Absences – Supervision**
When a teacher is absent from, school the Deputy Principal (Post Holder) is informed and he/she duly goes to that class and divides it. There is a list of pupils for each class and the class is divided so that each child goes to a particular class and teacher on this day.
A substitute teacher will be employed if the teacher is to be out for more that two days and has a medical certificate.

- *This policy was completed and made ready for the school plan in 2004*

- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *This policy was discussed at the staff meeting on September 28th 2007 – decision to use middle yard to line up some classes from Phase 2*
- *This policy was discussed at the staff meeting on September 26th 2008 – post holders doing morning supervision; supervising children entering the yard from phase 2 prefabs*
- *This policy was reviewed at our staff meeting on September 26th 2008*
- *This policy was reviewed at our staff meeting on September 24th 2011*
- *This policy was reviewed at our staff meeting on September 19th 2014*
- *This policy as reviewed at our staff meeting on September 7th 2015 – a list of specific responsibilities on supervising children entering, exiting and on yard for all break times was distributed*
- *This policy was reviewed at our staff meeting on September 17th 2017 – safest and most efficient method of lines entering the school while in Scoil Carmel*
- *This policy was discussed at our staff meeting on January 29th 2018 – addressing the issue of wet mornings while in Scoil Carmel*
- *This policy was reviewed at our staff meeting on March 12th 2018*
- *This policy was discussed at our staff meeting on September 10th 2018 – no changes*
- *This policy was discussed at our staff meeting on September 24th 2018 – rules for small yard; reminder that gate will not be opened and parents/teachers can not enter/exit through gate during yard times*
- *Date for next review: September Staff Meeting 2019 provided we are back in our own building (unless circumstances deem a sooner review date necessary)*

POLICY DOCUMENT: NO. 5 – Break-time Supervision/Sanctions

1. Yard supervision in St Paul's National School allows 7 teachers to supervise at each break time (as indicated above)
2. Children go on the yard from 10:30am-10:40am. Six teachers supervise on the yard and one teacher remains inside in designated area to attend to injured children and supervise sick children (sick bay).
During second break, infants to 2nd eat inside from 12noon to 12:15pm and then play in the yard until 12:30pm. Four teachers are supervising these classes, with one remaining inside on sick bay during yard time.
3rd to 6th classes go on yard from 12noon to 12:15pm and eat inside from 12:15pm to 12:30pm with 1 and three teacher's cover phase 2 during the consumption of lunch from 12.30 to 12.45 pm approximately. Then the children go to play in the yard until 1pm. Three teachers are supervising these classes, with one remaining inside on sick bay during yard time.
3. The following children only are permitted in sick bay:
 - a. Children who receive an injury in the yard and need medical attention
 - b. Children who are too sick to play outdoors. These children must have a written request from parents to remain indoors and this must be presented to both class teacher and the teacher on sick bay.
 - c. Children who need to use the toilet.
 - d. Children who need to complete homework assignments or are on detention. This sanction is only applied if such behaviour is continuous and warrants sanctioning. It is the class teacher's responsibility to bring

this to the teacher in sick bay's attention. These children are to remain in atrium for the complete break. This sanction is only for first break.

4. When the bell goes, children must join their line. They must enter the yard through the doors assigned to their class.
5. If children misbehave in the yard the teacher on yard duty will speak with the child and/or send the child to a time-out area already designated.

Temporary Additional Supervision Guidelines while in Scoil Carmel

- Morning time – children must walk up past prefab and must stay in yard.
- Children must use pedestrian access
- No football for small break or in morning
- New layout for yard for big break with the yard sectioned into a play space and a soccer space
- Immediate sanction for running through the wrong yard during breaks
 - 1. Stand Out
 - 2. Miss 2 days of lunch
 - Chart in staffroom to record same and class teacher needs to be told
- Teacher needs to walk 6th class to their classes after breaks.
 - After small break, one yard-duty teacher to walk 6th class to their classrooms and a SNA monitors stairs.
 - After lunch; one yard-duty teacher to walk 6th class to their classrooms and sick bay teacher supervises stairs.

- *This policy was completed and made ready for the school plan in 2004*
- *This policy was discussed at the staff meeting on September 30th 2005*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *This policy was reviewed at our staff meeting on September 26th 2008 – no change deemed necessary*
- *This policy was reviewed at our staff meeting on September 26th 2008*
- *This policy was reviewed at our staff meeting on September 24th 2011*
- *This policy was reviewed at our staff meeting on September 19th 2014*
- *This policy as reviewed at our staff meeting on September 7th 2015 – a list of specific responsibilities on supervising children entering, exiting and on yard for all break times was distributed*
- *This policy was reviewed at our staff meeting on September 17th 2017*
- *This policy was discussed at our staff meeting on January 29th 2018*
- *This policy was reviewed at Staff Meeting March 12th 2018 – new guidelines while in Scoil Carmel were presented by a subcommittee and adopted by the staff*
- *Staff were reminded of this policy during staff meeting June 11th 2018 – regarding parents collecting during school hours and break times.*

- *Date for next review: September Staff Meeting 2019 provided we are back in our own building (unless circumstances deem a sooner review date necessary)*

POLICY DOCUMENT: NO. 6 – Homework

Homework shall be looked on as a reinforcement or continuation of work done during the school day. Consideration will be given to the different abilities of children in the

class. In general, a fixed time that pupils should spend on their work will be given, rather than lists of work. Where work in class is satisfactory, homework will be minimal, especially in the lower classes. Parents will be encouraged at all times to play an active part in their children's homework by providing the correct environment for work and by checking the work done.

<u>General Timescale</u>	
1 st /2 nd Class	30-40 mins
3 rd /4 th Class	1 hour
5 th /6 th Class	1-1½ hours work in total.

- Learning-support/resource teacher assign homework as follows: cases are decided on an individual basis with the agreement of class teacher and parents.

This is a general guideline and it must be noted that homework can take a longer or shorter time depending on the individual. It is best though that homework should take no longer than 1½ hours per night. Homework is not given at weekends.

- *This policy was completed and made ready for the school plan in 2005*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *Date for review: School Year 2009-2010*

POLICY DOCUMENT: NO. 7 – Intercultural policy

Mission Statement.

We aim to provide an education that is inclusive of all children in the school, which caters for the needs of non-national backgrounds, and provides an opportunity for others to learn from different cultures.

Background information:

School Year 2008-09

We have children from over thirty nations attending our school.

We have three temporary language-support teachers.

We have 46 children currently receiving English-Language Support from 13 nationalities

School Year 2007-08

We have children from thirty nations attending our school.

We have 154 children attending our school who were born outside of Ireland

We have four temporary language-support teachers.

We have 57 children currently receiving English-Language Support from 14 nationalities

School Year 2006-07

We have children from thirty-one nations attending our school.

We have four temporary language-support teachers.

We have 42 children currently receiving English-Language Support from six nationalities

Community.

Within each school year we aim to:

- Encourage the participation of foreign national children and their parents and families in community events.
 - Fundraising events i.e. Fashion Show.
 - Holy Sacraments.
- Invite foreign national parents to become active members of the school community.
 - Parents Association.
 - School Games.
 - School Trips- (Supervisors)
 - Coffee Mornings

Whole School.

Within each school year we aim to undertake *at least* one of the following:

- Create at least one school display, which celebrates and promotes interculturalism within our school.
- Nationality and countries of origin display.
- Languages Display.
- School signs in different languages i.e. English, Gaeilge, and Arabic.
- Recognise and reflect upon the diverse religions within our school.
- Display world religion chart. (Make references to in class.)
- World religion day (Various activities across the school focusing on one religious event within one religion, i.e. Eid in Islam)
- Have a continental/ country day once a year:
 - Classes throughout the school contribute to various aspects of a country's life to make a whole school display/ fair or each class prepares information about a particular country within a chosen continent. Parent involvement should be paramount. Have a multi-cultural week (like Seachtain na Gaeilge), where each class contributes to a whole school effort.
- Ensure that children's names are kept in their *original* language, not an Irish friendly translation.
- Create an intercultural magazine with stories, myths, poems, customs etc. This magazine should be prepared by pupils and sold in school to cover costs.
- Provide informal meeting opportunities for parents through termly coffee mornings.

Class

- Within each school year we aim to undertake *at least* one of the following:
 - A study of countries where children have come from; food, clothes, dance, customs, music, traditions, religion and language.
 - Individual research projects on the above.
 - A guest speaker presenting and discussing above.
 - Presentation by student on the above, especially their religious beliefs and customs.
 - Include aspects of culture in curriculum activities, e.g. games and dance in P.E. and food in science and S.P.H.E.
 - Use S.P.H.E and Religion as specific vehicles to encourage and promote interaction and acceptance of each other.
 - Create a print friendly environment using signs in different languages.

Multicultural/Intercultural Week

- A decision was made at the staff meeting of September 19th 2016 to run multicultural week during November to celebrate the different cultures of children in our school
- *The need for this policy was discussed at the Board of Management meeting on December 2nd 2004*
- *This policy was discussed at staff meeting on February 10th 2006, and read at meeting on 19th May 2006*

- *This policy was completed and made ready for the school plan 19th May 2006*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006;and ratified at the meeting of January 30th 2007*
- *An indept review of this policy was announced at staff meeting of September 7th 2015 –*
 - Post Holder handed out the current policy and asked teachers to identify if they are doing any of the classroom ideas, commenting that we are in a privileged position to create a climate of inclusion.
 - A new template will be completed with current policy to be adapted and updated in consultation with others
- *This policy was discussed at staff meeting of September 19th 2016 – multicultural week*
- *This policy is reviewed yearly by TEFL teachers*

POLICY DOCUMENT: NO. 8 –

Attendance policy

The Attendance Policy of St. Paul’s NS includes the encouragement of children to participate and attend school every day the school is open. This is facilitated by encouraging parents to send their children to school on a regular basis. On the junior-infant induction night, parents are informed of their responsibilities and the legal implications if negligent in this area. Children’s attendance is also marked on the report card at the end of the year. The ***role of the class teacher*** is to monitor the attendance of children in their class and to encourage everyone to attend while highlighting the importance of attending school. Under the Education Act 2000 it is compulsory for each child to attend school between the ages of 6 and 16.

Implementation of policy

- It is compulsory for each teacher to record attendances daily in rolla book at rolla time: approximately 10am. The numbers from the teacher’s roll book are entered into their own class numbers copy and then transferred to the school leabhar tinreamh.
- Children must have written explanation of any absences. These notes are to be kept by class teacher for that school year.
- IF a child misses more than 20 days and is over the age of 6 it will be reported to the national education welfare board (NEWB); who will in turn contact the parents seeking an explanation for children’s absences.
- The school must report online or in writing attendance statistics to NEWB for children between the ages of 6 and 16. This shall be done by the principal and special-duties teacher.
- *This policy was completed and made ready for the school plan in 2005*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006;and ratified at the meeting of January 30th 2007*
- *Date for review: School Year 2009-2010*

POLICY DOCUMENT: NO. 9 – Child-protection policy

In November/December 2005, training under the heading, ‘Child Protection Policy Development’ was delivered to adults who work with children in this parish, particularly to all who carry out such work in its churches, schools and clubs. Those who undertook this training developed the following policy.

School Policy Statement:

The school of St Paul’s NS undertakes to do all in its power to create a safe environment for children and young people and to ensure their protection from physical, sexual and emotional abuse.

Recommendations of this Policy

- Treat all children equally
- Ensure that there is always a proper ration of adult leaders to children
- Ensure the gender appropriateness of those in charge
- Leaders and leadership structures must be clearly identified
- Ensure children are supervised at all times
- Keep a record of attendances
- Keep written records of all incidents, accidents and complaints
- Reserve judgement whenever a complaint is made; focus on recording facts (such as date, time and names of others present.
- Ensure that home phone numbers, contact numbers and addresses are easily accessible
- Employees, volunteers and others who work with children must have ‘Garda Clearance’

Guidelines

THE GUIDELINES ARE LAID OUT AS FOLLOWS:

- 1.0 Appointment of a Designated Liaison Person (DLP)
- 2.0 Roles, Responsibilities and Guidelines
 - 2.1 Role of the Board of Management
 - 2.2 Role of the Staff Members (Teachers, SNAs, Caretaker, Secretary)
 - 2.3 Role of the Designated Liaison Person
- 3.0 Case Conferences
- 4.0 Organisational Implications
- 5.0 Curriculum Implications

1.0 Appointment of a Designated Liaison Person (DLP)

- a. The Board of Management has appointed John Tuohy, as the *Designated Liaison Person* (DLP) in St Paul’s N.S. to have specific responsibility for child protection.
- b. Geraldine Stackpoole has been appointed as Deputy DLP to take the place of the DLP if he/she is unavailable for whatever reason.
- c. The position of DLP will be addressed at the first meeting of each new Board of Management. The DLP will continue to act as such until such time as he/she is replaced by the BOM for whatever reason.

2.0 Roles and Responsibilities

- The Board of Management has primary responsibility for the care and welfare of their pupils.
- The DLP has specific responsibility for child protection in the school.
- All staff have a general duty of care to ensure that arrangements are in place to protect children from harm.

2.1 Role of the Board of Management

- To arrange for the planning, development and implementation of an effective child protection programme.
- To monitor and evaluate its effectiveness.
- To provide appropriate staff development and training

Specifically they will

1. Appoint a DLP and deputy DLP.
2. Have clear procedures for dealing with allegations or suspicions of child abuse (See below)
3. Monitor the progress of children at risk
4. Ensure that curricular provision is in place for the prevention of child abuse.
5. Investigate and respond to allegations of child abuse against one of the school's employees which have been reported to the Health Service Executive (HSE) or Gardaí.
6. To decide on teachers attendance at child protection meetings/case conferences and to advise teachers before attending such meetings/conferences.

Procedures for BOM in cases of allegations or suspicions of child abuse by a school employee:

Reporting

In the event of receiving a complaint or suspicion re an employee:

- The DLP will immediately inform the chairperson.
- S/He will seek a written statement of the allegation from the person/agency making the allegation. Parents/Guardians may make a statement on behalf of a child.
- The DLP will seek advice from the relevant HSE and will take responsibility for reporting, based on this advice.
- If the DLP, following consultation with the HSE, decides that this matter is not for reporting, s/he must inform the Chairperson. They must then inform, in writing, the person or agency making the allegation, of the reasons for this decision. If this person or agency still has concerns, they are free to consult with or report to the relevant HSE or Gardaí on an individual basis. The provisions of the Protection for Persons reporting Child Abuse Act 1998 apply, once they report reasonably and in good faith.
- If the DLP, following consultation with the HSE, decides that this matter is for reporting s/he should inform the Chairperson, who should proceed in accordance with the procedures in the Child Protection Guidelines (1999 p.16).
- The DLP/Deputy DLP completes a standard reporting form as comprehensively as is possible.

- vii. When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base his/her response on this advice.
- viii. S/he will privately inform the employee of the fact and nature of the allegation and whether or not it has been reported by the DLP to the HSE. (Refer to 4.2 – 4.3, p.16 of Child Protection Guidelines and Procedures (DES, 2001). The chairperson has a duty to afford the employee fairness and due process – s/he is entitled to details and a copy of the written allegation, to advice and representation and an opportunity to respond to the Board within a week.

B. Responding

- i. When the Chairperson becomes aware of an allegation of abuse s/he will always seek legal advice and base his/her response on this advice.
- ii. The Chairperson will consider whether there is any risk to pupils' safety. If the Chairperson considers that there is a risk – s/he may require the employee to take immediate administrative leave. If unsure the chairperson will consult with the HSE/Gardaí.
- iii. If administrative leave has been invoked, the chairperson will inform the DES. The HSE (in some cases the Gardaí) may also be notified in accordance with legal advice received.
- iv. Once it is deemed necessary by the DLP and Chairperson to make a report (after receiving advice from the HSE) the Chairperson will convene and inform a meeting of the BOM as soon as possible.
- v. Where the alleged abuse has taken place within the school, or relates to the abuse of pupils of the school, by school employees outside of school time, the BOM will investigate the matter. They will convene a further meeting, once the relevant information has been gathered. At this meeting the BOM will consider in detail
 - the allegations made and their source,
 - the advice given by relevant authorities
 - And the written responses of the employee.
- vi. At this meeting also
 - the person/agency who is alleging abuse by the school employee should be offered an opportunity to present his/her case to the BOM and may be accompanied by another person
 - Parents/guardians may act on behalf of child.
 - The employee should also be afforded an opportunity to present his/her case and may also be accompanied.
- vii. The BOM must deal with the matter sensitively and the employee must be fairly treated.
- viii. The BOM will make a decision on action, if any, based on their investigation and will inform the employee of this in writing. They will also inform the DES of the outcome, if the employee has been absent on administrative leave.
- ix. Where it is not possible for the BOM to conduct an enquiry into allegations (e.g. where abuse has occurred in past employment, or where the employee is undergoing investigation by relevant authorities), the Chairperson will act on advice of authorities. The Chairperson will maintain close contact with the HSE and receive reports and records from them where appropriate.

2.2. Role of the Staff Member (to include Teachers, SNAs, Caretaker, Secretary etc)

- a. It is the responsibility of all teachers and staff members to familiarise themselves with the Children First National Guidelines for the Protection and Welfare of Children (1999) especially
 - Chapter 3 Definition & Recognition of Child Abuse
 - Chapter 4 Basis for Reporting & Standard Reporting Procedures
 - Appendix 1 Signs and Symptoms Of Child Abuse
- b. Guidelines for teachers and staff members in handling...

1. Disclosures from children

- a. Where a child discloses alleged abuse to a staff member, the person receiving that information should listen carefully and supportively. Great care must be taken not to abuse the child's trust. This should not be a formal interview.

The following advice is offered:

- Listen to the child.
 - Do not ask leading questions or make suggestions to the child.
 - Offer reassurance but do not make promises.
 - Do not stop a child recalling significant events.
 - Do not over-react.
 - Confidentiality should not be assured - explain that further help may have to be sought.
 - Record the discussion accurately noting
 - *What, where and when?*
 - *Descriptions and possible sketches of physical injuries.*
 - *Explanations of injuries using direct quotations if appropriate.*
 - Retain the record securely.
- b. The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.
 - c. The DLP should then be informed and given relevant records.
 - d. If the suspected abuser is the DLP then the suspicion and any records will be passed on to the Chairperson who will proceed as per guidelines.

2. Suspicious of Abuse:

- a. Staff members who suspect abuse should refer to *Children First National Guidelines for the Protection and Welfare of Children (1999)* especially
 - Chapter 3: Definition & Recognition of Child Abuse
 - Chapter 4: Basis for Reporting and Standard Reporting Procedures
 - Appendix 1: Signs and Symptoms Of Child

Abuse

- b. Staff members should observe and record over time the dates/signs/symptoms/behaviour causing them concern.
- c. They should inform the DLP and pass on all records.

2.3. Role of the Designated Liaison Person (DLP)

- a. The DLP acts as a liaison with outside agencies, HSE, Gardaí and other parties with child protection concerns
- b. The DLP will inform all school personnel of the availability of the Children First Guidelines in the school. S/he will photocopy and circulate to all staff Chapters 3 & 4 & Appendix 1 of these guidelines and advise on good practice
- c. The DLP will be available to staff for consultation regarding suspicions or disclosures of abuse. S/he will keep records of these consultations.
- d. The DLP will seek advice from the HSE.
- e. The DLP will report suspicions and allegations of child abuse to the HSE or/ and An Garda Síochána based on this advice.
- f. The DLP will maintain proper records in a secure, confidential manner and in a secure location.
- g. The DLP will keep up to date on current developments regarding child protection.

Guidelines for the DLP in handling reported concerns and disclosures

- a. Where the DLP/Deputy DLP have concerns about a child, but are not sure whether to report the matter to the HSE, they should seek appropriate advice. To do this the DLP/Deputy should make informal contact with the assigned (on duty) Social Worker. The DLP/Deputy in this case, should be explicit that s/he is requesting advice and not making a report. If advised to report the matter, the DLP will act on that advice.
- b. A report will then be made to the HSE by the DLP/Deputy in person, by telephone or in writing. In the event of an emergency or non-availability of HSE staff, the report should be made to the Gardaí. The DLP should also report the matter to the Chairperson of the BOM, who should then follow the procedures as outlined in Chapter 4 (Section 4.3) of Children First National Guidelines for the Protection and Welfare of Children (1999).
- c. A standard reporting form is completed by the DLP/Deputy as comprehensively as possible (See Appendix 1, Child Protection Guidelines and Procedures, DES).
- d. Parents/guardians will normally be informed that a report is being made. It may be decided that informing the parent/carer is likely to endanger the child or place the child at further risk. The decision not to inform the parent/carer should be briefly recorded together with the reasons for not doing so.
- e. When the allegation is against the DLP, the chairperson then assumes responsibility for reporting the matter to the HSE and filling in the standard reporting form.
- f. Where there are allegations or suspicions of Peer Abuse the DLP will follow the same procedures.

- Parents of all parties will be notified and the DLP will inform the Chairperson.
- Principal and class teachers will make arrangements to meet separately with all parents, to resolve the matter.
- The school will make arrangements to minimise the possibility of the abusive behaviour recurring.

3.0 CHILD PROTECTION MEETINGS (Case Conferences)

- a. A request is made from the HSE through the DLP who should consult with the Chairperson of the B.O.M. of the school. The Chairperson may seek clarification through the DLP as to why the attendance of the school employee is necessary and ascertain who else will be present.
- b. The school employee may complete a report for the meeting/conference. (See Appendix 3, Child Protection Guidelines and Procedures, DES).
- c. The school employee will be advised if children/parents/guardians are going to be present. The school employee may contact the Chairperson of the Child Protection Meeting for advice.
- d. The school employee may keep a child's behaviour under closer observation, if requested to do so. This may include observing the child's behaviour, peer interactions, school progress or informal conversations.
- e. In all cases, individuals who refer or discuss their concerns about the care and protection of children with HSE staff, should be informed of the likely steps to be taken by the professionals involved. Where appropriate and within the normal limits of confidentiality, reporting staff will be kept informed about the outcomes of any enquiry or investigation following on from their report
- f. Teachers attending a child protection meeting/case conference should familiarise themselves with the protocol outlined on pgs. 149 – 155 of Children First National Guidelines for the Protection and Welfare of Children (1999)

4.0 Organisational Implications

School procedures already in place and new procedures being put in place will be examined with reference to the Children First Guidelines and any Child Protection issues that may arise will be addressed.

The following policies have been addressed in this review:

Accidents

Attendance

Behaviour

Bullying

Children travelling in staff cars

Communication

Induction of all New Staff

Induction of Pupils

Record Keeping

Supervision

Swimming

Visibility

Accidents

While every precaution will be taken under our Health and Safety Statement to ensure the safety of children, we realise that accidents will happen. Accidents will be noted in our Incident book and will be addressed under our accident policy as part of Health and Safety.

Attendance

Our school attendance will be monitored as per our attendance policy. With regards to child protection we will pay particular attention to trends in non-attendance. We will also monitor non-attendance in correlation with signs of neglect/physical/emotional abuse.

Behaviour

Children are encouraged at all times to play co-operatively and inappropriate behaviour will be addressed under our Code of Behaviour. If an incident occurs which we consider to be of a sexualised nature we will notify the DLP who will record it and respond to it appropriately.

Bullying

Bullying behaviour will be addressed under our Anti-Bullying policy. If the behaviour involved is of a sexualised nature or regarded as being particularly abusive then the matter will be referred to the DLP.

Children travelling in staff cars

Members of the school staff will not carry children alone in their cars at any time.

Communication

Every effort will be made to enhance pupil-teacher communication. If pupils have concerns they will be listened to sympathetically. The SPHE/Oral Language/RE programmes allow for open pupil-teacher communication, which is hoped will aid the pupil-teacher relationship. If teachers have to communicate with pupils on a one-to-one basis, they are requested to leave the classroom door open. Further details on communications are found in the school's Communications Policy.

Induction of Teachers and Ancillary Staff

The DLP will be responsible for informing all new teachers and ancillary staff of the Children First Guidelines (1999). The DLP will give a copy of Chapters 3 & 4 and Appendix 1 and this Child Protection Policy to all new staff. All new teachers are expected to teach the objectives in the SPHE programme. Margaret Bernard is responsible for the mentoring of new teachers and will be responsible for supporting new teachers as they implement the SPHE objectives. Margaret Bernard is also responsible for ensuring that new teachers know how to fill in the roll book correctly while Mary Dalton is responsible for informing the teacher of record keeping procedures within the school.

Induction of Pupils

All parents and children will be made aware of attendance rules and their implications as laid down in the Education Welfare Act (2000). All parents will be informed of the programmes in place in the school that deal with

personal development e.g. RSE, Walk Tall and SPHE. All new parents are given a copy of the school's enrolment policy, which outlines the procedures parents and children should use when contacting the school if there are absences or concerns of an educational/personal/family matter. Parents are encouraged to make an appointment with the class teacher/principal if they wish to discuss their child's progress. All parents are given a copy of the school's Code of Behaviour and Anti-Bullying policies.

Record Keeping

Teachers will keep each child's file updated with results of assessments carried out, dates and details of meetings with parents and notes from parents. The records are kept in the bottom drawer of each teacher's desk which is locked at all times. Roll books will be updated daily. Sensitive information regarding children will be shared on a need-to-know basis. All educational files of pupils who no longer attend this school are kept in the filing cabinet in the principal's office for 5 years. Further details on record keeping are found in the school's Record Keeping Policy.

Supervision

School supervision policy will be followed by all staff to ensure that there is comprehensive supervision of children at all breaks and before and after school. Principal/deputy principal will be involved before/after school supervision (see rota on staff notice board). A further rota will be displayed to cover 11 o'clock and lunchtime breaks.

See supervision policy for agreed rules around break-times.

See supervision policy for procedures around teacher absences.

Swimming

Children will be brought by bus to the swimming pool. Children will line up in an orderly manner for the bus as stated in our dismissal policy in the school's Health and Safety Statement. Parents will assist with supervision in the changing rooms in order to ensure the children's safety. All adults will act in 'loco parentis' and as such will act as prudent parents in helping children to return to school as dry as possible. Parent helpers will be briefed on our swimming procedures.

Visibility

Teachers will ensure that children are visible in the schoolyard. Children will not be allowed to spend time in classrooms, toilets or sheds where they would not be under adult supervision. They are not to leave the school yard or to engage with adults who are outside of the school yard.

Visitors

Teachers on yard duty will be aware of visitors entering the schoolyard and will ascertain their intentions. They will be supervised in the discharge of their business.

5.0 Curriculum Implications

Introduction

In St Paul's NS all children will be cherished and in fulfilling the general aims of the Primary Curriculum we will:

- Enable the child to live a full life as a child and to realise his or her potential
- Enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society
- Prepare the child for further education and lifelong learning

In endeavouring to realise these aims we will create a positive school climate which is open, inclusive, respectful, fair, democratic and tolerant and which seeks to support the holistic development of all children and all adults working with our children. The strategies we will use to create this environment are detailed in our SPHE Plan and will involve:

- Creating a health-promoting physical environment
- Enhancing self-esteem
- Fostering respect for diversity
- Building effective communication within the school
- Developing appropriate home-school communication
- Catering for individual needs
- Developing democratic process
- Fostering inclusive and respectful language.

We strive to ensure that our school will be physically and emotionally safe and we will deliver the curricular content of our SPHE programme with a view to giving our children the protective skills of self-esteem and assertiveness. The circle time and bubble time methodologies will be used on a whole school basis. The *No-Blame* approach will be adopted in our Anti-Bullying policy. Co-operative interpersonal skills will be developed through working in pairs and working in groups. Older children will be encouraged to work positively with conflict, negotiation and consensus building skills developed.

Junior and Senior Infants

Infant teachers will teach content objectives as laid out under the 10 strand units in our SPHE programme. They are

- Self Identity
- Taking care of my body
- Growing and changing
- Safety and protection
- Making decisions
- Myself and my family
- My friends and other people
- Relating to others
- Developing citizenship

After discussion teachers felt that these strand units would enable children to develop assertiveness, body integrity, skills relating to self-care, respect for others, identification of feelings and skills necessary to recognise and tell of abuse.

The SPHE programme would be supported, using the Walk Tall resources, our Alive-O programme and Stay Safe resources.

1st & 2nd classes

Again teachers agreed that implementing our SPHE programme as laid out under the 10 strand units named above would enable the children to develop skills, knowledge and attitudes pertaining to self-esteem, esteem for others and the environment and skills pertaining to self-care and disclosure. Healthy

eating, positive attitudes to drug use and anti-bullying awareness will be introduced.

The SPHE programme will be supported by using the Walk Tall resources, our Alive-O programme, North Western Health Board materials and the Stay Safe programme.

3rd and 4th classes

Our SPHE programme will again be implemented according to the 10 strand units. Knowledge, skills and attitudes developed in previous classes will be built on. Children will be enabled to develop intra-personal skills and inter-personal skills. As children mature they will be challenged to develop their decision-making skills. They will be encouraged to develop self-protection skills pertaining to smoking and alcohol. Peer pressure and the influence of the media will also be examined. The development of self-esteem, esteem for others, assertiveness, awareness of feelings, and skills around self-protection and disclosure will underpin our teaching.

Our SPHE programme will be supported by the use of Walk Tall resources, Prim-Ed anti-bullying materials, RSE materials and the Stay Safe programme.

5th and 6th classes

Our SPHE programme will be implemented according to the curricular objectives as laid out under the 10 strands in the SPHE Revised Primary Curriculum. Skills, knowledge and attitudes developed in earlier classes will be enhanced. Children will continue to develop self-awareness and positive attitudes to themselves, others, their environment and the wider world in which they live. Self protection and respect for others will be fostered, decision-making skills developed, peer influence and media bias examined. Knowledge of drugs and positive attitudes to drug use will be further developed. Children will be enabled to develop good group-building skills, anti-bullying awareness and conflict resolution skills. Self-protection will be emphasised and protection of younger, less able people. Positive attitudes to sexuality will be developed and respect for self and others fostered (see RSE policy).

The SPHE programme will be supported by the use of the Walk Tall materials, RSE resources, Stay Safe resources and North-Western Health board resources.

Success Criteria

We will evaluate the success of this policy using the following criteria:

- Delivery and participation by all staff in training
- Delivery of the SPHE curriculum
- Resources to support the delivery of SPHE
- Delivery and participation by children in the Stay Safe Programme
- Assessment of these procedures by participants following a child protection case
- Feedback from all staff

Timeframe for Implementation

This plan will be implemented during Nov/Dec 2007 – Jan 2007 and discussed at January 2007 staff meeting.

Timeframe for Review

At the first staff meeting of every year the DLP will remind all teachers of the guidelines and copies of Chapter 3 & 4 & Appendix 1 of The Children First Guidelines will be given to those who require them.

A review will be conducted based on the criteria above, following any and all incidents when the guidelines are used.

Responsibility for Review

- DLP
- Principal
- All Staff



St. Paul's National School Child Safeguarding Statement

Written Assessment of Risk of St. Paul's National, School, Limerick.

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the Child Protection Procedures for Primary and Post-Primary Schools 2017, the following is the Written Risk Assessment of St. Paul's National School, Limerick.

1. List of school activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- Outdoor teaching activities
- Sporting Activities
- School outings
- Use of toilet.
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements
- Care of children with special educational needs, including intimate care where needed,
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required

- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities

- Care of pupils with specific vulnerabilities/ needs such as
 - Pupils from ethnic minorities/migrants
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Pupils perceived to be LGBT
 - Pupils of minority religious faiths
 - Children in care
 - Children on CPNS
- Recruitment of school personnel including -
 - Teachers/SNA's
 - Caretaker/Secretary/Cleaners
 - Sports coaches
 - External Tutors/Guest Speakers
 - Volunteers/Parents in school activities
 - Visitors/contractors present in school during school hours
 - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.
- Students participating in work experience in the school
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school events
- After school use of school premises by teaching staff
- After school use of school premises by other organisations
- Use of school premises by other organisation during school day

2. The school has identified the following risk of harm in respect of its activities -

- Risk of harm not being recognised by school personnel

- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of child
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner

3. The school has the following procedures in place to address the risks of harm identified in this assessment -

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015*
- The school implements in full the Stay Safe Programme

- The school implements in full the SPHE curriculum
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*
- The school has a yard/playground supervision policy to ensure appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets, changing rooms etc.
- The school has in place clear procedures in respect of school outings
- The school has a Health and safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school complies with the Dept. of Ed codes of conduct for teachers and school personnel.
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
 - Has provided each member of school staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages board of management members to avail of relevant training
 - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has in place an ICT policy in respect of usage of ICT by pupils
- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
- The school has in place a Critical Incident Management Plan
- The school has in place procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place procedures for the use of external sports coaches
- The school has in place procedures for one-to-one teaching activities

- The school procedures in respect of student teacher placements
- The school has in place procedures in respect of students undertaking work experience in the school

Important Note: It should be noted that risk in the context of this risk assessment is the risk of

“harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent. This risk assessment has been completed by the Board of Management on [date]. It shall be reviewed as part of the school’s annual review of its Child Safeguarding Statement.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal/Secretary to the Board of Management

Saint Paul’s N.S. is a primary school providing education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of St Paul’s N.S. has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department’s Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is John Tuohy, Principal
- 3 The Deputy DLP is Geraldine Stackpoole
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school’s policies, procedures, practices and activities In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

5 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- In this school the Board has appointed the above named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.

- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is attached as an appendix to these procedures.
- The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on [date].

Signed: _____ _____ Chairperson of Board of Management Management	Signed: Principal/Secretary to the Board of
Date: _____ _____	Date: _____ -

Checklist for Review of the Child Safeguarding Statement

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers. Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015 and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
2. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
3. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015?	
4. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	
5. Has the DLP attended available child protection training?	
6. Has the Deputy DLP attended available child protection training?	
7. Have any members of the Board attended child protection training?	
8. Are there both a DLP and a Deputy DLP currently appointed?	
9. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	
10. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	
11. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	
12. Has the Board received a Principal's Child Protection Oversight Report at each Board meeting held since the last review was undertaken?	
13. Since the Board's last review, was the Board informed of any child protection reports made to Tusla/An Garda Síochána by the DLP?	
14. Since the Board's last review, was the Board informed of any cases where the DLP sought advice from Tusla/and as a result of this advice, no report to the HSE was made?	
15. Since the Board's last review, was the Board informed of any cases where an allegation of abuse or neglect was made against any member of school personnel?	
16. Has the Board been provided with and reviewed all documents relevant to the Principal's Child Protection Oversight Report?	
17. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	
18. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	
19. Were child protection matters reported to the Board appropriately recorded in the Board minutes?	
20. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	
21. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	
22. In relation to any cases identified at question 21 above, has the Board ensured	

	Yes/No
that any notifications required section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	
23. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	
24. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	
25. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	
26. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	
27. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	
28. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	
29. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	
30. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	
31. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	
32. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	
33. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'	
34. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	
35. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	
36. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	
37. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	
38. Has the Board ensured that any areas for improvement that that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Ratification and Communication

- *This policy was completed and made ready for the school plan on 6th June 2006*
- *This policy was ratified on 4th March 2007.*
- *Parents were notified of its existence and were invited to look and comment on the policy, which was displayed on the Parents' Notes Notice board between February 14th and 21st 2007.*
- *This policy was discussed at staff meeting on December 7th 2007 – DPL identified; staff requested to make themselves familiar with policy*
- *This policy was reviewed at staff meeting on September 19th 2011 – no changes*
 - Staff were reminded of the child protection policy and that Geraldine was the DLP and John the deputy DLP
 - Geraldine was compiling a list of children who had special health needs. Teachers were asked to send photos of those children to her. Teachers were asked to bring these needs to the attention of teachers who will have the children in their class when class is being split.
- *This policy was reviewed at staff meeting on September 17th 2012 – no changes*
 - Staff were reminded that Geraldine is the Liason Person and John is deputy liaison person and if staff have any concerns they should speak to one of them.
 - HSE will investigate if child is at risk at home
 - We have a number of families under investigation at the moment.
- *This policy was discussed at staff meeting on September 7th 2015 – no changes*
 - Teachers reminded to be familiar with policy and to have it displayed in classroom
 - If any nut allergies, please inform the rest of class
 - Please have list of class on whiteboard to take with you in event of fire/fire drill.
 - We will have fire drill before end of term
 - Geraldine is updating list of children with medical conditions
 - Geraldine is DLP and John is second DLP
- *This policy was discussed at staff meeting on September 17th 2017 – no changes*
 - Teachers reminded to be familiar with policy and to have it displayed in classroom
 - Geraldine is DLP and John is second DLP
- *This policy was reviewed and updated during school year 2017-18*
 - Staff were trained under the new safeguarding guidelines
 - DLP and second second DLP personnel were swapped i.e. John is now DLP and Geraldine is second DLP
 - Child Safeguarding Statement was recorded and added to the school plan
- *This policy was discussed at staff meeting on September 10th 2018 – no changes*
 - Teachers reminded to be familiar with policy and to have it displayed in classroom
 - Eircode to be placed on Child Protection Policy
 - John is DLP and Geraldine is second DLP
 - Teachers were asked to have to class list displayed in classroom

POLICY DOCUMENT: NO. 10 – Policy on Bullying

1. Definition of Bullying.

Bullying is repeated aggression, verbal, psychological or physical abuse conducted by an individual or group against others.

2. Types of Bullying.

There are many different types of bullying, these include physical aggression, damage to property, extortion, intimidation, abusive telephone calls, isolation, name calling, slugging etc.

All types of bullying can happen on a day-to-day basis. Sometimes a few types of bullying are used when the bully is engaging in aggressive behaviour. When the behaviour is systematic and ongoing **IT IS BULLYING.** Bullying can be very subtle or very blatant and can be carried out by one or more individual.

3. Bullying – Indications/Symptoms

Pupils who are bullied will feel very insecure and suffer extreme anxiety. Their suffering is indicated through change in mood and behaviour; the following signs may indicate that a child is being bullied.

- He/She may be anxious about travelling to and from school. – pain in the tummy, asking parents to collect them or changing route of travel.
- Unwillingness to go to school.
- Falling behind in educational performance, loss of concentration.
- Visual signs of anxiety or distress - stammering, crying, not eating, bed-wetting, nightmares or difficulty in sleeping.
- Possessions missing or damaged
- Child shows bruising, cuts or damage to the clothing.
- Closed and reluctant to talk about what is troubling him/her.

These signs do not suggest that a child is being bullied but if these signs are occurring in combination they do warrant investigation in order to establish what is affecting the pupil.

4. (A) The Victim

Any pupil, through no fault of their own, may be bullied. Some pupils can unwittingly behave in a very provocative manner, which attracts bullying behaviour. They may be bullied for many reasons. The pupils who are most at risk of becoming victims are those who react in a vulnerable and distressed manner.

(B) The Bully

Many children or adults who bully have ‘learned’ the behaviour, they can be seeking attention or setting out to impress. They are unaware or indifferent to the victim’s feelings. It is not uncommon to find pupils who engage in bullying behaviour are also bullied.

5. Bullying Policy in St. Paul’s N.S.

- (a) To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.

- (b) To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardian.
- (c) To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- (d) To develop procedures for investigating and dealing with incidents of bullying behaviour.
- (e) To develop a programme of support for those affected by bullying and for those involved in bullying behaviour.
- (f) To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour.
- (g) To evaluate the effectiveness of school policy on anti bullying behaviour.

Procedures for Noting and Reporting an Incident of Bulling Behaviour.

1. School authorities should ensure that there is a procedure for the formal noting and reporting an incident of bullying behaviour and that such a procedure should be seen to be an integral part of the code of behaviour and discipline in the school. This system should also provide for early detection of signs of indiscipline and/or significant change in mood or behaviour of pupils.
2. All reports of bullying, no matter how trivial, should be noted, investigated and dealt with by teachers. In that way pupils will gain confidence in telling. This confidence factor is of vital importance.
3. Serious cases of bullying behaviour by pupils should be referred immediately to the Principal and Vice-Principal.
4. Parents or guardians of victims and bullies should be informed by the Principal or Vice Principal earlier rather than later of incidents so that they are given the opportunity of discussing the matter. They are then in a position to help and support their children before a crisis occurs.
5. Parents/guardians must be informed of the appropriate person to whom they can make their enquiries regarding incidents of bullying behaviour, which they might suspect or they have come to their attention through their children or other parents/guardians.
6. It should be made clear to all pupils that when the report incidents of bullying they are not telling tales but are behaving responsibility.
7. Individual teachers in consultation with the appropriate staff member should record and take appropriate measures regarding reports of bullying behaviour in accordance with the school's policy and Code of discipline.
8. Non-teaching staff such as secretaries, caretakers, cleaners should be encouraged to report any incident of bullying behaviour witnessed by them.
9. In the case of a complaint regarding a staff member, this should normally in the first instance be raised with the staff member in question and if necessary, with the principal.
10. Where cases, relating to either pupil or a teacher remain unresolved at school level, the matter should be referred to the school's Board of Management.
11. If not solved at Board level, refer to local Inspectorate.

Corrective Action/Sanctions etc

1. A continuous stream of minor misdemeanours in class and in the yard shall be considered a sufficiently serious matter to apply the following sanctions if the behaviour persists despite reasoning, reprimand and other forms of disciplinary action as laid down by the Department of Education & Science 7/88.
2. All acts of bullying continuous use of foul language and aggressive threatening or violent behaviour shall be considered a major breach of discipline. The sanctions listed below shall be immediately imposed. If one act should be considered sufficiently serious breach of discipline, earlier stages of the sanction code may

not be applied and the child's behaviour brought directly of the Board of Management. The parents will be informed of this.

3. In the following circumstances children will be expected to make amends for misdemeanours. (a) if a child is found responsible for littering he will be expected to collect the litter. (b) in a case of defacement of property a child will be expected to repair the damages as far as possible. (c) if a child breaks or damages property it will have to be replaced.
4. Parents are kept informed about their children on an ongoing basis in St. Paul's. However, if a child is continuously misbehaving or is involved in a serious breach of discipline, the parents are informed and may be sent for by the teacher or Principal.

Actual Sanction/ Procedure to be Followed:

1. Parents are contacted informing them of their child's misdemeanour. This must be acknowledged by parent/parents where appropriate.
2. Should the child's behaviour persist contact is made a second time requiring the presence of the pupil's parents at a meeting with both the Principal and Class teacher.
3. Further misdemeanours shall be referred to the Board of Management for more serious consideration; or the Board shall give the authority to the chairperson or principal to suspend disruptive pupils, pupils who persistently breach school rules, or where a pupil is involved in a serious breach of discipline e.g. assault, anti-social behaviour etc. The maximum initial period of such exclusion shall be for three days. (Rule 130 Rules for National Schools; Circular 20/90)

If there is no response from the parents to Sanction 2 within a set period of time the matter is referred directly to the Board.

Appendix For Teachers

1. The class behaviour book shall record the children who disrupt class, the nature of the disruption, the date and the action taken.
2. The office behaviour book shall record all the serious playground misdemeanours, the children who commit them, the date on which they are committed and the course of action taken.
3. If a child misbehaves during break periods his/her name should be noted at the time, he/she should later be called from the line to stand in the porch until all the classes have been let in, children should not be sent to stand outside the office. The children should then be brought to the office and his/her name entered into the book, and suitable punishment assigned. The exercise should be completed for the following day.

Just as the children understand why the rules were drawn up, so also must they have the rules clearly and specifically outlined to them in a consistent and fair manner, enabling them to understand the expectations of the teachers and principal.

- *This policy was completed and made ready for the school plan in 2005*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
-
- *A review of this policy was initiated at our staff meeting on 25th November 2013 – cyber bullying issue was discussed and a review initiated to include same*

- *This policy was reviewed at staff meeting September 19th 2016 – cyber bullying aspect to be included in code of conduct and dealt with according to this policy*
- *Date for next review: School Year: 2018-19*

POLICY DOCUMENT: NO. 11 –
Acceptable use policy

School Name **St Paul’s National School**

Address **Dooradoyle Limerick**

The aim of this Acceptable Use Policy is to ensure that pupils will benefit from learning opportunities offered by the school’s Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to this privilege will be withdrawn and appropriate sanctions – as outlined in the AUP – will be imposed. It is envisaged that the school will revise the AUP annually.

School’s Strategy

The school will employ a number of strategies in order to maximize learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

General

- A teacher will always supervise Internet sessions.
- Filtering software and/or equivalent systems will be used in order to minimize the risk of exposure to inappropriate material.
- The school will regularly monitor pupils’ Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal floppy disks or CD-ROMs in school requires a teacher’s permission.
- Students will observe good “netiquette” (i.e., etiquette on the Internet) at all times and will not undertake any actions that may bring the school into disrepute.

World Wide Web

- Students will not visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will use the Internet for educational purposes only.
- Students will be familiar with copyright issues relating to online learning.
- Students will never disclose or publicize personal information.
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

Email

- Students will use approved class email accounts under supervision by or Permission from a teacher.

- Students will not send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone.
- Students will note that sending and receiving email attachments is subject to permission from their teacher.

Internet Chat

- Students will only have access to chat rooms, discussion forums or other electronic communication forums that have been approved by the school.
- Chat rooms, discussion forums and other electronic communication forums will only be used for educational purposes and will always be supervised.
- Usernames will be used to avoid disclosure of identity.
- Face-to-face meetings with someone organised via Internet chat will be forbidden.

School Website

- Pupils will be given the opportunity to publish projects, artwork or schoolwork on the World Wide Web.
- The publication of student work will be co-ordinated by a teacher.
- *This policy was completed and made ready for the school plan in 2005*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *This policy was last updated during school year 2007-08*
- *This policy is reviewed annually by post holder, Pat Kennedy*

POLICY DOCUMENT: NO. 12 – Administration of medicines to children

Guidelines for members.

As a general rule, teachers should not be involved in the administration of medication to pupils. In exceptional circumstances, where a teacher agrees to become involved in the administration of medication, the INTO advises that:

1. The parent(s) of the pupil concerned should write to the Board of Management requesting the Board to authorise a teacher to administer the medication.
2. The request should also contain written instructions of the procedure to be followed in administering the medication
3. The Board of Management, having considered the matter, may authorise a teacher to administer medication to a pupil. If the teacher is authorised she/he should be properly instructed by the Board of Management
4. A teacher should not administer medication without the specific authorisation of the Board
5. In administering medication to pupils, teachers should exercise the standard of care of a reasonable and prudent parent.

6. The Board of Management should inform the school's insurers accordingly
7. The Board of Management should seek an indemnity from the parent(s) in respect of a liability that may arise regarding the administration of the medication.

Note: Where the above procedure is put in place the Board of Management should give consideration to authorising another member of staff to administer the medication in the event that the regular teacher is absent from school. The Board of Management should also make arrangements for the safe storage of the medication.

LETTER OF INDEMNITY

THIS INDEMNITY made **BETWEEN** _____ the (lawful father and mother) of _____ (herein after called 'the parents') of the One Part AND for and on behalf of the Board of Management of St. Paul's National School, Dooradoyle, Limerick, (hereinafter called the Board'.

WHEREAS:

1. The parents are respectively the lawful father and mother of _____, a pupil of the above school.
2. The pupil suffers on an on-going basis from the condition known as: _____
3. The pupil may while attending the above school, may require, in emergency circumstances, the administration of medication, viz
4. The parents have agreed that the said medication, in emergency circumstances, be administered by the said pupil's classroom teacher and /or such other member of staff of the said school as may be designated from time to time by the Board.

NOW IT IS HEREBY AGREED by and between the parties hereto as follows:

In consideration of the board entering into the within Agreement, the parents, as the lawful mother respectively of the said pupil **HEREBY AGREE** to indemnify and keep indemnified the Board, its servants and agents including without prejudice to the generality the said pupil's class teacher and /or the Principal of the said school from and against all claims, both present and future, arising from the administration or failure to administer the said medicines.

- *This policy was ratified at the Board of Management Meeting of April 5th 2005*
- *This policy was updated and made ready for the school plan on 18th May 2006*
- *This policy was discussed at staff meeting on September 29th 2006 – element discussed: There is an incident book in John's office, Every teacher should have their own book*
- *This policy was discussed at staff meeting on May 19th 2006 – element discussed: wipes only to be used when treating wounds. If a child receives bump on head we must phone home*
- *The updated policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *This policy was reviewed at our staff meeting on September 26th 2008 – no change deemed necessary*

- *Date for review: School Year: 2011-12 (unless circumstances deem a sooner review date necessary)*

POLICY DOCUMENT: NO. 13 – Equality of access and participation

Formulated at staff meeting May 19th 2006.

Rationale

A policy on equality of access and participation was devised at this time in response to

- Equal Status Act 2000
- Employment Equality Act 1998
- Education Act 1998
- To enable all our pupils to access and participate in education
- To promote the principles of justice and equality for all
- Existing policy is due for review

Guidelines (content of policy)

Vision/Mission/School Aims/Characteristic Spirit (ethos)

- Our school aims to support and promote the principles of equality of access, opportunity and participation by all the school community, i.e. staff, pupils, parents, board, community
- Our vision statement is inclusive of all ethnic, cultural and religious backgrounds and reflects that mission statement which encourages tolerance in the school environment

Organisational Areas

Enrolment:

- All pupils welcome to enrol in our school irrespective of race, religion, membership of traveller community, family status, gender, sexual orientation, disability.
- All pupils placed in age appropriate classes
- Arrangements are made for pupils who do not wish to participate in religion classes/RSE lessons. Parents have the right to withdraw their child from class or to give permission for their child not to partake in religion class.
- The characteristic spirit of the school explained to parents so that they are aware of the religious denomination of the school and its reflection in the curriculum offered and the organisation of the school.
- Support is offered to pupils whose first language is not English where the pupil is in the category of Level 1 as outlined by the Department of Education and Skills (little or no English). They are entitled to support from an English-Language teacher in the form of withdrawal from class.

The Employment Equality Act provides for discrimination on grounds of gender (in relation to enrolment) in single sex schools.

The Equal Status Act provides for discrimination in relation to employment where the applicant is over 65 years of age. Employers may set a maximum age of recruitment which takes account of (a) cost or time involved in training, (b) need for a reasonable period of time in position pre-retirement.

Exemptions which may be relevant to race: Irish language proficiency for teachers in primary and post primary schools.

A religious, educational or medical institution under the direction or control of a body established for religious purposes whose objectives include provision of services in an environment which promotes certain religious values, does not discriminate if (a) it gives more favourable treatment on the religion

ground to an employee where it is reasonable to do so in order to maintain the religious ethos or (b) it takes action which is reasonably necessary to prevent an employee from undermining the religious ethos of the institution.

An employer must do all that is reasonable to accommodate the needs of an employee with a disability by providing special facilities or treatment. This obligation is limited when it costs more than what is referred to as "nominal costs", the same applies to enrolment of pupils with special needs, the onus for the provision of reasonable accommodation lies with the Department of Education and Skills and with the board of management.

Staff

- The board is an equal-opportunities employer i.e. does not discriminate against any application for a position (or continuation in employment, training opportunities, promotion etc.) in the school based on the nine grounds as set out in the Equal Status Act*
- Procedures for promotional posts within the school known to all. (INTO Handbook/CD)
- The format outlined in the CPSMA Board of Management handbook for the advertisement and selection of staff is known and is followed
- We have a policy in relation to harassment and bullying
- The principal assigns classes to teachers as outlined in the duties of principal according to the circular 16/73 of CPSMA
- We have a fair and equitable procedure in relation to job sharing, secondment, staff development, career breaks, study leave, carer's leave, maternity and paternity leave applications, as laid down by the DES guidelines/circulars.

***Grounds:**

Age, Member of Traveller Community, Sexual Orientation, Family Status, Marital Status, Disability, Gender, Religion, Race

Home School Communication

- Parents of every child are contacted in the same manner – communication is made through the parent(s) living with the child.
- For parents who do not have a working knowledge of English we try to provide a translator for parent-teacher meetings.

Parental Involvement

- Our Parents Association has representatives from different ethnic groups within the school.
- Our Parents Association has a gender balance?
- We encourage parents to come into the classroom to share experiences e.g. Sudan, Polish Day, Curricular areas e.g. history, geography
- International parents are made aware of language development, the need to continue speaking the child's first language at home while at the same time assisting the child to learn English.

Access to information on school policies/daily routines

- Equal access to all information is made available to all parents through induction nights, school plan and monthly newsletter.

Extra- Curricular Activities (arranged for after school hours)

- All pupils avail of the extra-curricular activities promoted by the school.
- We aim to provide ensure equal participation and to cater for both genders

Curriculum

- All children are able to access all areas of the curriculum regardless of background. However, they can opt out of some areas of some subjects with written permission from parent e.g. religion, RSE, can be exempt from Gaeilge under circular 14/87 (special needs)
- Various teaching methodologies are employed in the classroom to support integration and promote equality of participation e.g. SNA's, Circle Time, Co-operative learning, projects, groupings etc.

Gaeilge

- Some children are exempt from Irish under Circular 14/87
- Psychologists are made aware of circular 14/87 when assessing a child

English

- The principles of equality & respect for diversity reflected in the textbooks used by the pupils
- English classes are held for pupils whose mother tongue is not English

Maths

- Currencies, measures may not be metric, commonality of numeration and number operations, Arabic/Chinese contribution to maths, famous mathematicians, counting in different languages, etc.
- Using statistics, proportional representation in elections, graphs etc.

History

- A balance of hero/heroine, international history, portrayal of perpetrators, gender ratio, principal characters in history - Ghandi, Mandela, Luther King, Nobel, Eleanor Roosevelt, Emily Pankhurst, Queen Maeve, Cleopatra, Marie Curée, etc are presented. Pupils /parents can be invited to prepare a brief history of their country of origin
- Topics such as slavery, war, child labour, emigration, Universal Declaration of Human Rights etc.

Geography

- People from other countries, food produced in other countries, cultures, national flags, national dress, terrain and physical geography, climates, etc.

Science

- Flora and Fauna of other countries, food of other countries, role of Greenpeace and other environmental protection agencies

SPHE

- Many opportunities present under the strands Myself and others, Myself and the wider world and the strand unit Media education

Religion:

Understanding other religions, commonality of other religions, struggle for the freedom of belief, etc.

Music

- Music and songs from other countries, pop stars, instruments, folk music, reggae, international aspect of music, freedom songs, labour songs, etc.

Art

- Famous artists, examples of ethnic art, international aspect of art, parents to demonstrate traditional crafts, dress and patterns, pottery, etc.

PE

- Famous sports persons e.g. Jessie Owens, Sonia O Sullivan, traditional games and their country of origin, Special Olympics, etc.
- Dance

Drama

- International, cultural, short stories, enacting, role-play, etc.

A) Success Criteria

This success of this policy will be examined under the following categories

- *Awareness of language of rights, of concept of equality and justice*
- *Reduction in incidents of bullying/racist incidents*
- *Pupils having and using appropriate language*
- *All pupils accessing and participating in all areas of the curriculum and school life at a level appropriate to their needs*
- *Improvement in pupil attainment levels in curricular areas (especially literacy)*
- *Parental satisfaction with the values being promoted in the school*
- *Staff feel that they are valued...etc.*

B) Roles and Responsibility

Those who have particular responsibilities for aspects of the policy are:

- *Teaching staff*
- *Principal*
- *Board of management in supporting the policy and in providing the identified resource*

Implementation Date

September 2006

Timetable for Review

School Year 2006/07

Ratification & Communication

- *This policy was completed and made ready for the school plan on 26th August 2006*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*

- *Date for review: School Year: 2010-2011*

POLICY DOCUMENT: NO. 14 – Health and safety

INCORPORATING

- Safety Equipment
- School Environment
- Health Awareness
- Accidents
- Procedures for Disclosures / Suspicions of Abuse
- Fire Drill Instructions.

AIDHMEANNA:

- To provide a safe, healthy and comfortable environment for both pupils and staff

- To develop an awareness of health and safety rules.

Statement on General Policy.

The board of management of St. Paul's N.S. Dooradoyle recognises the importance of the legislation enacted in the Safety, Health and Welfare at Work act, 1989.

This safety statement sets out the safety policy of the Board of Management of St. Paul's N.S. and sets out the means to achieve that policy.

The Board of Management's objective is to endeavour to provide a safe and healthy work environment for all our employees and pupils, and to meet our duties to members of the public with whom we come in contact.

The policy requires the co-operation of all employees.

It is our intention to undertake regular reviews of the statement in light of experience, changes in legal requirements and operational changes.

The Board of Management will undertake to carry out a safety audit annually and report to staff. The inspection / safety audit will be carried out more frequently if requested by either staff or the Board of Management.

All records of accident or ill-health will be monitored in order to ensure that any safety measures required can be put in place, wherever possible, to minimise the recurrence of such accidents and ill-health.

Signed:

Chairperson, Board of Management.

Health and Safety statement for St. Paul's N.S.

- 1.2 The Board of Management will ensure that in so far as it is practicable, the highest standards of safety shall prevail and that at a minimum, the provisions of the Safety, Health and Welfare at Work Act, 1989 are applied.
- 1.3 Specifically, the Board of Management wishes to ensure so far as it is reasonably practicable:
 - 1) The design, provision and maintenance of all places in a condition that is safe and without risk to health.
 - 2) The design, provision and maintenance of safe means of access to and from places of work.
 - 3) The design, provision and maintenance of plant machinery.
 - 4) The provision of systems of work that are planned, organised, performed and maintained so as to be safe and without risk to health.
 - 5) The provision of instruction to staff on proper lifting techniques of pupils and dealing with pupil challenging behaviour.
 - 6) The provision of such information, instruction, training and supervision as is necessary to ensure safety and health at work of its employees.
 - 7) The provision and maintenance of suitable protective clothing or equivalent as necessary to ensure the safety and health at work of its employees.

- 8) The preparation and revision as necessary of adequate plans to be followed in emergencies. E.g. fire drills, injuries etc.
 - 9) The safety and prevention of risk to health at work in connection with use of any article or substance.
 - 10) The provision and maintenance of facilities and arrangements for the welfare of employees at work.
 - 11) Obtaining where necessary, the services of a competent person for the purpose of ensuring the safety and health at work of its employees.
 - 12) The continuing updating of the *Safety Statement*.
 - 13) The provision of arrangements for the selection from amongst its employees of a representative.
- 1.4 The Board of Management recognises that its statutory obligations under legislation extends to employees, students, any person legitimately conducting school business and the public.
 - 1.5 The Board of Management of St. Paul's N.S. will ensure that the provisions of the safety Health and Welfare at work Act, 1989 are adhered to.
 - 1.6 A safety Committee may be established to monitor the implementation of the safety and Health policies of St. Paul's N.S. and the requirement under the Safety, Health and Welfare at Work Act 1989.

DUTIES OF EMPLOYEES.

1. It is the duty of every employee while at work:
 - 1) To take reasonable care for his/her own safety, health and welfare and that of any person who may be affected by his/her acts or omissions while at work.
 - 2) To co-operate with his/her employer and any other person to such extent as will enable his/her employer or the other person to comply with any of the relevant statutory provisions.
 - 3) To use in such manner so as to provide the protection intended, any suitable appliance, protective clothing, convenience, equipment or anything provided (whether for his/her use alone or for use by him/her in common with others) for securing his/her safety, health or welfare while at work.
 - 4) To report to the Board of Management without unreasonable delay, any defects in plant, equipment, place of work or system of work, which might endanger safety, health or welfare, of which he/she becomes aware.
2. No person will intentionally or recklessly interfere with or misuse any of the relevant statutory provisions or otherwise, for securing safety, health or welfare of persons arising out of work activities.
3. Employees will, by using available facilities and equipment provided, ensure that work practices are performed in the safest manner possible.

CONSULTATION AND INFORMATION

It is policy of the Board of Management of St. Paul's N.S.

- To consult with staff in the preparation and completion of the health and safety statement and 'of Hazard, control forms.
- To give a copy of the *Safety Statement* to all present and future staff.
- That any additional information or instructions regarding Health, Safety and Welfare at work not contained in the document will be conveyed to all staff as it becomes available.

- That health and safety and Welfare will form an integral part of any future staff training and development plans.

HAZARDS

- 1) The Board of management in consultation with the employees will review and make recommendations for the elimination of hazards.

Hazards that can be rectified or minimised will be dealt with as a matter of urgency. Those that cannot will be clearly indicated and appropriate procedures listed beside them.

Specific Hazards

Fire

It is the policy of the Board of Management of St. Paul's N.S. that :

- There is an adequate supply of fire extinguishers, which will deal with any type of fire.
- All fire equipment is identified and regularly serviced.
- Regular fire drills take place at least once a year.
- Instruction is given in the use of fire extinguishers for specific materials/equipment
- Fire alarms are clearly marked.
- Signs will be clearly visible to ensure visitors are aware of exit doors.
- All electrical equipment be unplugged or turned off outside office hours and when officers are vacated for lengthy periods.
- An assembly area is designated outside the building.
- Those leaving buildings/classrooms should let someone know.
- Exit signs are clearly marked.

Other Hazards

Examples:

- Condition of school buildings, dampness, draughts, roof slates, leaks, electrical fittings, windows opening out at head level , yard surface etc.
- Storage, maintenance, and appropriate use of PE equipment will be adequately documented.
- Individual classrooms, sockets, lights etc.
- Hallway condensation, slippery floor surface, protruding units such as coat rails etc.
- Toilets, water, towels, sanitary disposal units, hand dryers floors, cleaning policy etc.
- Water, drinking/non-drinking areas clearly marked and specified
- Staff room, facilities, safety measures etc.
- Ice/flooding on yards, steps etc.

Constant Hazards

- 1) Machinery, Kitchen Equipment and Electrical Appliances

It is the policy of the Board of Management of St. Paul's N.S. that:

Machinery, kitchen equipment and electrical appliances are used in accordance with instructions. Such appliances and equipment will be subject to regular maintenance checks.

- 2) Chemicals

It is the policy of the Board of Management of St. Paul's N.S. that all chemicals, detergents etc. be stored in clearly identifiable containers bearing

instructions and precautions for their use and kept in a locked area, and protection for use when handling them.

3) Drugs Medications

It is the policy of the Board of Management of ST. Paul's N.S. that all medications, drugs etc. be kept in a proper medication cabinet, locked at all times, 'key to which is kept in a secure and safe place.

4) Polished or Wet Floors

It is the policy of the Board of Management of St. Paul's N.S. that washing and polishing of floors is conducted after school hours to ensure, as far as it is reasonably practicable, elimination of danger of slipping. To this end warning signs regarding wet floors will be used.

5) The Code of Discipline

The Code of Discipline in the school provides for a level of behaviour to minimise personal risk or stress to any employee.

6) Access to Employees is by Consent.

When the employee feels at risk or threatened by a particular person on school property this must be drawn to the Board of Management's attention. The Board of management will undertake to ensure that in such circumstances all appropriate measures will be taken to protect employees.

FIRST AID

It is the policy of the Board of Management of St. Paul's N.S. that all required remedies and equipment are made available for first aid function.

There will be an adequate supply of properly equipped First Aid Cabinet available at all times to staff which will contain:

- Elastoplast Plasters
- Alcohol Wipes
- Cotton Bandage
- Scissors
- First Aid Chart
- Disposable gloves which must be used at all times when administering First Aid.
- Water and soap will be available and should be used before and after administering First Aid.
- Ice Packs – as per first aid training in June 2018; ice packs are no longer to be used on any part of head/face...ie from neck up

Any contractor should make direct contact with the Principal before initiating work on the school premises.

It is the policy of the Board of Management of St. Paul's N.S. to minimise sound pollution – room to room, yard to room etc.

When people are working on the premises with drills or other loud implements they must, wear protective earmuffs. Where such work is taking place, which constitutes any threat to Health and Safety, the school will be closed or the work will not take place during school hours.

All flammable, toxic and corrosive substances must be kept in the locked press/room provided. All the above substances must be clearly and accurately labelled at all times.

When a child who needs to be lifted is enrolled in the school suitable support services must be provided, arrangements made and training provided for the lifting of the child in order to minimise strain on staff.

Arrangements will be made to ensure the protection of staff from violent or disturbed children.

School will avoid dismissing students to unknown care.

School will ascertain at enrolment time the persons who have permission to collect child. If any other person is permitted to collect him/her, a note specifying this should be sent to school if possible. In an emergency situation, a phone call from parent/guardian may suffice.

COLLECTING CHILDREN

- 1) Motorists are advised to drive slowly approaching school grounds when collecting children.
- 2) Those parking outside the school grounds are advised to accompany children to and from the school premises.

FIRE DRILL INSTRUCTIONS

To be done once a term, the first one recommended in September.

On Hearing the Fire Alarm

- The Principal in charge will be responsible for ensuring that the fire brigade is called immediately.
- Orders will be given by the teacher. Follow them strictly.
- Persons in charge of classes will take the class in an orderly manner to the assembly point away from the fire. Class teacher brings rolla to count children.
- Other members of staff will immediately make their way to the assembly point.
- Any student not with his/her class or group when the alarm sounds will make their way directly to the assembly point and join their appropriate class or group.
- There must be no rushing or overtaking on the way to the assembly point. No running. Form single file and go by the most direct route to the assembly point.
- As soon as classes are assembled, teachers will take a roll call or count and report to the principal teacher if anyone is missing. *If any person is found to be missing, an immediate check must be made by the staff.

- No other person must leave the assembly point to recover clothing, books etc. until permission has been given – in case of a drill by the Principal teacher – in the case of a fire by a fire officer in charge.

THE SCHOOL'S RESPONSE TO DISCLOSURE AND SUSPICIONS OF CHILD ABUSE

(In accordance with the guidelines of the Department and the stay safe programme.)

DISCLOSURES

“The initial response to a disclosure is crucial.”

In the event of a disclosure the teacher should:

Listen

Allow the child to tell you what happened in his/her own words without too much prompting. Give the child time and space. Let the child know that you are not afraid to hear what happened.

Tell the child that you believe him/her

It is rare for the children to lie about abuse.

Stress that the child was right to tell

This cannot be done too many times. It is very important to counterbalance the messages the child has been receiving from the abuser.

Emphasise that the child is not at fault

Stay in Control

Stay calm. The initial response is crucial, as the child may not continue to tell if he or she senses anger, embarrassment or other strong emotion in the adult.

Be honest about what will happen next

Do not make unrealistic promises. Explain that you will have to talk to another person in order to get help.

Record

Make notes of dates and details as soon as possible after the child has disclosed.

Suspicious

Direct disclosure of abuse to a teacher is unusual. It is important to document the grounds for suspicion. Over a period of time, these may build into a more definite picture.

General Advice

Teacher is merely forwarding information to the relevant authority.

Teacher is acting in the child's best interests and is not making personal allegations.

Informal consultation to help to decide whether a referral is warranted.

If the teacher and principal feel that there are sufficient grounds for concern, the next step is to implement the Department of Education guidelines.

When making a written referral to the Health Board, what is needed is clear, concise and factual information about:

- What was seen – if a physical injury is involved, a simple sketch would be helpful
- When – record the date and time
- What was said - record exact words if possible.

In the interests of confidentiality, teachers may wish to use a code or roll number instead of the child's name in these records. It is useful to retain any relevant written material or drawings.

When a child has disclosed or there is serious suspicion of child abuse and a referral is being made to the local Health Board, it is not the responsibility of school personnel to make enquiries of parents or guardians. Such enquiries are in breach of Department of Education Guidelines. It is the responsibility of Health Board personnel to investigate suspected abuse and determine what action to take, including notifying parents and Gardai (Department of Education, 1991) Health and Safety Statement for St. Paul's N.S. Dooradoyle.

Clarification of Roles and Responsibilities

- 1) School informs Health Board (appropriately)
 - 2) Health Board Response to child abuse. The responsibility for the management, monitoring and co-ordination of child abuse cases rests with the 'designated officer' in each Health Board Community Care area.
- *This policy was completed and made ready for the school plan on 20th September 2006*
 - *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
 - *This policy was reviewed by Geraldine Stackpoole (post holder) during September 2007 and discussed at staff meeting on September 28th 2007*
 - *This policy was discussed at staff meeting on December 7th 2007 – element discussed: defibrillator. It was decided that we were so close to the hospital that we could have access to trained personnel by the time we had the defibrillator ready.*
 - *APEX fire representative addressed staff meeting on February 8th 2008 on use of fire extinguishers*
 - *General health and safety issues discussed at staff meeting on 6th June 2008*
 - *This policy was discussed at our staff meeting on September 24th 2018 – use of ice packs*

 - *This policy is reviewed annually by post holder: Geraldine Stackpoole*

POLICY DOCUMENT: NO. 15 – Policy on Record Keeping and Data Protection

Introductory Statement

This policy was formed in June 2006 to define the types of record the school requires and to ensure access and confidentiality in the uses of these records. We want to ensure that the school has effective management procedures in place to allow parents, or former pupils who have reached 18 years of age access to records relating to the progress of the student in his/her education

Rationale

The school needed a policy on record keeping, which would reflect current legislation and provide for good communication between school and home.

- Teaching is informed by pupil's learning needs and the recording of where a pupil is in relation to his/her learning is a cornerstone of good teaching.
- Education Act Section 9(g) provides that parents (or students of 18 years or upwards) are entitled to have access in the prescribed manner to records kept by the school relating to the progress of the student in his/her education

- Attendance at school has a bearing on a pupil's attainment levels
- Education (Welfare) Act requires principals
 1. To communicate to a school, to which a student is transferring, any problems relating to school attendance which the pupil concerned had and any other appropriate matters relating to the pupil's educational progress
 2. To keep a record of the pupil's attendance and the reasons for failure to attend
 3. To inform the Educational Welfare Officer in writing, where a pupil is suspended for a period in excess of 6 days/or where a pupil is absent in excess of 20 school days in a school year/or where in the opinion of the principal the student is not attending regularly

Relationship to characteristic spirit of the school

As outlined in the ethos of the school ST Paul's NS seeks to enable each child to develop his/her potential in a caring environment where the talents of each child are valued. This work can best be done where there is a high level of openness and co-operation between staff, parents and pupils.

Aims

- To record the educational progress that a pupil is making thereby enabling parents and teachers to support the child's learning.
- To report to parents in a meaningful way on the educational progress of their children
- To establish clear, practical procedures that will enable parents/guardians (or past pupils who have reached the age of 18) to access records relating to educational progress.
- To ensure that this access is available within the capacity of the school to administer it.
- To establish a clear understanding, shared by management, staff and parents, as to the type of records that are maintained and how such records should be made available.
- To ensure that the school complies with legislative requirements while awaiting the issue of guidelines as to the 'prescribed manner' referred to in Section 9 (g) of the Education Act
- To ensure that, is so far as possible, the school complies with legislative requirements/principles of good practice while awaiting the issue of guidelines.

Content of policy

This following statement defines what is understood by '*records kept relating to the progress of that student in his or her education*' and this includes

- Annual Report
- Standardised Tests: *A record of percentiles, standard score and sten score*
- Results of Teacher-designed Tests
- Screening Tests: *e.g. MIST*
- Diagnostic Tests: *as according to the SEN policy*
- IEPs / IPLP
- Records of attendance / absence: *Roll Books. Explanations for absences – duly dated and stored for the current year only, unless the case needs to be monitored or has been reported to principal, post holder or NEWB*
- Psychological Assessments and Reports

- Referrals for Learning Support/ Visiting Teacher Service *or other supplementary teaching and communications relating to this e.g. a record of parents decision not to allow the child to attend at learning support or resource teaching*
- Enrolment Form
- Record of child's serious breaches of code of behaviour in teacher's book kept in class.
- A record of any serious injuries/accidents in accident book kept in principal's office

Clear guidelines for the administration of records including records related to employees:

- The following have access to the records:
 1. Teachers, parents/guardians, past pupils who have reached 18,
 2. Education Welfare Officers
 3. Health Board
 4. If any of the above agencies or other external agencies wishes to access records, written request must be made to the school and the parents. If this written permission is not forthcoming, then access to the records is denied.
- Parents, past pupils aged 18 or over, and parents of past pupils, may make a request in writing or by phone to access records. All other requests must be made in writing.
- *The Fallons school report from juniors to 6th will be used in the school and will be posted out to parents of children from 1st to 6th. These reports will be based on results of teacher-designed tests and observation. Comments will be included. Teachers have the responsibility for ensuring that records are compiled/updated each year in June (or prior to that if a child is leaving early/transferring school). Reports will be kept in a safe and secure place by the class teacher Aladdin/Green Folder/Reports kept by Eileen. Reports are kept until student reaches 25 years of age.*
- *Pupil profiles were introduced on XXXXX. At Staff Meeting of February 29th 2016, pupil profiles were moved to an electronic version on Aladdin and the previous manual format was suspended. Arrangement were made to collect and safely store the hard copies completed to date.*
- Records will be destroyed when s/he transfers from the school
- Where records are communicated to another school/agency, copies are kept. The school will keep a note of what, when and to whom a record has been transferred.
- Records are to be retained after pupils transfer are kept up to 10 years.
- Where reports are generated by external agencies (e.g. NEPS) permission will be sought from parents before allowing access to the reports by third parties e.g. another school

C) Roles and Responsibility

The principal has particular responsibilities for aspects of this policy including notifying parents of their entitlements and the procedures they should follow and ensuring that files are securely stored when pupils transfer out of the school

Implementation Date

This policy will be implemented fully in the school year commencing September 2006

Timetable for Review

This policy will be reviewed at a staff meeting during school year 2008-2009

Ratification & Communication

- *This policy was completed and made ready for the school plan on 15th November 2006*

- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *This policy was updated at our staff meeting of January 7th 2016 – pupil profiles recording to become electronic via Aladdin.*
- *Data protection was mentioned at Staff Meeting on June 11th 2018 – it was noted the importance of keeping passwords secure for Aladdin and that the new GDPR regulations need to be followed. Policy to be reviewed to include GDPR in September 2018. In the meantime, teachers were reminded to have their computers password protected; not to have anything sensitive on computers and that Deputy Principal would be collecting psychological reports to be stored securely over summer and distributed to the new teachers in September*
- *Date for next review: School Year: 2018-19*

POLICY DOCUMENT: NO. 16 – Staff Relations

St Paul's School Policy to address staff relations difficulties, adult bullying or harassment.

St Paul's NS strives to be a Christian, caring, safe and happy school. A key asset to the staff of St Paul's is the support and security of working in a school where there are positive staff working relations. It is very important in St Paul's NS that teachers support each other and create a school climate which fosters positive working relations. Each teacher must be prepared to operate as part of a team and within the authority structures of the school.

Staff Relations Difficulties:

Procedures to address staff-relations difficulties are set out in the "Working Together" document. This document was devised by the following bodies:

- Catholic Primary School Managers Association.
- Church of Ireland, Board of Education.
- National Association of Boards of Management for Special Education.
- Educate Together.

The Board of Management of St Paul's NS recommends the procedure outlined in the document to address staff relations difficulties

Adult Bullying or Harassment and Grievances:

The Board of Management of St Paul's NS views bullying, sexual harassment, or other harassment on specified discriminatory grounds as very serious and unacceptable behaviour.

The Board of Management of St Paul's NS recognises that all employees have the right to a workplace free from sexual harassment and bullying and is fully committed to ensuring that all employees are able to enjoy that right. It is incumbent on the staff and management to promote a culture of positive working relations at all times.

There is a responsibility on all employees to ensure a workplace free from sexual harassment and bullying for all employees and to be aware of this policy.

Any complaint of sexual harassment and bullying shall be fully and properly investigated and if substantiated, will be regarded as grounds for disciplinary action up to and including dismissal. An attempt will be made to resolve the complaint informally in the first instance, but if this is not possible, a formal procedure will be invoked. Confidentiality will be ensured, insofar as is possible, at all times during the investigation for all parties involved.

Sexual harassment means unwanted conduct of a sexual nature or other conduct based on a person's sex, which affects the dignity of men and women at work. This can include unwelcome physical, verbal or non-verbal conduct which is offensive and causes discomfort or humiliation to the individual concerned.

Example of sexual harassment include:

- Unwanted physical or verbal advances.
- Unwanted touching or physical gestures.
- Comments and remarks of a sexual or discriminatory nature.
- Unwelcome comments about personal appearance.
- Demands of sexual favours.
- Displays of pinups or pornographic material.
- Innuendos of a sexual nature based on a person's sex.
- Bullying.

This list is not exhaustive.

The Health and Safety Authority defines bullying as follows: "Bullying in the workplace is repeated aggression, verbal, psychological or physical, conducted by an individual or group against another person or persons. Bullying is where aggression or cruelty, viciousness, intimidation or a need to humiliate, dominate the relationships. Isolated incidents of aggressive behaviour, while to be condemned, should not be described as bullying. In the workplace environment there can be conflicts and interpersonal difficulties. Many of these are legitimate industrial relations difficulties, which should be dealt with through the appropriate industrial relations channels. Only aggressive behaviour which is systematic and on going should be regarded as bullying".

In summary, Adult Bullying can take many different forms, which usually include:

- Intimidation or harassment.
- Aggression.
- Verbal abuse.
- Humiliation.
- Undermining.
- Dominance or abuse of power.
- Different or unfavourable treatment.
- Exclusion or isolation.

Key factors of Adult Bullying are that behaviour is generally:

- Persistent,
- Unwanted,
- Subtle and
- Unwanted.

The Board of Management of St Paul's NS recommend that any employee who feels he/she has been or is being sexually harassed or bullied, should refer to the "Working Together" document.

Within this document, procedures are set out to address staff relations, difficulties, adult bullying or harassment and grievances. The Board of Management of St Paul's NS recommends following the procedure outlined.

- *This policy was completed and made ready for the school plan on 16th November 2006*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *The following addendum to this policy was added in June 2008:*

Policy 16 Addendum – Dignity at Work:

Building and Maintaining a Positive and Effective Work Environment

The policy is formulated in light of a number of background documents including the Health & Safety Authority’s *Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work* (2007) and the Equality Authority’s *Code of Practice*, given legal effect in the Statutory Instrument entitled *Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2002* (S.I. No. 78 of 2002)

A. Core Principles of Policy.

This school is committed to a positive work environment where work is done in an atmosphere of respect, collaboration, openness and equality.

Adult bullying and harassment in the workplace are phenomena which this school will seek to prevent and will not tolerate. All employees have the right to be treated with dignity and respect. Management is committed to intervening in an appropriate matter – utilising one of the accepted Management/INTO procedures – to investigate and deal with allegations of bullying or harassment. The provisions of Circular 40/97 on *Assaults on Staff in Primary Schools* will be utilised where appropriate.

B. What is Workplace Bullying and Harassment?

The Board of Management adopts the definition of adult bullying as set out by the Task Force (2001):

“Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual’s right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying.”

Harassment is covered by Employment Equality legislation and is based on a person’s standing within one of the nine categories (or grounds) specified in that legislation (gender, marital status, religion, sexual orientation etc.). Harassment is defined in law as “*unwanted conduct*” related to one or more of the discriminatory grounds which “*has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.*”

It is recognised that bullying and harassment complaints may arise among colleagues but may also arise in relation to visitors to the school. In either case, the commitment to a positive workplace where dignity at work is respected prevails.

C. A Positive Work Environment

It is agreed that we will all work to make this school a good place to work. A good place to work has a positive work environment characterised by:

- A supportive atmosphere
- Good and open communication (e.g. through opportunities at regular staff meetings)

- Appropriate interpersonal behaviour
- Collaboration
- Open discussion and resolution of conflict
- Recognition, feedback and affirmation as appropriate
- Fair treatment of all staff (including fair systems of selection and promotion in line with agreed procedures)

Every person has a responsibility to play his/her part in contributing to a positive work environment. In this regard, a person who is a witness or bystander has a clear responsibility to raise concerns, about dignity at work and threats to this, in an appropriate and timely manner.

The Safety Statement – as mandated under the Safety, Health and Welfare at Work Act 2005 – will also include a commitment to a positive work environment, in light of the Employer’s obligations as outlined at Section 8 of that Act, including the duty to manage work activities in such a way as to prevent “*improper conduct or behaviour*” likely to put health and safety at risk

It is agreed that the adoption of this policy in our school will be accompanied by a number of steps to examine our work environment and, as necessary, to agree changes which a commitment to dignity at work. These steps will be initiated by Management, and be repeated by way of a review at appropriate intervals.

The actions to be undertaken may generally be described as Identification, Assessment, Implementing Strategies and Monitoring. The attached illustration indicates that this is a continuous process.

D. Adult Bullying as a Problem

Our school recognises that Adult Bullying and Harassment are problems where they occur in any workplace.

Bullying behaviour generally amounts to psychological abuse which causes serious pain and suffering. Studies have shown that any person may become a target, irrespective of their personality or ability. In addition to its unacceptable effects on persons who are its targets, workplace bullying and harassment is extremely detrimental to organisational effectiveness.

Bullying may include behaviours such as:

- Verbal abuse/insults, undermining remarks
- Excessive monitoring of work
- Withholding work-related information
- Exclusion with negative consequences

Such behaviours need not and should not be part of the workplace. This policy aims to ensure that a positive environment prevents such behaviours from occurring. Where bullying or harassment does occur or is alleged to have occurred, there are means of tackling it through the agreed procedure.

E. What happens if there is an Allegation of Bullying or Harassment?

Without prejudice to an individual’s right to take such advice or steps as they themselves may decide, the Board of Management will take seriously any allegations of workplace bullying or harassment.

Supportive and effective procedures, in accordance with nationally-agreed practice, are in place in this school. These procedures to address and investigate allegations

will focus on the earliest possible resolution, will proceed as necessary from informal to formal stages and will have a stress on confidentiality.

F. Summary

Management has a duty of care towards employees. Similarly, employees have a duty of care towards one another. This policy seeks to set out principles and practices to support the exercise of duty in our school.

Just as inappropriate and undermining behaviours among work colleagues is taken seriously, so is such behaviour when perpetrated against an employee of this school by any other person.

Together we are committed to building and maintaining a work environment where respectful, open and equal relationships are the norm.

In summary, we are committed to having a good place to work.

- *This addendum was completed and made ready for the school plan on June 30th 2008 and was ratified by the Board of Management at their meeting on October 1st 2008.*
- *These policies were reviewed at staff meeting on September 7th 2015 – no changes*
- *Date for review: School Year: 2010-2011*

POLICY DOCUMENT: NO.17– **Staff development**

Background:

According to the Education Act (1998) Section 9

The BoM of a school should ensure that the needs of personnel involved in management functions and staff development needs generally in the school are identified and provided for.

Under the Education Act (1998) Section 23 also The Principal shall be responsible for the creation, together with the board, parents of students and the teachers, of a school environment which is supportive of learning among the students and which promotes the professional development of the teachers,

Circular Letter 28/03 (Primary) Teacher Fee Refund Scheme

The purpose of the Teacher Fee Refund Scheme is to provide funding towards the cost of course and examination fees incurred by Primary and Post-Primary teachers on successful completion of in-career development courses approved by the Department and school authorities. All enquiries should be directed to:

The Administrator, Teacher Fee Refund Scheme, St. Patrick's, Marino Institute of Education, Griffith Avenue Dublin 9. Tel: (01) 8535102 (01) Fax: (01) 8535114, e-mail: madge.bulger@mie.ie

What do we understand by 'development' in the context of this school?

(a) The principal will take responsibility for the development of

- Teaching staff
- Post of responsibility holders

The BoM takes responsibilities for the development of

- SNAs
- Ancillary staff
- Members of Board of Management

The parents association takes responsibilities for the development of

- Parents' Association

(b) Forms of staff development

- Workshops/seminars for whole staff on issues relevant to the school as a whole
- Staff members attending courses relevant to the identified needs of the school
- Courses specific to particular roles within the staff (e.g. resource teachers, management courses for staff members in leadership roles...)
- Opportunities for development within the school context – e.g. *mentoring, shared teaching,*
- Opportunities for development within staff meetings

(c) Principal support:

- The principal provides time for staff to go on one-day training courses and organises for the supervision of their classes with the support of teaching staff.
- The BoM may provide financial assistance to defray costs of fees etc. for staff members who attend training, e.g. First-Aid training course in Health and Safety
-

(d) Issues the school has addressed:

- ***EPV Days***
 - Teachers to request EPV day from principal and then inform Bessie Lawlor (deputy principal)
 - Only one teacher from each phase can avail of an EPV day at a time (not as applicable to supplementary-teaching team)
 - EPV days not to be taken in June where possible, unless in exceptional circumstances and with permission of principal
- ***Responding to multiple applications in any one year:***
 - Applications can be made in writing to the Board on Management
 - The BoM decides after receipt of applications from staff who will be granted permission to take up study leave or attend courses pertaining to staff development. All staff members are entitled to apply to the board
- ***Dissemination of learning to others:***
 - Report at staff meetings, BoM meetings, and teacher meetings
 - Review meetings to discuss possible changes to school policies or curriculum additions as a result of staff-development training courses
- *This policy was completed and made ready for the school plan on 15th November 2006*
- *This policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *A special duties 'B' post was created in December 2006 for Staff Development. Aisling Geary was appointed to this position*

- *This policy is reviewed annually by post holder, Aisling Geary*

POLICY DOCUMENT: NO. 18 – Substance abuse policy

Aims and Objectives of our Substance Use Policy

The aim of this policy is the welfare, care and protection of every member of the school community in line with the Education Act 1998.

Our objectives are to enable each child to:

- Develop a sense of personal responsibility
- Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health.
- Make decisions, solve problems and take appropriate actions in various personal, social and health contexts.
- Become aware of and discerning about the various influences on choices and decisions.
- Begin to identify, review and evaluate the values and attitudes that are held by individuals and by society and to recognise that these affect thoughts and actions.
- Become aware of some of the individual and community rights and responsibilities that come from living in a democracy.

(SPHE Curriculum Statement Pg. 10)

Education concerning Substance Use

(Policy Content (i))

Education concerning Substance Use will be provided within the broad context of Social Personal Health Education which is timetabled on our curriculum since September '03. We will endeavour to ensure that by the time each child leaves sixth class, all content objectives of the SPHE curriculum which deal with Substance Use, will have been covered in an age-appropriate manner, as determined by the staff taking cognisance of diverse needs as they present. All education concerning Substance Use will be provided in the context of the positive climate and atmosphere of our school which seeks to nurture, care and support.

We intend to use the Walk Tall Programme as our primary resource in providing education concerning Substance Use. The main themes in this programme are Self Esteem, Feelings, Influences, Decision Making and Drug Awareness. These themes are developed in a systematic way at each class level. In accordance with the curriculum, we will endeavour to use Active Learning strategies where possible. We will also consider inviting outside speakers to work with the pupils, in the presence of the teacher, to enhance the work done in the context of the full SPHE programme. Such speakers may include:

- The Garda Schools Programme
- The Drug and Alcohol Education Officer
- Health Board.

See attached: - "Content Objectives of SPHE curriculum which deal with Substance Use" - "List of useful resources"

Management of Incidents

(Policy Content (ii))

Definition of a drug: *It is our understanding that a drug is any chemical which alters how the body works, or how a person behaves or feels.*

This includes the following:

- Tobacco

- *Alcohol*
 - *Over the counter drugs; Solvents*
 - *Prescription drugs*
 - *Illegal drugs*
- A policy must be developed on each of the above substances in respect of rules for:
 - pupils
 - staff
 - visitors
 - Rules for Storage of certain substances must also be considered.

Useful statements:

- Disciplinary procedures will be considered if school rules are broken.
- The welfare, care and protection of the young person will at all times inform our actions.
- Confidentiality will be considered of paramount importance. Information concerning drug incidents will only be disclosed on a need to know basis.
- Parents will be notified in respect of any drug related incident, any incident involving tobacco, alcohol, over the counter drugs or illegal drugs
- The Gardaí will be informed in respect of an incident involving illegal drugs.
- The Chairperson of the Board of Management will be informed in respect of an incident which requires that the Gardaí are contacted.
- All incidents, actions and decisions taken in respect of drug incidents will be recorded.

Training and Staff Development
(Policy Content (iii))

As a staff, we have a shared understanding of the contribution an SPHE programme can make to the prevention of substance misuse. We are all aware that by developing and maintaining a positive climate and atmosphere in our school and in our individual classrooms we are playing a vital role in the prevention of substance misuse. We are all aware of and sensitive to the signs and symptoms of substance misuse.

Signs and Symptoms of Substance Use

- Unusual smells around the child
- Bouts of drowsiness
- Unusual sores or spots around the mouth or nose
- Sudden changes of mood/erratic mood swings
- Uncharacteristic irritability or aggression
- Changes in appearance
- Furtive/secretive behaviour
- Involvement in stealing
- Changes in friendship patterns
- Gradual loss of interest in school, friends, hobbies
- Changes in eating habits

Opportunities will be provided for the staff to avail of training when necessary. This may include:

- In-service training in SPHE (Primary Curriculum Support Programme)
- First Aid training (Order of Malta; Irish Red Cross)

- Drug Awareness training (Substance Misuse Prevention Programme; Gardai)
- *This policy was ratified at the Board of Management meeting on April 5th 2005*
- *This policy was updated and made ready for the school plan on 27th June 2006*
- *The updated policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *Date for review: School Year: 2010-2011*

POLICY DOCUMENT: NO. 19 – Ancillary staff

Background:

Education Act Section 24

The Education Act delegates the personnel function of the Board of Management as follows:

- (1) Subject to this section, a board may appoint such and so many persons as teachers and other staff of a school as the Board from time to time thinks necessary for the performance of its powers and functions under this Act
and
- (2) A board shall appoint teachers and other staff, who are to be paid from monies provided by the Oireachtas, and may suspend or dismiss such teachers and staff, in accordance with procedures agreed from time to time between the Minister, the patron, recognised school management organisation and any recognised trade union and staff association representing teachers or other staff as a appropriate

The Board is responsible for the appointment and dismissal of teachers, the internal promotion of staff, grievance and complaints procedures. Many of these personnel functions are delegated to the principal who under section 23 (2) (a) is “ responsible for the day to day management of the school including guidance and direction of teachers and other staff of the school” and “ is accountable to the Board for that management” (*Primary Education Manual, Section 2.16*)

• **Included in this area**

- Secretary
- Caretaker
- SNAs
- Occasional teachers (*Music, PE, Speech & Drama...*)
- Coaches

BoM Issues:

- The BoM is entitled to appoint ancillary staff where necessary e.g. secretary, caretaker, SNA’s
- Duties, responsibilities, required experience, competencies and full job descriptions will be advertised in the local papers e.g. Limerick Leader and Limerick Post
- Applicants will be interviewed and the contracts used will be determined by the conditions and guidelines given by the Dept of Education and Science. The BoM as employer will issue terms, seek Garda clearance and medical clearance. The tenure, salary and conditions of positions will also be given to applicants and successful applicants will sign a contract.

- The chairman and the BoM are responsible for ensuring that there is clarity of role, responsibilities, appropriate conduct
- Induction and Training is also the responsibility of the BoM
- All employees are entitled to take up trade union membership
- The principal and middle management structure within the teaching body are responsible for imparting knowledge on the Health and Safety Statement, policies on Child Abuse Prevention, Substance Use, Anti Bullying, Code of Behaviour etc
- Arrangements are in place in the event of staff being sick;
 - When an SNA is sick on a long-term basis a substitute can be employed to take their place by the Dept of Education and Science
 - The principal, where possible, will employ a substitute secretary or substitute caretaker in the event of these being sick

Schools should note that the duties of SNAs sanctioned by the Department of Education and Skills are of a non-teaching nature e.g.

- (a) preparing and tidying up classrooms in which the pupils with special needs are being taught;
- (b) assisting children to board and alight from school buses. Where necessary, travelling as an escort on school buses may be required;
- (c) providing special assistance, as necessary, for pupils with particular difficulties, e.g. helping physically-disabled pupils with typing or writing;
- (d) assisting with clothing, feeding, toileting and general hygiene;
- (e) assisting on out-of-school visits, walks and similar activities;
- (f) assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods;
- (g) accompanying individuals and/or small groups who may have to be withdrawn temporarily from the classroom;
- (h) generally assisting the class teacher, under the direction of the principal, with duties of a non-teaching nature (special needs assistants may not act as either substitute or temporary teachers. Under no circumstances may they be left in sole charge of a class).
- (i) where a special needs assistant has been appointed to assist a school in catering for a specific pupil, duties should be modified to support the particular needs of the pupil concerned

Questions the school may need to address:

- Personnel will be rostered and their work will be monitored by the principal on behalf of the BoM
- SNA's will report to class teacher if they have any concerns about a child in their care
- Secretary and Caretaker will report to Principal
- Ancillary staff will have lunch in the kitchen
- No pupil records will be accessible to ancillary staff except to the secretary subject to a confidentiality cause

- Teaching staff can communicate their requirements to each ancillary staff directly once such requirements are fair and reasonable and included in the job description of that person
 - The following staff members have keys to the school:
 - Principal
 - Deputy Principal, Liam Walsh
 - Caretaker, Tony McNamara
 - Pat Kennedy
 - Muirne Bennis
 - Cleaners
 - Security Firm
 - Anna Culhane, Sacristan
 - When the school is closed for in-service the ancillary staff are required to attend and the principal and teaching staff will have outlined work for these days
 - The BoM supply requisites necessary for such staff to carry out their duties
 - Ancillary staff will be required to work outside school time e.g. evenings of open days, concerts nights, communions and confirmations, interviews etc
 - SNAs will supervise the children in their care on the yard during the first break. SNAs will take their own break 10 minutes prior to the children's break
 - Professional development is the responsibility of the Board of Management
 - SNAs will attend staff meetings
- *This policy was update and made ready for the school plan on 16th November 2006*
 - *The updated policy was included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
 - *Date for review: School Year: 2010-2011*

POLICY DOCUMENT: NO. 20 – Healthy Eating policy

Vision Statement In light of recent publicity regarding obesity, especially in Irish children, due to unhealthy eating habits and lifestyle, we, as a school community will endeavour to promote healthy eating habits, which combined with an improved lifestyle would benefit the child both physically and mentally.

Introductory Statement Recent statistics have shown that Irish children and teenagers scored second worst for obesity in a European league table and to remedy this we have decided to put in place the following healthy eating policy.

Aims of the Policy

1. To create an awareness of healthy eating choices.
2. To enhance the existing S.P.H.E. programme.

3. To encourage and promote the benefits of a well-balanced diet.
4. To make pupils and parents aware of the benefits of healthy eating.
5. To put in place procedures to promote and monitor good practice among the children in our school.

Implementation of Aims:

1. Through the use of the S.P.H.E. programme to create an awareness of healthy eating choices.
2. By availing of services and resources supplied by outside agencies e.g. Mid Western Health Board.
3. To involve educational partners i.e. National Parents Council Board of Management, staff in creating an awareness of and implementation of the schools Healthy Eating Policy.
4. On enrolment of pupils and parents will receive suggestions and guidelines for a healthy lunch in the form of information leaflets together with a copy of the schools Healthy Eating Policy.
5. To promote morning break as a healthy eating fruit break.
6. We would envisage that healthy eating choices would be reflected in the contents of the children's lunch boxes i.e. (leaflets supplied)

The following items are excluded from the school at all times.

- Crisps, chewing gum, sweets, bars, buns nutella tubes and nuts.
- Bars Sweet bars, chocolate bars, sweet biscuits and confectionary.
- Given the current high intake of fats in school going children's diets fast foods e.g. breakfast rolls, chips, burgers, curry chips, battered sausages, wedges, pizza slices, chicken nuggets, fried chicken and hot dogs are not allowed. Drinks not allowed are: Fizzy Drinks and Capri Sun as the cartons cannot be recycled.

Children will continue to be encouraged to dispose of fruit skins and rubbish in litter bins which are placed around the school, thus encouraging a sense of pride in their surroundings.

- All uneaten items of food should be taken home.
- All classes will cover a certain number of healthy eating lessons during each school year and children will be encouraged to participate in such events as the National Healthy Eating Week.
- Information leaflets on healthy eating living will also be sent home.

Suggestions for Healthy Eating/ Points of Interest.

There has been growing concern in recent times over the general health and well-being of adults and children alike. In recent years there has been a considerable increase in the rate of obesity in children in Ireland.

Low levels of physical activity and the consumption of junk food (e.g. fast foods and sugary foods) according to the health experts, are the main factors contributing to the worrying trend regarding our children's health.

It is with the above in mind that we, the staff of St. Paul's N.S. aim to promote and encourage positive and responsible attitudes to eating and to appreciate the contribution that good food makes to our health.

These guidelines will support the healthy eating programme being taught in classrooms.

A healthy lunchbox should include a piece of food from the first four shelves of the food pyramid.

Shelf 1.	Bread, cereal and potato group.
Shelf 2.	Fruit & vegetables group.
Shelf 3.	Meat, fish and poultry.
Shelf 4.	Dairy Products.

For a healthy lunch we recommend the following examples:

Bread e.g. Brown or white, Pitta Bread, Bread Rolls, Crackers, Nutrigrain Bars.
Suggested Fillings e.g. Ham, chicken, lettuce, turkey, salad, cheese, chocolate spread.
Fruit of all kinds.

Snacks e.g. Raisins, Rice Cakes, Cheese, Dried fruit, cheese strings, Yogurts e.g. petit filous, Yop, Actimels and frubes.

Drinks e.g. Milk, fruit juice, water with diluted cordial

- *This policy was completed and made ready for the school plan in 2005*
- *This policy was ratified at the Board of Management meeting on April 5th 2005*
- *This policy was also included in policy document booklet presented to members of Board of Management at meeting of November 21st 2006; and ratified at the meeting of January 30th 2007*
- *This policy was discussed at staff meeting on September 28th 2006 – staff requested to promote policy*

- *This policy is reviewed yearly by post holder, Margaret Bernard*

POLICY DOCUMENT: NO. 21 – Assessment

D) Introductory Statement

This policy has been formulated on a continuous basis and continues to be updated on an ongoing basis. It is a reflection of current practice.

Rationale

The policy on assessment was formulated to record existing practice and to put a mechanism in place to have ongoing revision of the policy. We also wished to formulate clear cut guidelines for all teachers, parents and children.

Relationship to characteristic spirit of the school

Assessment activities used in this school will contribute to pupil learning and development by providing a suitable education in a caring and happy environment.

Aims

- To benefit pupil learning
- To monitor learning processes

- To generate baseline data that can be used to monitor achievement over time
- To involve parents and pupils in identifying and managing learning strengths or difficulties
- To assist teachers' long and short term planning
- To coordinate assessment procedures on a whole school basis.

Guidelines (content of policy)

The following statements have been informed by Assessment in the Primary School Curriculum – Guidelines for Schools, NCCA, 2007)

(a) Purposes of assessment:

- To inform planning for, and coverage of, all areas of the curriculum
- To gather and interpret data at class/whole school level and in relation to national norms
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- To contribute to the school's strategy for prevention of learning difficulties
- To monitor pupil progress and attainment
- To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed
- To compile records of individual pupils' progress and attainment
- To facilitate communication between parents and teachers about pupils' development, progress and learning needs
- To facilitate the involvement of pupils in assessment of their own work
- To enable teachers to monitor their own approaches and methodologies

(b) Assessment for learning:

- The following informal assessment methods are used in the school
 - *Teacher observation*
 - *Teacher-designed tasks and tests*
 - *Work samples, portfolios and projects.*
- There are different assessment methods depending on age level e.g. in the younger classes teacher observation is the prime method used along with one-to-one assessments.
- At the moment in our school there is no coherent policy on what is observed/recorded where assessment is based on teacher observation. This will be discussed during the school year of 08-09 at our next school development planning day. We will also discuss what portfolios of pupil assignments, work samples, projects teachers will assemble. Work in copies is also used as a portfolio.
- The school's plan for each curriculum subject addresses the issue of assessment.
- The following subjects use teacher-designed tasks / tests: English, Irish, Maths, History, Geography, Science.
- Pupils are involved in assessment of their own work/progress e.g. Looking and Responding to Art work, the writing process, circle time for SPHE etc.

(c) Standardised tests

- The following standardised tests are used in our school
 - MicraT / Drumcondra (English) 1st-6th Classes
 - Drumcondra (Maths) 1st-6th Classes
- For 1st to 6th Class pupils: Micra-T/Drumcondra Reading each year in October and Drumcondra Maths each year in October
- Mary Dalton (post holder) and principal are responsible for purchase, distribution and co-ordination of testing.
- Each class teacher administers the standardised tests and in some cases with the help of a learning-support teacher. It is open to each class teacher to request help if necessary.
- All pupils are tested and no pupil is left out.
- All the following scores are recorded: raw score, standard score, percentile rank, STEN, Reading age on the class sheet. The percentile and standard score will be recorded in the data base. There is a uniform approach across all classes.
- Class teachers, principal and supplementary-teaching staff are involved in the analysis of results for individual classes, across the appropriate classes and at whole school level
- The information gathered from tests helps target the children for supplementary teaching and also helps the class teacher to adapt methodologies.
- Parent-teacher meetings are held at the end of the first term when testing is completed and the following information is provided to parents: STEN, percentile and ranking for standardised tests
- The deployment of teachers and/or the allocation of learning support/resource hours in our school are informed by the results of all standardised tests.

(d) Screening:

- MIST is used to facilitate the early identification of learning strengths / difficulties. It is administered late in term one in Senior Infants by the class teacher and the supplementary teaching team. There is joint interpretation of results. Emphasis is put on early-intervention programmes for children who are not achieving. The class teacher and supplementary-teaching team devise an intervention strategy to help these children best. Parents are advised of these results at parent teacher meetings. All parents are notified in writing if their child requires remediation or support learning and parental permission is sought.

(e) Diagnostic Assessment:

- Internal provision which includes prevention strategies, early-intervention programmes, screening, assessment, caseload selection, permissions and reviews are included in our SEN policy section 5 (5.1, 5.2 and 5.3 inclusive)

(f) Psychological Assessment:

- Mary Dalton (post holder) liaises with parents if it is felt that a psychological assessment or other assessment is required. This happens after consultation with class teacher and principal.
- Mary Dalton (post holder) and principal are responsible for liaising with NEPs and arranging an assessment from them. Parents may also organise for other professionals such as Psychologist, Speech & Language Therapist or Audiologist etc. Sometimes a teacher may suggest to parents to have a matter investigated further.

- The IEPs are based on the recommendations of the assessment.
- Psychological reports are stored in a specific secure records room in phase 2 of the school and the principal controls access to them. Copies of the reports are also kept by class teachers, resource teachers and principal.

(g) Recording the results of assessment

- Class teachers record the assessment results on a specific form. Percentiles and standard scores are inputted into the data base
- There agreed terminology used by all teachers is according to the test administered
- Teachers are aware of the need to record comments in an objective and instructive manner.
- Sensitive data is kept securely in the records room.
- A file/information sheet and individual school record booklets are used for the transfer of appropriate information from teacher to teacher. Parents are informed of results at parent-teacher meetings and by the end-of-year report. Pupils from 1st to 6th class are informed of test results when appropriate and in a sensitive manner.
- Many other of our school policies are informed by this policy including SEN policy, Record keeping & Data protection.

E) Success Criteria

Some practical indicators of the success of the policy include:

- A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.
- Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects.
- Transfer of information from class teacher to class teacher happens efficiently at the beginning/end of school year.

F) Roles and Responsibility

Mary Dalton (post holder) and principal have particular responsibility for co-ordinating the policy.

Implementation Date for Updated Version
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Beginning of school year 2008-09 (please note this policy has been in operation since 2005)

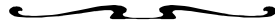
Timetable for Review

- Assessment is discussed regularly at staff meetings (at the very least in the last staff meeting each year) and the operation of the new procedures are reviewed and, if necessary, amended as a result of these discussions.
- Mary Dalton (post holder) and principal will initiate and co-ordinate this review.

Ratification & Communication

- *This updated policy was completed and made ready for the school plan on 18th September 2008*
- *This policy was ratified by the Board of Management at their meeting on October 1st 2008.*

- *This policy will be communicated to staff at staff meetings and through the school plan.*
- *This policy will be included in the school plan posted on the website.*
- *This policy was discussed at staff meeting on September 26th 3008 – (a) reporting to parents: STEN score for Micra & Sigma T; Percentile for Drumcondra English & Maths to be given in writing at PTM; (b) Standardised Tests for 1st Class – feel that Sigma-T is not appropriate; will research MALT*
- *This policy is reviewed yearly at the June Staff meeting*



Code of Conduct

Introduction:

Introducing this code of conduct for our school, the staff and I are aware that a great majority of our pupils are well behaved and thus are a credit to their parents and a pleasure to have in school.

However all pupils are in need of clear guidelines so that the children become more responsible in their work and conduct. Where teachers insist, firmly but fairly, on honest effort and commitment from pupils, and on high standard of behaviour, there is a greater likelihood they will obtain them. The great majority of parents take their responsibility with regards to standards of behaviour in their children seriously.

Some parents, however, do not fully appreciate the need to provide their children with firm guidance and positive models of behaviour. We need the support of all parents in order to meet the legitimate expectations with regard to good behaviour and discipline. Parents can co-operate by encouraging their children to abide by the school rules and by visiting the school when requested to do by the principal or other member of staff.

It is accepted that there is a need for sanction to register disapproval of misconduct. Keeping this in mind, we hope always to lay the emphasis on rewards for good behaviour whenever possible. This Code of Discipline set out clearly the sanctions, which will be used for serious breaches of rules or continuous bad behaviour. Sanctions such as these will be used only after every attempt is made to advise and reason with the errant pupil in an effort to educate towards good conduct.

Each classroom is entity in itself under the immediate control of class teacher. This code does not presume to set our guidelines for each individual teacher, nor does it dictate how each should effect discipline within the classroom, rather it is an overall guide to the general conduct of our pupils coming and going to school and activities within the school.

We believe the sanctions outlined in the code are firm, clear and fair to all concerned and when used will help all of our school community to enjoy school life to its fullest.

Rules of Conduct for St. Paul's N.S.

1. A respectful attitude towards all teachers, staff members and visitors to the school is expected. A general courteous and mannerly attitude is anticipated when addressing or being addressed by a teacher or staff member.
2. Pupils are expected to work diligently, in school, co-operate fully with teachers and complete all homework assigned to them. Children are expected to be punctual. Constant disruption of class cannot be tolerated.
3. All children must wear school uniform to school every day except for the day on which they have P.E. the school tracksuit must be worn on that day. Boys are not allowed cultish hairstyles and they are not allowed to wear earrings in school.
4. A child cannot leave the school without permission. A note from parents is required if a child must leave the school grounds during school time, or if a child stays in during lunch periods.
5. No running, boisterous behaviour, barging or shouting is allowed in the school.
6. Children must not steal or damage the property of the school or others children's possessions.
7. Silence is required when assembling on the yard, corridors and stairs.
8. No physical or verbal bullying shall be tolerated.
9. No child may use lewd or foul language. Remarks of racist nature will not be accepted.
10. No fighting, spitting or rough play is allowed.
11. No pornographic or suggestive comics and magazines are allowed in the school.
12. It is expected that the same standards of behaviour will be observed by pupils on route to and from school.
13. Mobile phones are not allowed in school.
14. Chewing gum is not allowed in St. Paul's School.

Rules for the School Playground.

1. Classes must keep to their defined play areas, and no child must leave that area without permission.
2. Certain designated games, which involve rough play and intimidation are banned. These are reviewed each year in consultation with the children to include new games and changing trends.
3. Cycling is not allowed in the schoolyard.
4. When the bell rings children walk to their lines immediately in a quiet and orderly fashion.
5. During lunch period all children must remain in their own places and tidy up before leaving the classroom.
6. Children are only allowed back into the school during lunch if they need to go to the toilet or if they are sick. They must always ask permission from the teacher on the yard.
7. Children who cannot obey general rules of conduct will not be allowed to stay for lunch.

In St. Paul's N.S. our active school policy will be most effective in a school climate which encourages respect, trust, consideration and support for others. As pupils model their behaviour on the behaviour of adults, Principals and teachers have to be careful to act as good role models and not misuse their authority. They should be

firm, clear and consistent in their disciplinary measures. Teachers should provide pupils with an opportunity to develop a positive sense of worth and therefore improve their self-esteem. Mutual respect between teachers and pupils and pupils and pupils is very important. The relationship of trust between all parties is the key to preventing cases of bullying behaviour.

The anti bullying code of St. Paul's is included in our code of discipline. The code is there to give the victim the confidence to report to the school (Principal, teachers or parents) when bullying is taken place and it sends out a clear message to parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in changing their child's behaviour.

SCHOOL DISCIPLINE

The misbehaviour of pupils is divided into three categories:

1. Minor Misdemeanours
2. Serious Misdemeanours
3. Gross Misdemeanours

Minor Misdemeanours

- Talking/eating during class
- Chewing gum in class
- No homework done without an acceptable excuse
- Late for school
- Being in the wrong yard, without permission
- No note for absences
- Homework diary not signed
- Not lining up properly after breaks

Sanctions

- Verbal reprimand
- Extra homework
- Detention from play
- Transcription exercise as punishment

Serious Misdemeanours

- Constant disobedience
- Constant no homework
- Failure to perform tasks set as punishment
- Continuous disruptive behaviour in class
- Fighting, kicking, punching, spitting in school-yard
- Bullying – use of physical and/or verbal intimidation and/or cyber bullying
- Mocking other pupils
- Making remarks of a racist nature
- No note for absences on a regular basis
- Being out of one's place repeatedly, with permission, when confined to classrooms during breaks on wet days
- Not wearing school uniform without an acceptable excuse
- Using a mobile phone during the course of the school day

Sanctions

- Removal of 'privileges' e.g. school tours, games, educational visits
- Detention from play
- Extra homework
- Temporary removal of child to another classroom

- Removal of child by parent during lunchtime as a consequence of repeated misdemeanours during lunch time
- Pupil must apologise for offence
- Restricted Day

Gross Misdemeanours

- Use of bad language to teachers/staff members
- Showing deliberate disrespect to teachers/staff members
- Causing deliberate damage to school property, property of staff member or property of other pupils
- Theft
- Persistent breaking of school rules
- Physical Assault on a staff member or pupil
- Smoking
- Misuse of prescribed drugs

Sanctions

- Suspension imposed by Board of Management
 - Parents informed of child's suspension
 - Parents to meet principal and teacher at school
 - Child to be re-admitted to class after he/she apologises for the offence and an undertaking is given in writing and signed by parent(s) that such misbehaviour will not occur again.
-
- *The need to review code of conduct was discussed at staff meeting on 28th September 2007 – committee formed to review code: John Tuohy, Paul Carroll, Ruairi Walsh, Mary Ryan and Annemarie Kelly*
 - *This code of conduct was reviewed and ratified by staff at staff meeting on December 7th 2007 and ratified by the Board of Management at their meeting on March 12th 2008*
 - *This code of conduct was reviewed at staff meeting September 19th 2016 – The statement: Bullying – use of physical and/or verbal intimidation was updated to include Bullying – use of physical and/or verbal intimidation and/or cyber bullying*
 - *Date for review: School Year: 2020-21 (3rd Term)*



School Day

Opening Time: 8:30 a.m.

(On a wet morning school is opened between 8.15a.m. and 8.20a.m. to allow children into school. The Principal and Staff do this if there is adequate supervision available for the children).

Roll Call: 9:30 a.m.

First Break: 10:30 am

Lunch Break: 12noon to 12:30pm

Closing Time: 2.10pm

School opening:

The school opens at approximately 8a.m. each morning. The staff arrive at school up to 8.20 a.m. One the bell rings the Principal/infant teacher opens the top door of the school at Phase 1 (Junior Infants to 2nd Class). The Junior Infants come into class usually with their parents, minders etc. All the classes from Senior Infants to 2nd Class line up and their teachers bring them into class.

The bell goes at 8:30am and the classes from 3rd to 6th line up at Phase 2. The Principal and the Vice-Principal guide the children to their classes where they are met by their class teacher. The children walk in silence into school, class by class. They hang up their coats and put away their lunch boxes etc. and sit down in their seats.



After School Use of Facilities – Hall & School

Name	Activity	Person in Charge	Day
GAA	Indoor Hurling	Mr Tuohy ^(T)	Mon/Tues 3-4pm
Art and Crafts		Ms Ryan ^(T) / Ms Enright ^(T)	Mon 3-4pm
Guitar		Mr Tobin ^(T)	
French		Ms Enright ^(T)	Thurs
Bowling Club	Bowling	Mr Tom O'Connor	Thurs 8-10pm
Speech & Drama School	Speech & Drama	Mrs. Alva Flanagan	Mon 3-4.30pm
GAA	Hurling/Football Matches etc.	Mr Carroll ^(T) Mr Kennedy ^(T) Mr Tuohy ^(T) Mr R Walsh ^(T) Mr Madden ^(T) Mr A O'Brien ^(T) Miss O'Dea ^(T) Miss Toomey ^(T) Miss Allis ^(T)	March – June in field
Athletics	School Team City Sports in May	Mr Carroll ^(T)	
School Hockey Teams (Girls)	Hockey	Miss Barron ^(T) Miss Lawlor ^(T)	
School Orchestra	Music	Miss Reale ^(T) Miss Keane ^(T)	
Computer Class	Computers	Mr Kennedy ^(T)	

^(T) Denotes Teacher in St. Paul's N.S.

* All Activities have Board of Management approval and are under the authority of the Principal

Development Plan

It is school policy to have a Development Plan. All aspects of the development plan will be overseen, discussed and approved by the board of management. Any changes or additions to school policy documents will be verified by the board in consultation with all the partners of education.

The first plan has been put in place after using the Scott Analysis to identify challenges and possibilities to cover over a three-year period starting in the year 2001 September. The development plan will be reviewed at the end of each school year, after consultation with the partners in education.

The plan shall cover the following areas:

- Building project for St. Paul's N.S.
- Health and Safety Plan
- Curriculum - Mathematics (Resources)
S.P.H.E.
Gaeilge – 'teanga labhartha'
- Classroom Libraries – Book stocks
- P.E. equipment
- I.T. Policy and report
- Supplementary teaching team – Resource Teaching/Support Learning
- Assessment-evaluation of system in place-School testing in Mathematics
- Developing Home/School links
- Support learning guidelines – implementation
- Introduction of Mathematics, Gaeilge, S.P.H.E. and S.E.S.E. as outlined in the Revised Curriculum – updating of aims, objectives, content and assessment.

Update January 2002

Since September 2001 some aspects of the school development plan have been addressed.

- Supplementary Teaching Team – Two meetings have taken place to evaluate team links with classroom teacher and parents and define roll of Resource Teacher, Support-Learning teacher etc.
Bi-termly meetings have been agreed upon
- Assessment procedures now include for:
 - Senior Infants – M.I.S.T. test
 - 1st /2nd classes – Micra T.
 - 3rd – Drumcondra Test
 - 4th – Micra T.
 - 5th – Drumcondra Test
 - 6th – Micra T. Test
- P.E. equipment
 - Bouncing balls
 - Indoor Hurling Sets
 - Gym Mats
 - Netted Goals.

Development Plan 2005-2006

- Update of the following curricular areas:
 - Science – development of core curriculum for school plan
 - SPHE – development of core curriculum for school plan
 - PE – development of core curriculum for school plan
 - Irish reading – reading materials
 - Music – development of core curriculum i.e. songs /tin whistle/exploration of songs

- The following policies will be reviewed/added:
 - Break Time Supervision/Sick Bay
 - Healthy Eating Policy
 - Educational Practitioners in the School e.g. student teachers and work experience for the following – past pupils, SNA's.

- Staff will be in-serviced in the following curricular areas:
 - PE
 - History
 - Geography
 - 1 School Development Planning Day

Development Plan Outcomes – June 2006:

Science:

- The curriculum plan in Science was compiled during a number of meetings as outlined in the meetings section below.
- Core curriculum was formulated during in-school planning day. It was agreed that all classroom teachers would follow science plan. Resources were identified for implementation of plan and Mr Liam Walsh ordered and catalogued these. They are now stored in the science section upstairs in Phase 2.

SPHE

- Not completed and will be reviewed 06-07

PE:

- In-service day for PE: 4th October 2005

Gaeilge

- Irish Reading materials researched and reviewed. Visit to Gaelscoil Sairséail by Mrs McNamara, Mr Tuohy, Deirdre Kenneally, Carmel Hayes, Muirne Bennis.
- Decision to implement materials from 'Séadán Sí' and other resources from An Gúm

Music

- School development planning day on Music, presented by Eileen Fitzgerald (post holder). Each teacher received music pack containing details of songs and ideas of how to develop other aspects of music through song singing e.g. rhythm.

Policies Reviewed/Added

- Administration of Medicines
- Arrival/Dismissal from School
- Child Protection
- Health and Safety
- Intercultural

- Healthy Eating

Development Plan 2006-2007

Following our staff meeting the following items will be updated:

- Update of the following curricular areas:
 - Visual Arts – Plan
 - Gaeilge – Plan
 - Mathematics – Plan; Language
 - Music – Listening and Responding
 - History
 - SPHE – Plan and Core Curriculum

- The following policies will be reviewed/added:
 - Learning Support policy
 - Staff Development
 - Staff Relations
 - Substance Misuse
 - Ancillary Staff
 - Record Keeping and Data Protection

- Creation of new posts of responsibility
 - Staff Professional Development i.e. courses, post diploma, post graduate courses and availability to staff in all curricular areas

- Staff will be in-serviced in the following curricular areas:
 - SPHE – in school
 - Drama and Drámaíocht sa Ghaeilge – in-school
 - Meeting to be set up with SL and Infant teachers to discuss approaches to phonics and phonological awareness
 - SDP day – English to be facilitated by Elaine O’Connor and we aim to cover oral language programme, spelling and phonemic awareness

Development Plan Outcomes – June 2007:

Visual Arts:

- Principal and post holder (Marion McNamara) met on 3 occasions (as recorded in the meetings section below) to plan for the year – refer to principal’s notes
- The curriculum plan in Visual Arts was not completed this year and is included in the development plan for next year
- A Looking and Responding curriculum was compiled by Marion McNamara (post holder) and Muirne Bennis (post holder)

Gaeilge

- The curriculum plan in Gaeilge was compiled during a number of meetings as outlined in the meetings section below.

Mathematics:

- The curriculum plan in Mathematics was compiled during a number of meetings as outlined in the meetings section below.
- Mathematics was reviewed at our staff meeting on 15th June 2007. Mathematical language to be used in each class level was recorded and is listed in our core curriculum

Music

- Eileen Fitzgerald (post holder - Music) and Muirne Bennis (post holder – SDP) met to decide on a core curriculum for teaching solpha and listening and responding and this is recorded in our core curriculum below

History

- The curriculum plan in history was compiled during a meeting as outlined in the meetings section below.

SPHE

- The curriculum plan in SPHE was compiled during a number of meetings as outlined in the meetings section below.
- Principal, post holder-SPHE (Margaret Bernard) and post holder – SDP (Muirne Bennis) met to discuss School Development Planning Day in SPHE (7th December)
- SDP – planning day: 7th December. Core curriculum was completed.

SEN Policy

- Principal met with Ms Bernard, Ms Dalton and Ms Allis on Nov 22nd to discuss policy, assessment, timetabling and discussion of individual pupil's needs.
- Decisions:
 - Times for testing in English and Maths – refer to principal's notes

Other Policies Added:

- Staff Development
- Staff Relations
- Substance Misuse
- Ancillary Staff
- Record Keeping and Data Protection

All school policies were presented in booklet form to the board of management at their meeting on 21st November 2006 and ratified at their meeting on January 30th 2007. The only exception to this is the learning support policy which was not completed for this date.

Creation of New Posts

- Principal and Bessie Lawlor (post holder) met to discuss new posts on 23rd November.
- 7-12-06: Principal Met with Ailsing Geary to discuss her new post – Staff Professional Development.

Code of Discipline

- The issue of discipline was raised at our SA committee was set up to look to review the then code of conduct. Members of this committee were John Tuohy, Paul Carroll, Mary Ryan, Ruairí Walsh. They reported briefly to the staff at a staff meeting on December 7th. A full report was given at a meeting of post holders on February 8th.
- The code was ratified at the Board of Management on 12th March 2008.

Development Plan 2007-2008

Following our staff meeting the following items will be updated:

- Update of the following curricular areas:
 - Music – Plan and Core Curriculum

- Drama – Plan and Suggested Curriculum
 - PE – Core Curriculum
 - English – plan and areas of core curriculum
 - Geography – Plan
 - Visual Arts - Plan
- The following policies will be reviewed/added:
 - SEN policy
 - Health and Safety
 - Code of Discipline
 - Staff will be in-serviced in the following curricular areas:
 - SDP day – English to be facilitated by Elaine O’Connor and we aim to cover writing

Development Plan Outcomes – June 2008:

Music:

- core curriculum for song singing
- Eileen Fitzgerald (post holder) compiled a handout for each teacher covering the following aspects of Music ‘Introducing Melody leading to Composition’, and this was explained at our staff meeting, February 8th.
- Eileen also bought new resources and updated the resource list.
- The curriculum plan in Music was compiled during a number of meetings as outlined in the meeting section below.

PE

- Paul Carroll (post holder) compiled a core curriculum for all class levels
- New resources were received from the ‘Tesco Sports Tokens’ and Paul updated the resource list

English

- The curriculum plan in English was compiled during a number of meetings as outlined in the meetings section below.
- SDP day facilitated by Elaine O’Connor on April 11th and preparation for this day covered the following aspects: reading initiatives, review of poetry core curriculum, writing genres, handwriting and penmanship policy, grammar and punctuation and one or two other issues regarding oral language etc.

Geography

- The curriculum plan in Geography was compiled during a number of meetings as outlined in the meetings section below.

Visual Arts:

- The curriculum plan in Visual Arts was compiled during a number of meetings as outlined in the meetings section below.

SEN Policy

- This policy was almost completed by the end of last year. It was completed and updated during a number of meetings as outlined in the meetings section below.

Health and Safety Policy

- This policy was reviewed and updated by Geraldine Stackpoole (post holder) in September 2007. A meeting took place between Geraldine and Muirne to add updates to the school plan.

Code of Discipline

- The issue of discipline was raised at our SA committee was set up to look to review the then code of conduct. Members of this committee were John Tuohy, Paul Carroll, Mary Ryan, Ruairi Walsh. They reported briefly to the staff at a staff meeting on December 7th. A full report was given at a meeting of post holders on February 8th.
- The code was ratified at the Board of Management on 12th March 2008.

Development Plan 2008-2009

Following our staff meeting the following items will be updated:

- Curricular areas:
 - We have noted that our core curricula need to be reviewed as they are too expansive. It is our aim to review, adapt and consolidate these curricula over the next 3 years*
 - Review Core Curriculum – Gaeilge: Feidhmeanna Teanga, Foclóir (Staff meeting 09)
 - Review Core Curriculum – Visual Arts (Staff meeting 09)
 - Review Core Curriculum – Science (Staff meeting – end of November 08)
 - Develop Core Curriculum & Curriculum Plan for Drama (Staff meeting – sept 08)
 - Agreed approaches to problem solving in Maths (Staff meeting – end of November 08)
- The following policies will be reviewed/added:
 - Enrolment
 - Record Keeping and Data Protection
 - Administration of Medicines
 - Break time supervision
 - Break time sanctions
 - Code of conduct

Time schedule for review overleaf

- Planning Areas:
 - Format of Cúntas Míosúil (last term)
 - Format list of what each teacher should pass on to next teacher at end of year
 - Decide upon agreed checklists per standard (middle term)
- Development of a information booklet for parents (last term)
- Creation of new posts – 2A and 2B (first term)
- ICT
 - to equip 4 classrooms with interactive whiteboards
 - to develop a detailed ICT skills list appropriate to each class level
 - to organise a printer maintenance contract
 - to upgrade 3 classrooms with new computers
 - to develop a new Comenius project and to include an Eastern European country
 - to improve our capacity to videoconference with our partner schools in Europe
 - to develop a policy of ICT and special needs pupils

- Board of Management review of in-school management.
 - Beginning in term 1 2008-09 we aim to put the following process in place:
 - At the end of each term 4 post holders duties will be reviewed by the board
 - This will be presented by the principal or teacher representative to the board for discussion or review.

Development Plan Outcomes –2008-2009:

Lists to Pass on at End of Year:

- This was discussed at our September staff meeting (Friday 26th) and the following list was agreed upon
 - Class Test Results
 - Standardised Test Results
 - Reports on EAL children
 - Class List with all address and contact details
 - Report Booklets
 - Copies being used in next standard
 - List of Art & Craft – who paid
 - Psychological Reports *



The Development Plan process was replaced by the School Self Evaluation Process from 2010 onwards.

Review Schedule

BOM & Policies

	<i>Discussed at Meeting</i>	<i>Ratified at Meeting</i>	<i>To be reviewed (in school)</i>
1. Enrolment	March 24 th 2003	30 January 2007 1 st October 2008	2008-09 – Sept SM
2. Learning Support		1 st October 2008	Yearly – present @ Jan SM
3. Parent-teacher Contact		30 January 2007	2009-10
4. Supervision - Break		30 January 2007	2008-09- Sept SM
5. Break sanctions		30 January 2007	
6. Homework		30 January 2007	2009-10
7. Intercultural	Dec 2 nd 2004	30 January 2007	Yearly by TEFL teachers
8. Attendance		30 January 2007	2009-10
9. Child protection		March 4 th 2007	2009-10
10. Bullying		30 January 2007	2009-10
11. Acceptable use		30 January 2007	Yearly by post holder
12. Administration of Medicine		April 5 th 2005	2008-09 – Sept SM
13. Equality of Access & part		30 January 2007	2010-2011
14. Health & Safety		30 January 2007	Yearly by post holder
15. Record and Data Protection		30 January 2007	2008-09 – Jan SM
16. Staff Relations; Dignity at work		1 st October 2008	2010-2011
17. Staff Development		30 th January	Yearly by post holder
18. Substance Abuse		April 5 th 2005	2010-2011
19. Ancillary Staff		30 January 2007	2010-2011
20. Healthy Eating		April 5 th 2005	Yearly by post holder
21. Assessment		1 st October 2008	Yearly @ final staff meeting
Code of Conduct		March 12 th 2008	2008-2009 – June SM

Policies & Plans: Implementation and Review – in school

	<i>Implementation</i>	<i>Discussed at Staff Meeting</i>	<i>Reviewed</i>	<i>To be reviewed</i>
1. Enrolment			26/9/08 2014-15 Oct 2016 19/9/17	2008-09: Term 1 ✓ 2011-2012 2014-15 2017-18 2020-21
2. Learning Support		September 29 th 2006 June 6 th 2008 March 5 th 2009 Oct 4 th 2015 Sept 10 th 2018	Jan 2015 Jun 2018	Yearly – present @ Jan SM
3. Parent-teacher		Sept 2017	24/9/11 7/9/15 19/9/14	2009-10 2012-13 2015-16 2018-19
4. Supervision - Break		September 30 th 2005	26/9/08	
5. Break sanctions		September 28 th 2007 Jan 29 th 2018 March 12 th 2018 June 11 th 2018 Sept 10 th 2018 Sept 28 th 2018	24/9/11 7/9/15 19/9/14 17/9/17	2008-09- Sept SM ✓ 2011-2012 2014-15 2017-18 2020-21
6. Homework				2012-13 2015-16 2018-19
7. Intercultural		Feb 10 th 06; May 19 th 06 ® September 19 th 2016	Began 7/9/15	Yearly by EAL teachers
8. Attendance			2017-18	2009-10 2012-13

				2015-16 2017-18 2020-2021
9. Child protection		December 7 th 2007 25/8/10 19/9/11 17/9/12 7/9/15 1/10/15 19/9/16 17/9/17 Sept 10 th 2018	2017-18	2012-13 2015-16 2017-18 2020-21
10. Bullying		25/11/13	19/6/16	2009-10 2012-13 2015-16 2018-19
11. Acceptable use				Yearly by post holder
12. Administration of Med		Sept 29 th 06; May 19 th 06	26/9/08	2008-09: Term 1 ✓ 2011-2012 2014-15 2017-18 2020-2021
13. Equality of Access & participation		May 19 th 06		2010-2011 2013-14 2017-18 2020-21
14. Health & Safety		September 28 th 2007 December 7 th 2007 ® June 6 th 2008 Sept 28 th 2018		Yearly by post holder
15. Record and Data Prot		June 1 th 2018	11/1/15	2008-09: Term 2 2011-2012

				2014-15 2017-18 2020-2021
16. Staff Relations; Dignity at work			7/9/15	2010-2011 2013-14 2017-18 2020-21
17. Staff Development				Yearly by post holder
18. Substance Abuse				2010-2011 2013-14 2017-18 2020-21
19. Ancillary Staff				2010-2011 2013-14 2017-18 2020-21
20. Healthy Eating		September 28 th 2007		Yearly by post holder
21. Assessment				Yearly – June SM
Code of Conduct		September 28 th 2007 December 7 th 2007	19/9/16	2008-2009 – June SM 2011-2012 2014-15 2017-18 2020-2021
English	Sept 08	Sept 29 th 06/ 6 th June 08®		Jan 2009 SM*
Maths	Sept 07	Feb 10 th 06; June 15 th 07® June 11 th 2018		2010-2011*
Gaeilge	Sept 07	May 4 th 07 (® June 2007) March 12 th 2018		2008-2009 (2 nd term)*
History	Sept 07	(® June 2007)		2009-2010*
Geography	Sept 07	2008-09 ®		2009-2010*
Science	August 30 th 2006	Feb 10 th 2006 ®		2020-21

		Sept 28 th 2018		
SPHE	7 Dec 06	Sept 30 th 2005 Sept 10 th 2018 Sept 28 th 2018	June 6 th 2008®	2010-2011*
Visual Arts	Sept 05	June 11 th 2018 Sept 28 th 2018	June 15 th 07®	2008-2009 (3 rd term)*
Music	April 08	8 th February 2008 ® Sept 28 th 2018		2010-2011*
PE	September 07	26 th September 2008 ®		2009-2010*
<i>* Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed of updates</i>				

® ratified

List of Meetings

Policy	Administration of Medicines	18/05/2006				John & Muirne	
Policy	Arrival/Dismissal	18/05/2006				John & Muirne	
Policy	Child Protection	18/05/2006	25/05/2006	01/06/2006	06/06/2006	John & Muirne	
Policy	Health and Safety	08/06/2006				John & Muirne	
Policy	Equality	26/08/2006				John & Muirne	
Policy	Health and Safety	20/09/2006				John & Muirne	Review
Policy	Health and Safety	24/09/2007				Geraldine	Review
Policy	Healthy Eating					John & Muirne	
Policy	Intercultural	19/05/2006				Claire Doherty & Muirne	
Policy	Learning Support	22/11/2006				Principal & STT	
Policy	Learning Support	15/06/2007	22/06/2007	28/06/2007	02/09/2008	Mary Dalton & Muirne	
Policy	Learning Support	13/09/2007	14/09/2007	26/06/2008		Mary Dalton & Marie Allis	
Policy	Records and Data Protection	08/11/2006	15/11/2006			John & Muirne	
Policy	Staff Relations	16/11/2006				John & Muirne	
Policy	Substance Abuse	21/11/2006				John & Muirne	
Policy	Ancillary Staff	16/11/2006				John & Muirne	
Subject Rationale	English	21/02/2008	27/02/2008	08/04/2008	05/06/2008	John & Muirne	
Subject Rationale	Gaeilge	19/06/2007	20/06/2007			John & Muirne	
Subject Rationale	Geography	25/10/2007	26/10/2007			John & Muirne	
Subject Rationale	History	21/06/2007				John & Muirne	
Subject Rationale	Maths	31/05/2007	01/06/2007			John & Muirne	
Subject Rationale	Music	13/12/2007				John & Muirne	
Subject Rationale	Music	08/06/2007				Eileen & Muirne	
Subject Rationale	Music	17/01/2008				Eileen, John & Muirne	
Subject Rationale	Science	15/06/2006	21/06/2006	22/06/2006		John & Muirne	Liam
Subject Rationale	SPHE	16/11/2006				John & Margaret	
Subject Rationale	SPHE	23/11/2006	30/11/2006			John & Muirne	
Subject Rationale	Visual Art	11/10/2006	18/10/2006	25/10/2006		Marion & John	
Subject Rationale	Visual Art	12/06/2007				Marion & Muirne	
Subject Rationale	Visual Art	06/10/2007	09/11/2007			John & Muirne	

Review	Science	14/06/2007				John & Muirne	
Review	Introduction	14/01/2008	15/01/2008			John & Muirne	
Review	Review and Update of School	25/09/2008				John & Muirne	
Planning	Decision on class-group planning	08/01/2008				Carmel & Muirne	
Planning	Formatting of class yearly grids	14/07/2008				Carmel & Muirne	
SDP	Planning for review	09/06/2008				John & Muirne	
SDP	Recording of school plan process	10/06/2008				John & Muirne	
SDP	Review School Development Plan	12/01/2007				Elaine O'Connor (facilitator) John & Muirne	
SDP	Outcomes of development plan 07-08, Development Plan 08-09	11/06/2008				John & Muirne	
SDP	Development Plan 08-09 continued	13/06/2008				John & Muirne	
SDP	Creation of new posts	23/11/2006				Bessie Lawlor & John	
SDP	Post - Staff Professional Development	07/12/2006				Aisling Geary & John	
SDP	Preparation for in-school planning day - Drama/SPHE	14/02/2007				Pádraig, John, Margaret, & Muirne	
SDP	Preparation for in-school planning day – for 30 th May (Oral language, Spelling, Phonological Awareness)	11/04/2007				Elaine O'Connor (facilitator, John & Muirne)	
SDP	Plan Core Curriculum for PE	07/12/2006				Paul & John	
SDP	Approaches to Phonics & Phonological Awareness	05/03/2007				SL & Infant Teachers	
SDP	Templates for Planning – prioritised SPHE, Science, PE for 05/06 school year	29/11/2005				Siobhán Scanlon (Facilitator), Bessie Lawlor, Muirne Bennis, Marion McNamara	
SDP	Learning Support Model 08/09	16/06/2008				Mary Dalton & John	
SDP	Model for Language Teaching	24/06/2008				Infant Teachers & John	
SDP	Model for Language Teaching	25/06/2008	26/06/2008			Language Teachers, John, Mary Dalton, Sinéad Enright (Junior Infants rep) and Carmel Hayes (Senior Infants rep)	
SDP	School Plan - final review for year	30/06/2008				John & Muirne	
SDP	English Additional Language Programme for infants – in-class teaching, timetabling and themes. Agreement: Miss O'Connor to take Miss Bennis & Miss O'Dea's Class Mr Tobin to take Miss Enright & Ms Hayes' class Mr O'Brien to take Miss Reale and Miss	09/09/2008				Infant teachers and John	

	Lawlor's class					
SDP	Post of Responsibilities – Review of Posts; Post holders meeting fixed for Sept 22 nd	11/09/2008				Mrs Lawlor and John
SDP	Discussed SEN Policy including standardised testing and Assessment Policy	01/09/2008	15/09/2008			Supplementary Teaching Team
SDP	Post holders meeting – timetabling of before school supervision; each post holder to have description of post and action plan for the term/year for the forthcoming WSE	22/09/2008				Post Holders and Principal
SDP	In-service Post – discuss in-service post and ideas for coming year	23/09/2008				Ms Geary & John
SDP	Development Plan 2008-09: inclusion of role of BOM	1/10/2008				John & Muirne
In-School Planning	Facilitated - Oral Language, Spelling and Phonemic Awareness	30/05/2007				Staff
In-School Planning	Facilitated - English Writing, Grammar & Punctuation, Reading Initiatives	11/04/2008				Staff
In-School Planning	Drama	21/02/2007				Staff
In-School Planning	English - Spelling, Reading	23/03/2007				Staff
In-School Planning	Science	15/03/2006				Staff
In-School Planning	History	02/06/2006				Staff
In-School Planning	Geography	06/06/2006				Staff
In-School Planning	Review & Reflection – Action Plan (Maths/Visual Arts)	02/02/2004				Staff
In-Service	Drama – Day 1	15/01/2007				Staff
In-Service	Drama – Day 2	23/03/2007				Staff
In-Service	Newly appointed LS/RT teachers	30/05/2006				Supplementary Teacher
In-Service	Learning-support Guidelines	10/12/2003				Staff
In-Service	Science - Day 2	05/03/2003				Staff
In-Service	Gaeilge	24/01/2001				Staff
In-Service	Gaeilge	13/03/2002				Staff
In-Service	SPHE	28/11/2001				Staff

In-Service	Maths	07/02/2002				Staff	
In-Service	Maths	08/02/2002				Staff	
In-Service	Learning Support	16/01/2002				Principal & Supplementary Teachers	
In-Service	Visual Arts - Day 3	23/03/2002				Staff	
In-Service	Learning Support	05/12/2002				Supplementary Teacher	
In-Service	Learning Support	06/12/2002				Supplementary Teacher	
In-Service	Science - Day 1	01/12/2002				Staff	
In-Service	History	27/01/2006				Staff	
In-Service	PE	04/10/2005				Staff	
In-Service	SESE – linkage	09/10/2006				Staff	
In-Service	Geography	06/12/2005				Staff	

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over an ongoing process, which included staff meetings, curriculum in-service days, school-development planning days and English planning meetings during the school years 2001 to 2007. Whole staff, small staff groups, supplementary teaching team, post-holder (Miriam O'Mahony – English Reading) and prior post holder in Poetry (Carmel Hayes) were involved at various stages.

(b) Rationale

- To benefit teaching and learning of English in our school
- To conform to principles of learning outlined in the Primary School Curriculum
- To review the existing plan for English in light of changed emphases and new methodologies outlined in the Primary School Curriculum
- To create and implement a core curriculum in the areas of reading, writing, oracy, poetry, spelling, phonics and handwriting
- To provide a coherent structure for teaching of all aspects of teaching o English within the school

Vision and Aims

(a) Vision

Through providing each child with an education in a happy and caring environment and in endeavouring to develop the individual talents of each child we strive to give the necessary communicative skills to all the children in our care to ensure they can participate in the wider community to the best of their abilities

(b) Aims

We endorse the aims of the Primary School Curriculum for English

4. To promote positive attitudes and develop an appreciation of the value of language - spoken, read and written
5. To create, foster and maintain the child's interest in expression and communication
6. To develop the child's ability to engage appropriately in listener-speaker relationships
7. To develop confidence and competence in listening, speaking, reading and writing
8. To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
9. To enable the child to read and write independently
10. To enhance emotional, imaginative and aesthetic development through oral, reading and writing experience
11. To enable international children to communicate effectively in the English language

This English plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Language programme
3. Assessment and record keeping
4. Children with different needs
5. Equality of participation and access

Organisational planning

6. Timetable
7. Homework
8. Library
9. Resources and ICT
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

1. Strands and strand units

English in St Paul's school will be planned through the three strands of Oracy, Reading and Writing. The strand units will be addressed under these strands. We aim to serve the two fundamental principles of the curriculum

- Children learn language and learn through language (Curriculum p. 3)
- Language learning is an integrated process in which it is difficult to separate the functions of oral language, reading and writing. For example a lesson in oral language may have related activities in reading and writing and may also address a number of strands e.g. Competence and confidence in using language and Developing cognitive abilities through language (Curriculum p. 2)

To satisfy these two principles, the English curriculum is structured according to the strands and strand units. Within each strand, the strand units reflect the contribution oral language, reading and writing make to that particular facet of the child's development and these strand units contain the detailed elements of curriculum content. As part of the school planning process class teachers have identified the specific objectives for each standard to ensure clarity and continuity in planning and implementation in the English curriculum. Each objective for each strand has been numbered.

- Teachers will familiarise themselves with the strands/strand units/content objectives for their class level. A core curriculum will be formulated and formally adopted by the school to ensure all objectives are covered. Each teacher will have a copy of this. The post holder (Muirne Bennis) for school development planning will ensure that new staff members receive a copy of this core curriculum.

2. Language programme

Strand: Oral language; Strand unit: Receptiveness to language.

- Most pupils enter the school with a rich/varied oral language experience. Around 10% of pupils are coming from a background where English is not their first language. We also have a small percentage of children from disadvantaged socio-economic backgrounds, some of whom may not have had the same language experience as their peers.
- Children will experience a variety of age-appropriate strategies to develop conversational and oracy skills. These will be further expanded upon in our Oral Language core curriculum section.

Strand: Oral language; Strand unit: Competence and confidence in using language.

- Specific approaches taken by the school to develop oral fluency and expressiveness, taking into account the language needs of the children include:
 - Using the five contexts in the teaching of oral language - Talk and discussion, Play and games, Poetry, Story and Improvisational drama – examples of which can be found in our core curriculum below
 - Developing children's social use of language through practice, role play *etc e.g. giving and receiving greetings, making introductions, using a telephone, making an inquiry, giving directions*
 - Improving children's expressive use of language through increasing their vocabulary and sentence structure
 - Teachers adopt thematic approaches wherever suitable. There is continuity and progression in relation to many themes and this is evident in the core curriculum
 - Organisational settings used include pair work/working collaboratively/working in whole class settings, formal and informal debates/circle work/individual and group presentations/other activities
- Oral language activity is used as a basis for reading (through language-experience material, reading aloud, oral book reports, questioning, discussing, etc) and writing (through brainstorming, conferencing, etc) and through using thematic approaches.
- The school uses workbooks to developing knowledge of grammar and its accurate use. However formulating a coherent approach to the teaching of grammar will be included in our development plan

- Specific programmes and resources used to support activities for oral language include ‘Chatterbox’, Now You’re Talking, Magic Emerald Oral Language Posters.

Strand: Developing cognitive abilities through language. Strand unit: Oral language

- The following strategies are being used to develop children’s higher order thinking skills, *e.g. to use questions in order to gain maximum information; to seek and to give explanations; to discuss different possible solutions to problems; to argue a point of view; to persuade others; to examine fact and fiction, bias and objectivity*
- The school use oral language in developing children’s comprehension skills by use of oral language as an alternative to written exercises. Talk and discussion is used very much in the classroom to develop oral language and other skills *e.g. listening, thinking etc.*
-

Strand: Emotional and imaginative development through language. Strand unit: Oral language

- Children encouraged to explore experiences and feelings through talk, writing, play and drama

Discrete oral language time:

- Discrete oral language time is allocated at each class level as follows:
 - Junior Infants – at least 30 minutes per week (probably 3 x 10minutes)
 - Senior Infants – at least 40 minutes per week
 - 1st Class – 60 minutes per week
 - 2nd-6th Classes – 30 minutes per week
- All are aspects of language such as form, structure and use are addressed within oral language time.

Oral language across the curriculum:

The following examples show how the use of oral language in different subjects can also be used to address the strands of the English curriculum.

- **Maths:** Guided discussion in developing strand units, the problem-solving process, and reporting on the process subsequently (*C 24, 36, 48*) [Receptiveness to Language]
- **P.E.:** Use of terminology, *e.g. football/rounders/basketball terms (C 18, 27, 38, 50); Use of sports’ events to promote language development. [Competence and confidence in using language]*
- **Science:** Use of terminology, process of investigating and reporting on findings (*C 20, 29, 41, 53*) [Developing cognitive abilities through language]
- **SPHE:** Exploring relevant themes through the medium of talk and discussion (*C 21, 31, 44, 56, TG: SPHE 79 – 85*) [Emotional and imaginative development through language]

Strand: Reading; Strand unit: Receptiveness to language.

- Children are encouraged to appreciate the usefulness and pleasures of reading as it is policy of the school to introduce the children from juniors to 6th to as many books as possible.
- The following strategies are used to develop literacy, *e.g. acquiring an appreciation of the conventions of text, knowledge of the terminology and conventions of books, an ability to use a range of reading and comprehension skills*
- Approaches to reading are based on the children’s general language development and decisions are taken on the nature, quality and extent of language activity that is needed to support the introduction of reading.

Strand: Reading; Strand unit: Competence and confidence in using language

- The class teachers in school at every level provide for an appropriate print rich environment *e.g. labels, posters, charts, captions, language-experience charts, library, ICT resources, dictionaries, newspapers*
- The following schemes and supplementary readers are used: Starways Reading scheme published by CJ Fallon, Sails, Go-Books, Oxford Reading Tree, Spiral Readers, Go-cats. All schemes are selected on the basis of suitability for children with varying needs. Schemes are reviewed annually by all teachers prior to formulating of booklists.
- Alternative reading material such as shared-readers, supplementary readers, textbooks from other areas of the curriculum, big books, ICT programmes, novels, library books etc are also used.
- A reading culture is promoted in the school through activities such as USSR (Uninterrupted Sustained Silent Reading), Shared-Reading, Guided-Reading, Annual Bookathon, Book Fairs, Book Week

- A paired reading scheme involving parents is in operation in the junior end of the school. Children bring the books home to read with/for parents.
- The school puts great emphasis on the role of the home in relation to the emergent reader. Teachers stress the importance of parents reading to/with children on enrolment night, parent-teacher meeting and other informal or formal occasions as the need arises.
- The learning-support and/or the resource teacher supports the reading programme through consolidation of the pre-reading and word-attack skills in the early years, and implementing programmes to help children with learning difficulties.
- Authors, poets, journalists or other writers are visited and invited to read and speak to the children in school
- A core curriculum of selected poems for each class level has been compiled. These can lend themselves to further activities such as discussion, drama, group recital etc.

Key elements of emergent reading in infant classes

- The school supports the emergent reader through implementation of a pre-reading and emergent reading programme using resources/materials such as large format/big books, shared readers, class readers, language-experience material, print-rich environment etc
- In the early years the following the word identification strategies are used: phonetical clues, blending, picture clues, contextual clues and some basic sight vocabulary
- The school has formulated a phonological and phonemic awareness plan that was implemented on a trial basis during the school years 2007-8 in the infant classes. This programme includes following the 'Jolly Phonics' programme. This programme was discussed in June 2008. It was decided to adopt 'Jolly Phonics' programme.
- We will agree a basic sight vocabulary at a future planning/staff meeting

Key elements of instructional reading in the school (Senior Infants to Second class)

- Continuity and progression from class to class is ensured through the reading scheme, core curriculum and teacher contact
- Children are exposed to a range of expository, narrative, diagrammatic, representational text
- The word identification strategies that are used are the same as in the early years including: phonetical clues, blending, picture clues, contextual clues, sight vocabulary
- Children are introduced to formal reading instruction at an appropriate stage in their language development in Junior Infants
- Poetry and fiction are used as a springboard for activities such as writing, drama, SPHE, SESE, Visual Arts.

Key elements in developing independent reading in the school

- The key elements in developing independent reading in this school include: guided reading from junior infants to 2nd; USSR; book clubs, read-a-thon, book reports/reviews, read-cover-remember-tell, book discussion club, setanta book club, presenting book to class, class novel, newspaper
- The print-rich environment further enhances reading at this stage.
- Use is made of group work/active learning, e.g. *paired reading, reading with parents, buddies, discussions*
- Class novels are used from 3rd to 6th

Strand: Reading; Strand unit: Developing cognitive abilities through language

- Strategies used to develop the children's cognitive abilities i.e. developing interests, attitudes, information retrieval skills and the ability to think include: re-telling, re-calling, analysing and interpreting characters, situations and events, prediction, developing comprehension strategies, seeking and giving recommendations etc.
- Oral language activity is emphasised in the development of comprehension skills. Comprehension skills are developed through a combination of reading the text, reflecting on it, discussing it, writing about it. Strategies used to develop higher-order comprehension skills, e.g. synthesis, analysis, deduction, correlation include: assimilation (what did I learn?), deduction (what can I conclude?), inference (what may I conclude?), analysis (what are the details and how do they come together?), prediction (what might happen next?), evaluation (what do I think of this?), summarising (how can I give a brief account of the main points?)
- The school develops children's response to fiction/poetry or other text through questioning, discussion, written tasks, reports, recommendations etc. This progression is evident through the range of ideas used as children move from class to class. A copy of responses used in each class is included in our core curriculum.

Strand: Reading; Strand unit: Emotional and imaginative development through language.

- Strategies are used to foster emotional and imaginative development through story, poetry, drama include: listening, sharing, imagining, reading with expression, responses (to character, plot...) etc

Strand: Writing; Strand unit: Receptiveness to language.

- Children experience a classroom environment that encourages writing through *e.g.*
 - encouragement to write for and present to different audiences
 - encouragement to choose their own topics for writing
 - providing arrangements for group work, *e.g.* co-operative stories, class anthologies, project work, peer-editing, write-a-book.
 - exploring different genres
- The role of oral language is a central part of the writing process and must be engaged in before writing takes place

Strand: Writing; Strand unit: Competence and confidence in using language.

- Topics are selected for writing through linkage with oral language and reading themes; writing from their own experiences/ideas etc
- All the conventions of grammar/punctuation can be developed through the writing process and this is approached and progressed throughout the school by each teacher. Please refer to core curriculum document on grammar and punctuation (to be compiled yet and included in our development plan)
- In planning writing, children are introduced to a variety of strategies, *e.g.* *brainstorming, webbing, research,*
- Strategies are used to develop the ability to use different genres of writing through giving children the opportunities to write *e.g. birthday invitation, writing to seek information, diaries, reports, etc.* It was decided that each class from juniors to 4th would cover 4 genres as core (ensuring the 6 genres were covered at least once every two years) and 5th & 6th would cover 3 genres each. The specific genres for each class are listed in the core curriculum below.
- There is now planning for continuity and progression from Junior Infants to Sixth Class through our new system of planning per class group, as provided by Carmel Hayes, Post-holder.
- Children's written work is valued *e.g. displayed – both in class and in corridors, constructive comment, included in anthologies, self-evaluation*
- A consistent approach to the process of "Writing, Editing and Redrafting" of work has been discussed at our school-development planning day on April 11th 2008. The following was decided:
 - 3 stages to teaching of writing:
 - Stage 1: Teach new genre
 - Decide on how much time you will need
 - Expose children to the text type through their shared reading/reading
 - Demonstrate and model good writing
 - Scaffold and guide
 - Stage 2: Planning and Mapping – Brainstorming and structure
 - Stage 3: The Writing Process:
 - First Draft
 - Conference
 - Read/Revise (for meaning, order, overused vocabulary, spelling, punctuation)
 - Conference
 - Final Draft.
 - Publish
 - This process to be undertaken at every class level
 - Each class will publish work at least once-a-year
 - The writing process can be used for any piece of writing in any subject area but we aim to definitely exercise this process at least once in each core genre covered in each class level. That is at least 3 times-a-year minimum.

Key elements in the early writing stage in the school

- In the infant classroom the children first use all forms of written expression (scribbles, drawings, lines, letters etc.) and this eventually evolves to use of letters and words.

- Children are introduced to the concept of writing through a print-rich environment, language-experience materials, teacher modelling writing, teacher acting as scribe, early reading, copying letters and words informally

Key elements in the development of handwriting skills in the school

- The agreed handwriting styles used throughout the school are: print as per their reading scheme in Infants and 1st Class; and Vere Foster from 2nd to 6th
- Its development is supported by school-devised resources
- The formation of all lower-case and capital letters in print format is as per Starways reading scheme (CJ Fallon) – Nelson script with curls on l, t the rounded y and q has a tick.
- Lower case letters only are introduced in Junior Infants while capital letters are introduced in Senior Infants. The order in which lower case letters are introduced are as per the letter families e.g. c, a, o, d, g; r, n, m, h, b, p. In Senior Infants revision of lower-case letters and introduction of capital letters is in the alphabetical order. These are stated in the core curriculum along with a copy of the correct letter formations.
- Pre-Writing activities that take place include: pattern work, marla, threading, cutting, tearing, pegging, colouring, painting etc.
- The approach to the introduction of new letters is as follows: Children work on pattern formation for their first 3 months in junior infants (on very large sheets for the first month, in copies for the second month and in workbooks for the 3rd month – each month the patterns become smaller thereby refining the children’s motor control). The lower case letters are then introduced again starting large and becoming smaller (the first few letters take some time to teach whereas children become experienced with letter formation the speed with which letters are introduced is increased). Once children can form the first few letters correctly then writing of words and short sentences is introduced through copying on 1, 2, then 3 headlines and then from the blackboard (introducing the concept of finger spacing). This takes place from September to June.
- Cursive writing is introduced in second class for lower case letters and third class for upper case letters. Certain children may be permitted to print at the discretion of the teacher
- Capital letters are the full height of the line, lower case letters are half the height of the line.
- It was decided in September 2007 that all junior infants would use a pencil grip (purchased by the school), with optional use in Senior Infants,
- Junior Infants use junior-grip triangular pencil type introduced in November. Seniors use HB pencils. Specific pencils are not obligatory from 1st to 6th. Erasers are allowed. No tippex
- Junior Infants use blank copies and No 15. Senior Infants use No 15A copies. All other classes use standard copies. Classes also have copies for handwriting as follows: Junior infants – blank and 15; Senior infants – Nos 15 and 15A; 1st and 2nd classes – B2, 3rd-6th – standard copies
- Red pens are introduced from 3rd class upwards – for ruling etc. Pencils will be the handwriting tool for most of children’s school life. Felt pens will be introduced during the last term of 6th class. Children will place brackets around any errors
- The following has been decided upon as the school’s penmanship policy:
 - Skipping lines
 - Yes in Junior Infants
 - For capital letters in Senior Infants
 - 1st & 2nd class – if answering questions (but not if writing paragraph)
 - 3rd Class – for capital letters in handwriting copies (initial stages only)
 - No skipping lines in other classes
 - Headline in copies – on top of 1st line, then skip a line
 - Headlines from senior infants onwards
 - Children underline headline from 2nd onwards – using red pen from 3rd class onwards (just under heading i.e. not full line of page)
 - Children skip a line and draw a line under completed work from
 - Margins – some copies come with margins as standard. 4th, 5th and 6th will rule margin with red pen
 - Special needs children will be permitted to print if necessary – this may need to be insisted upon as they may wish to use cursive script. Handwriting without tears is used for children with very specific handwriting needs
 - Children from 1st to 6th date exercise on top right-hand-side of page. Teachers date exercise in infant classes

- Provisions are made for left-handed children by encouraging them to slant page, seating arrangements, separate demonstration of formation of letters for right- and left-handed children.
- Handwriting is practised/taught formally for 10-15 minutes per week from 1st-5th. Practice in the infant classes is through letter and sentence formation
- Vere Foster is used by teachers on blackboard from the end of 3rd class onwards. Most posters will be in print. LS/RT teachers will also use Vere Foster unless children's needs dictate otherwise
- The school approaches the correction of handwriting through formal correction during handwriting lessons, and informally through positive re-enforcement, reminding and encouraging children to write neatly, drawing children's attention to poor handwriting to seek improvements, self-correction
- It was practice to inform parents of junior-infants of the correct letter formations during the information night. However it was decided that this was not the most appropriate time and parents will now receive this information once children begin to learn the correct formations. Senior infant teachers must inform parents of the formation of capital letters. 2nd and 3rd class teachers must inform parents of the lower-case and capital cursive script respectively.

The development of spellings skills

The focus of planning is on the child's acquisition of spelling skills and his/her progress with spelling.

- The current thinking and research regarding the teaching and learning of spellings was discussed at our staff meeting on the 29th September 2006.
- Spellings are based on 'Spellbound' class book, Dolch List, thematic spelling and frequent misspellings – as indicated in core curriculum
- Strategies are Look, Cover, Write and Check; SOS
- Friday tests should take the form of dictation. A piece of free unaided writing should be given to monitor spellings and frequent misspellings, perhaps once a term.
- Children engage in pre-spelling activities through phonological and phonemic awareness.
- Approximate spelling is accepted in early writing
- Learning-support/resource teacher assign spellings as per our homework policy i.e. cases are decided on an individual basis with the agreement of class teacher and parents.
- Through parent-teacher meeting and parent-teacher contact parents are made aware of how they might help their children with spellings

Strand: Writing; Strand unit: Developing cognitive abilities through language.

- Children are encouraged to clarify their thoughts through writing through the process of drafting and redrafting
- The following genres are introduced: stories, descriptions, explanations, argument, letters, notes, diaries, recipes, writing in other curricular areas, records of learning, reactions to reading, complete books. It was decided that each class from juniors to 4th would cover 4 genres as core (ensuring the 6 genres were covered at least once every two years) and 5th & 6th would cover 3 genres each. The specific genres for each class are listed in the core curriculum below.
- Integration: Writing is incorporated into most subject areas. It is the main method children have of recording their work and expressing themselves.

Strand: Writing; Strand unit: Emotional and imaginative development through language.

- Children's expressive and communicative abilities developed through the writing process through the opportunities to draw and write about feelings, likes and dislikes, write stories, listen to music and write about it, write about favourite moments, characters, reactions to poems etc
- Poetry is used to expose children to a different use of language. Children encouraged to explore and use a variety of poetry forms and there is a set list of poetry per class as recorded in our core curriculum.

3. Assessment and record keeping

(Refer to school's Assessment & Record Keeping policies)

- Teachers ensuring that a broad range of assessment tools is being used including:
 - Teacher observation
 - Teacher designed tasks/tests

- Portfolios of children's work
- Checklists/profiles
- Standardised tests – MIST (late in first term of senior infants), Micra-T/Drumcondra Reading (for 1st to 6th Class pupils each year in December)
- Diagnostic tests – listed in Appendix 1 of Learning Support Policy – (policy document number 2)
- Standardised tests are used in accordance with instructions given with the test.
- Teachers assess on a continuous basis through observation; weekly (for spelling etc); at the end of each term; and the standardised tests as above.
- What use is made of the results of assessments
 - Assessments are used to inform class teaching e.g. we look at scores from Micra Ts/Drumcondra and adjust our methodologies accordingly. For example in March 2008 following consultation between teachers in 3rd & 4th classes we decided to group each class and provide in-class remediation with the help of SL and RT team in the school. Children are grouped according to similar scores and each of the 4 or 5 groups in the class work with one teacher for 40 minutes a day. The staff has also agreed to extend the shared reading initiative to 3rd & 4th whereby parents and teachers will monitor the reading in the classes and at home. The aim of this initiative is to boost the reading ages and to increase Micra-T/Drumcondra scores.
 - To select children for support learning/early intervention.
 - Teachers discuss children on an ongoing basis and share information with each other, with parents, through parent-teacher meetings (formal and informal). These results are also shared with other professionals such as psychologists, speech and language therapists
- Each teacher keeps records of class results/observations. Full scores of standardised tests are kept by individual teachers, principal and results are stored in a small record-keeping room
- Teachers records are kept in classroom for the year and results of written tests are passed on to the next class teacher
- Standardised tests are kept until the children are 21 years of age.
- Each teacher has access to the records of their own class. Principal has access to all records. SL/RT have access to relevant records. Records are kept in class and in a central room and are given to parents.

4. Children with different needs

Children with learning disabilities

- Children with learning disabilities have IEPs made out by class teacher, SL/RT teacher, parent, principal and/or other professionals e.g. psychologists, OT, Speech & Language therapists, Physiotherapists etc.
- Teachers support and ensure the participation of these children in language activities by differentiating the curriculum and all children are included in the lessons
- The specific responsibilities of class, learning-support, resource teachers are outlined in our learning-support policy
- The specific role and responsibilities of the special needs assistant as outlined by the Department of Education and their specific responses to the needs of individual children are governed by Principal and Class Teacher.
- A full list of the resource materials, ICT hardware and software, used by children with learning difficulties is contained in our LSP policy and ICT policy respectively.

Children with exceptional ability

- The school supports children of exceptional ability through
 - Differentiated programme within the classroom and/or homework
 - Accelerated reading programmes
 - Use of ICT
 - Independent research projects
 - Working with parents – guiding them towards developing the special talents a gifted child may have
 - Consulting organisations such as *An Óige Thréitheach, Centre for Talented Youth*

5. Equality of participation and access

- Equality of participation and access is ensured in the English Curriculum through:

- Equal opportunities are given to boys and girls to participate in discussions, presentations etc
- Equal opportunities are given to boys and girls to participate in reading activities
- Teachers are cognisant of developmental differences between boys and girls when starting to read
- Teachers are aware of gender differences in reading. They select reading material suitable for both genders.
- Teachers are conscious of gender difference in writing readiness
- Equal opportunities are given to boys and girls to participate in writing activities
- Boys and girls have equal access to, and opportunities to use, ICT
- All children have access to services, facilities and amenities in the school environment
- Provision is made for the following
 - Children experiencing any form of disadvantage
 - Children with disabilities
 - Families with literacy problems
 - Families for whom English is not the first language.
 - Through providing supplementary teaching for pupils who qualify as laid out in the Learning Support Guidelines issued by the Department of Education and Skills
- Through providing supplementary teaching for pupils who qualify as laid out in the Learning Support Guidelines issued by the Department of Education and Skills

6. Timetable

- Time is allocated at each level for English as laid out in the 2000 Curriculum
- Discrete time is timetabled for elements of the language programme at the discretion of individual teachers
- The process of language learning is naturally developed through integrated activities and thematic/cross curricular approach

7. Homework

- English homework reflects the active-learning approach as described in the curriculum and is assigned in accordance with our homework policy.
- The homework is tailored to the needs and abilities of the class and special consideration is given to some pupils
- There is co-ordination between the class teacher and the learning-support/resource teacher in setting homework assignments to avoid overlapping of homework. This co-ordination varies depending on the abilities and needs of the child.

8. Library

- Class libraries are used in our school. Miriam O'Mahony (post holder) looks after the stocking of books for class libraries, class novels and English Resource books.
- There is a wide range of books available from the class libraries and shared-reading activities including a variety of fiction, non-fiction and poetry to cater for the range of abilities at all levels
 - Juniors – big books, books with graded levels of difficulty, books covering a wide range of interests, audio books, books based on favourite television programmes, poetry books, supplementary readers, books with ICT software ...
 - Seniors – books covering a wide interest level, fiction, factual, reference, poetry, joke books, puzzle books, books suitable for different reading ages, books written by children
 - Each teacher develops their own policy for reading in their classroom. There is a reading corner for younger children in most classes
 - Children are encouraged to write their own books during the write-a-book project. These books are displayed in the school hall and parents are invited to look at the books
 - Reading materials are provided for the learning-support/resource teacher and are reviewed each year. This review enables the school staff to restock and add to the existing materials already gathered for children with special needs.
- Organisation of the library
 - Each class teacher organises their own class library with the help of children on a rota system.
 - One of our parents, Ronnie Nichols, helps with the organisation of the library through organising book clubs and through this books are donated to the class libraries.

- Books are catalogued according to level of difficulty, category of interest and are screened for the pupils in each
- Stock of books updated two or three times a year. They are monitored by the class teachers and Mrs O'Mahony. Irish book companies such as Setanta and Puffin are used to supply books. Book fairs are also done every two years by the parents association. Money is provided for buying books from a small proportion of central funds in the school and also through fund-raising activities such as Read-a-thon etc.
- Children change their books daily/weekly and this is monitored by each class teacher
- No record is kept of recreational reading in the classroom but on occasions, such as read-a-thon, shared-reading, or any other reading initiative the class teachers keep records of what has been read.
- Children are encouraged to do book reviews/make presentations
- Children visit the public library e.g. during book week and the local library gives a donation of some books to the school, usually once a year. The children visit the library for book week in October/November and some classes visit occasionally.

9. Resources

- Some of the resources being utilised include Starways Reading Scheme (CJ Fallon); Magic Emerald workbooks; Chatterbox as well as other posters/charts, educational software, videos, resource books
- Most resources are kept in each classroom. Some resources are stored centrally and a list of these resources is kept by Elizabeth Lawlor (post holder – Resources)
- Resources are reviewed on an on-going basis. We plan to provide to a wish list for teachers in each subject area to identify resources needed on an on-going basis as financial position allows.

ICT

- A list of software currently available in the school to support English is outlined in our current ICT plan (post-holder, Mr Kennedy)
- Software and all ICT equipment is stored centrally in the multi-media room in the steel presses.
- Post holders in ICT provide opportunities to select and comment on new software.
- If a pupil requires assistive technology e.g. computer software/hardware this can be identified by the class teacher/SL/RT teacher in the child's IEP.
- ICT is used to help children present their work
- ICT can be used to develop writing in differing genres, e.g. *project-work, displays, poetry, make a book, newsletters,*
- Children research famous authors, poets, scientists, others, using the Internet
- Teachers sometimes encourage interaction and dialogue during use of computers
- Mr Kennedy our ICT post holder has issued each teacher and staff member with a code of practice to ensure safe Internet usage. The appropriate hardware and software (i.e. NOD antivirus) have been installed to ensure this safety. Teachers usually familiarise themselves with material on websites prior to use by the children. There is ongoing monitoring of these sites.

10. Individual teachers' planning and reporting

- The whole-school plan, through core curriculum and agreed policies, and the curriculum documents for English provide information and guidance to individual teachers for their long and short-term planning
- The Cuntas Míosúil serves as a statement of the aims, objectives and content covered and helps in reviewing and developing the whole school plan/individual teacher preparation for following years.

11. Staff development

- There have been a number of curriculum and school SDP days for the staff in St Paul's. This have given the opportunity to all the staff to develop their ideas, methodologies and long term planning. (SDP for English with facilitator Elaine O'Connor, Friday April 11th 2008).
- Also post holder, Aisling Geary, provides information on in-service/staff development in the area of curricular English for all staff. Notice boards located in staff room.

12. Parental involvement

- Parents are made aware of the central importance of oral language in the learning process during the information night for new entrants, during parent-teacher meetings and other informal meetings during the year.

- Parents are encouraged to involve children in purposeful language activity, through chatting with children and to extend conversations through further questioning and prompting. Parents are also made aware of the importance of discussing pictures in readers.
- Parents can support their child's reading through paired reading, visiting local library, reading stories, reading environmental print, Setanta book club, visiting book fairs, buying books as presents etc
- Our school supports parents in accessing suitable reading materials through the Setanta book club and being available to discuss and advise parents' choice of material
- Parents can assist in the development of their child's writing in the early years through pre-writing activities such as colouring, marla, cutting, threading etc, through practising letter formation at home and encouraging the children to scribble, draw and write frequently. Parents can assist further up the school by encouraging neat presentation of their children's work and through showing an interest in, listening to and praising written efforts.
- Parents can be involved in using ICT to support language learning through using software which achieves this.
- Information can information be shared with parents through presentations at induction meetings for new pupils, discussion at parent teacher meetings, the school's information booklet, newsletter, website
- If the school is aware that parents have literacy problems the principal can inform them of adult literacy programmes that are available to help them with their literacy skills and how to access them.

13. Community links

- The following members of the community can become involved in supporting the language programme – fireman, garda, ambulance drive, farmer, nurse, lollipop lady etc – through visiting various classes in our school. They enhance specific language development in the area of occupations
- During book week in October, children visit the local library and bookshops to hear various local and national authors/writers who read to the children
- Local literature has been gathered as children progress through the school in the curricular areas of history of history and geography. Much of this literature has been sourced from local historians John O'Connor RIP, Paddy O'Donoghue and poet Seán Buckley
- E-mail/video-conferencing is used to contact other schools in England, Spain and Germany under the comenius project
- Children's work can be displayed in local library

Success criteria

The following criteria will indicate success.

- **We will know that the plan has been implemented if:**
 - Teachers' preparation based on this plan
 - Procedures outlined in this plan are consistently followed
- **The indicators of the plan achieving its aims are:**
 - Feedback from teachers/parents/pupils/community
 - Inspectors' suggestions/report
 - Feedback from second level schools.
- **The plan will have enhanced pupil learning if:**
 - Children have a positive attitude and appreciation of the value of language-spoken, read and written
 - Children have an interest in expression and communication
 - Children have an ability to engage appropriately in listener-speaker relationships
 - Children have confidence and competence in listening, speaking, reading and writing
 - Children are engaging with a variety of genre in reading and writing
 - A process approach is evident in writing
 - Comprehension and higher order thinking skills are developed through oral language, reading and writing
 - Children's emotional, imaginative and aesthetic development is enhanced through oral, reading and writing experiences.

Implementation

(a) Roles and Responsibilities

The plan will be implemented by the teaching staff, supported by the SDP facilitator, PSSP, board of management and local community.

Muirne Bennis (post holder), John Tuohy, Aisling Geary and supplementary teaching team will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

(b) Timeframe

This plan will be implemented on September 2008

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the English curriculum in the school.

(a) Roles and Responsibilities

Those involved in the review include:

- Teachers
- Parents through board of management
- Post holders/plan co-ordinator
- BoM/DES

The responsibility for co-ordinating the review lies with John Tuohy, principal

- *This plan was discussed at the staff meeting on September 29th 2006 – element discussed: spelling*
- *This plan was discussed at the staff meeting on June 6th 2008 – element discussed: review of decisions made on planning day on April 11th 2008*
- *This complete plan was also ratified by staff at the staff meeting on June 6th 2008*

- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan/teachers' resource packs*

- *Date for review: January 2009 – reading (one element of English will be reviewed each year)*

Oral Language – Core Curriculum

Oral Language – Junior Infants

<u>Topic</u>	<u>Vocabulary</u>	<u>Suggested Activities/Lessons</u>
COMBINING SENTENCES	and, but, or, because, when,	<ol style="list-style-type: none"> 1. Chatterbox B10 2. NYT: Pg 47
CREATING AND TELLING STORIES	Once upon a time, first, next, then, in the end	<ol style="list-style-type: none"> 1. Tell a story about a picture (whole class, pairs) 2. Tell a story about objects (factual – uses; imaginary) 3. Tell a story given start of story 4. Tell a story given character 5. Tell a story given setting 6. Tell a story using sequencing cards 7. Continuous story – each child adds a line
DESCRIPTIVE WORDS –	big, small, tall, short, new, old, good, bad, clumsy, graceful, hard, soft, big – huge, enormous, massive small – little, tiny	<ol style="list-style-type: none"> 1. Introduce descriptive words using pictures 2. Pass the object – add descriptive word (probably start by teacher asking leading questions). Teacher writes lists of describing words. 3. Magic Box – Describe what's in the box, other children guess 4. Circle of Friends – based on describing words 5. Opposites – match cards and state word. Teacher writes lists. Finish Sentence – It's not ____, it's _____ (Teacher gives initial sentence; children give initial sentence) 6. Synonyms – learn lists, based on big, small 7. Descriptions – Children match picture to descriptions 8. NYT: Page 44 & 45 9. Continuous descriptions e.g. the cabbage is green, _____, _____, etc. 10. Big Book – Once Upon a Time: Descriptions of physical features of characters in story – Teacher writes descriptions; Guess who I saw – game in pairs – children give descriptions of who they met to partner, partner guesses
DESCRIPTIVE DETAIL	people, places, times, processes, events, colour, shape, size, position	<ol style="list-style-type: none"> 1. Eliciting descriptive detail in relation to events and characters in books 2. Describing what you made 3. Odd-one-out and stating reason why 4. Maths Poster – Spatial Relations 5. I Spy – descriptive game 6. Children describe in detail an event in a story/rhyme and other children guess story/rhyme (pairs) 7. Children describe in detail a place in a story/rhyme and other children guess story/rhyme (pairs)
FEELINGS	happy, sad, frightened, angry, worried, surprised, disappointed, excited, guilty, lonely.	<ol style="list-style-type: none"> 1. NYT Pgs, 27, 28, 71, 72 2. Chatterbox D3, D6

		<ol style="list-style-type: none"> 3. Various photos – newspapers, magazines 4. <i>Stories: - variety of stories depicting various emotions. Discuss. In groups children make paper-plate faces depicting various emotions, which they hold up at appropriate times during stories</i>
GESTURES	Labelling actions	<ol style="list-style-type: none"> 1. NYT: Pg 32, 2. Starwarys Teacher's Resource Book Stage 1, 7.6; Pg 59 3. Chatterbox: A10
PROBLEMS	Ability to give reasons	
RIDDLES	List of riddles	<ol style="list-style-type: none"> 1. NYT – 80 2. List of riddles
SOUND WORLDS	high, low, loud, , soft, nice, scary	<ol style="list-style-type: none"> 1. NYT 81, 2. Bear Hunt – Create and describe sounds 3. Gruffalo – Create and describe sounds
ASK QUESTIONS	Who, What, Where, When, Why, Is it	<ol style="list-style-type: none"> 1. News – Children ask each other questions (teacher prompts if necessary) 2. Magic Box – Children ask questions to guess what is in the box 3. Guessing game – Children ask questions to guess who, what, teacher is.

Oral Language – Senior Infants

<u>Topic</u>	<u>Vocabulary</u>	<u>Suggested Activities/Lessons</u>
SOUND WORLDS		<ol style="list-style-type: none"> 1. <i>Horrible House on Haunted Hill</i> Teach song emphasising sounds and practising sounds In groups given a specific line of the poem and crates a sound to match it. 2. <i>The Wheels on the Bus</i> Teach song emphasising sounds and practising sounds In groups each make a specific sound – sound world of bus
CREATING AND TELLING STORIES	Once upon a time, suddenly, at last	<ol style="list-style-type: none"> 1. Teacher gives start of story, throws a ball to the person who must finish it
SOLVING PROBLEMS		<ol style="list-style-type: none"> 1. The teacher provides simple problems relating to the home/school environment and encourages children to discuss possible solutions
DESCRIPTIVE DETAIL	people, places, times, processes, events, colour, shape, size, position	<ol style="list-style-type: none"> 1. <i>Tour of School</i> Afterwards remember in sequence Draw a map 2. Describe it – Children describe in detail something they made
ASKING QUESTIONS ABOUT A NARRATIVE	What	<ol style="list-style-type: none"> 1. <i>Hey diddle diddle</i> 2. <i>The Little Red Hen</i>
CONNECTING WORDS	and, but, because, or	<ol style="list-style-type: none"> 1. <i>In the town – Poster Exploration</i> Elicit sentences from children using connecting words 2. <i>Which Word (Now You're Talking Pg 46 & 47)</i>
BREAKFAST - DESCRIPTIVE WORDS	Bread – brown, white, garlic, roll, sliced, loaf Hair – colours, long, short, straight, curly, in ribbons, in pigtails, in plaits Faces – happy, smiling, funny	<ol style="list-style-type: none"> 1. Discuss poster of breakfast Draw attention to bread, hair, faces
EMOTIONS	happy, sad, scared, angry, excited, worried, surprised, shy, disappointed, lonely	<ol style="list-style-type: none"> 1. Teacher mimes a selection of actions. Children watch and guess the action. Children take turns to mime. Others guess the action and say how they knew. 2. Repeat this emphasising facial expressions and emotions 3. How do I sound? Teacher demonstrates various voices – happy sad angry – and elicits a response from the children. 4. Show me Children are asked to show emotions in the facial and vocal expressions
CONCENTRATION GAME		<ol style="list-style-type: none"> 1. I went to the shop and I bought an apple (A-Z) 2. I went on my holidays and I bought 3. I went to school and met my friend called Annie

Oral Language – 1st Class

<u>Topic</u>	<u>Vocabulary</u>	<u>Suggested Activities/Lessons</u>
PEOPLE AT WORK	garda, garda station, doctor, nurse, hospital, ambulance, secretary, dentist, life-guard, teacher...	<ol style="list-style-type: none"> Brainstorm people who help us – jobs, workplaces, equipment. <i>In groups discuss what they'll do when older</i> A few children tell of ambitions <i>Write a list of professions on board. Children pick one to tell of day in life</i> <i>Possible guest speaker</i>
TRANSPORT	train, railway, tickets, train-station, timetable, road, vehicles, garage, van, lorry, truck, car, bicycle, puncture, mechanic, tractor, steam-train, model T car, penny farthing etc	<ol style="list-style-type: none"> Brainstorming <i>Groupwork – each group is given a destination and must decide how to get there.</i> Compare transport past and present using pictures
POEM – MRS PECK PIGEON	pussy cat, tame, little, picking, pigeon, round, head, bread	<ol style="list-style-type: none"> Read and discuss poem. Clap rhythm. Group performance Divide class into 3 groups – Perform poem in rounds
POEM – UNDERSEA	beneath, mermaid, prance, trot, oysters, lobsters, dolphins, dance	<ol style="list-style-type: none"> Brainstorm 'undersea'. Teaching of new vocabulary. <i>Groupwork – Rearrange cut up poems in order children think they should be.</i> Distribute original poems. Compare with own versions
LET'S IMPROVISE		<ol style="list-style-type: none"> Read and discuss story 'Up, up and Away'. Discuss character, setting and incident. 4 Groups. Improvisation
TELEPHONE CONVERSATION	recipient, dial, message, answer, details, information, voicemail	<ol style="list-style-type: none"> Telephone Talk - discussion and practice of methods of dealing with various types of call making and receiving Telephone Talk, Let's Pretend – Children in 2s practice and act out specific scenarios related to stories already examined in 'Here Comes Buster' and 'The Bouncing Castle'
WHO ARE YOU?	hobbies, family, favourite programmes, favourite food	<ol style="list-style-type: none"> In pairs children have 30 seconds to introduce themselves <i>Find a new partner and try to find out as much as they can about them.</i> In pairs; one child is a reporter, the other is being interviewed. Imagine is encouraged.
MEMORY GAME	Related to topic of game	<ol style="list-style-type: none"> Explain rules – listen, speak clearly, look at person to help remember. <i>E.g. I went to the shop and I bought ...</i>
OISÍN IN TÍR NA NÓG	myth, legend, fianna, fionn, honour, feast, heartbroken	<ol style="list-style-type: none"> Difference between myth and legends. <i>Prior knowledge of any myths or legends</i> <i>Picture and word sequencing – semantic, impressions</i> <i>Reading of story</i> Recall story <i>Character development – emphasis on thought, feelings and emotions</i>
ANNA FROM SUDAN	refugee, continent, country, climate, war, immigrate	<ol style="list-style-type: none"> Brainstorm Africa. <i>Discuss positive aspects of country</i> <i>Discuss what causes war</i>

Introduce pictures

Explain vocabulary

Read story

2. *Recall key aspects of story*

Pair Work – pick 5 items Anna must bring with her

Group Work – discuss 2 ways on how we, as a class, could help Anna

Oral Language – 2nd Class

<u>Topic</u>	<u>Vocabulary</u>	<u>Suggested Activities/Lessons</u>
THE DOVE AND THE ANT (STORY)	Explanation of terms... Tone of Voice, Eye Contact, Facial Expression, Gesture	<p><i>First Reading: Monotonous Voice No Eye Contact No Facial Expression</i></p> <p><i>Second Reading: Using Animated Tone Using Facial Expression Eye Contact with Children</i></p> <p><i>Encourage children to read a passage or poem to class group or individual. Encourage them to use the techniques learned.</i></p>
FEELINGS	happy, sad, excited, frustrated, disappointed	<p><i>Children, in pairs, discuss feelings associated with different occasions. Eg. Winning prize in school raffle, bouncy castle at party, best friend moving to new house far away, etc.</i></p> <p><i>Encourage children to use gesture and movement to convey their feelings and what they are saying.</i></p> <p><i>Movie clip- children focus on emotions portrayed by the characters</i></p>
HOT OR WHAT SEAT	hot, cold, sticky, smelly, comfortable, hard, itchy powder	<p><i>Teacher instructs child what type of seat they are sitting on</i></p> <p><i>Child mimes his/her reactions to the seat</i></p> <p><i>Class interpret from the child's actions what type of seat it is</i></p>
CONNECT AND EXTEND	and, because, if, or, but	<p><i>1. Pick words</i></p> <ul style="list-style-type: none"> • <i>Encourage children to focus on a detail (Chart) and extend the sentence by using connecting and describing words.</i> <p><i>2. Children in Circle</i></p> <ul style="list-style-type: none"> • <i>Child selects object from magic box</i> • <i>Pass object around circle</i> • <i>Each child is encouraged to add on a describing word</i> • <i>Change object when 5/6 children have participated</i> • <i>Eg. This is a pencil. This is a blue pencil. This is a long blue pencil. Etc.</i>
TALK AND DISCUSSION- 'TODAY'S TOPIC IS...'	Based on topic chosen. Eg. Shopping- types, payment, products, expensive, cheap, location, refunds, special offers, etc. television, books, holidays, hobbies, games, etc	<p><i>Circle time discussion of topic</i></p> <p><i>Brainstorm and record</i></p>
TELEPHONE TALK	telephone talk for real, use appropriate language when making and receiving a telephone call, making requests for information	<p><i>1. Model telephone call</i></p> <ul style="list-style-type: none"> • <i>Caller leaves a message with someone</i> • <i>Recipient takes message- writes down particulars, eg. caller's name, telephone number,</i>

	Finding and dialling number, answering the telephone, taking messages, emergency numbers, text messages	<i>time of call, message, etc.</i> 2. Requesting information via telephone for a project. Eg. Vegetables- ring An Bord Glas, etc.
A DAY IN THE LIFE OF...	e.g. fire brigade, wheelchair, trapped rescue, blaze, etc.	<ul style="list-style-type: none"> • Focus on Person's work/workplace • What they do and who they help • Clothing/Footwear- focus on colour, shape, size, material, why it is used, etc.
WHAT IF?... HOW DO YOU FEEL?	Topic related	<p>Circle time discussion on particular topic. Eg. Birthday present arrived in post, pet fish/budgie died, brother or sister got a new pair of runners, late for breakfast...favourite cereal gone, etc.</p> <p>Invite children to share times when they felt sad, embarrassed, jealous, isolated, ignored, happy, excited, etc.</p>
IT'S ALL NONSENSE		<p>Children listen to and enjoy nonsense verse and rhymes</p> <p>Learn to recite nonsense verse and rhymes</p>
FUNNY FACES, FUNNY MOVES		<p>1. Discuss humorous characters and situations- what makes them funny?</p> <ul style="list-style-type: none"> • Children talk about their favourite funny characters from children's programmes, fairytales, film, etc. • Children take on role of humorous character and perform to rest of class. <p>2. Teacher designed task</p> <ul style="list-style-type: none"> • Children given scenarios and working in groups introduce humour and humorous characters <p>3. Child takes on role of 2 characters, using different voices, expressions, bodily actions, etc.</p>

Oral Language – 3rd Class

<u>Topic</u>	<u>Vocabulary</u>	<u>Suggested Activities/Lessons</u>
INSTRUCTIONS – MAKING PANCAKES	first, next, then, finally, materials, ingredients, method, etc	<i>Teacher models framework for plan. Class are divided into groups and each group is given a different activity. In groups the pupils discuss the method for making e.g. rice crispy buns and the ingredients needed. Elicit from children what processes must be used to make them, e.g. baking, cooking, cooking. Discuss methods. Each group present their findings to the class and respond to questions on how to make their whatever</i>
JUSTIFY PERSONAL LIKES AND DISLIKES	My favourite games, I prefer, hobbies, interests, music genres, I am good at, able to, succeed at, skills, achievements, awards	<i>Children in circle time have an opportunity to express their likes in relation to games and hobbies. Children have to give reasons for their choice and explain the characteristics of their hobby/game. Children continue to choose one game/hobby that they think another child is good at Discuss something everyone could be good at. Elicit suggestions from children. Elicit ways in which we can all help each other.</i>
STORY ROUNABOUT		<i>With use of pictures/help words as a stimulus the teacher prompted by the pupils creates a simple plan for themed story 'Circle time' begins with each pupil understanding they will have a turn and must try their best to listen to others and keep their story in sequence. The pupils begin telling their story with the use of expression. After the story is completed the teacher asks questions about characters, events in the story so pupils must be able to recall and retell events.</i>
STORY	Discuss and retell a story from the perspective of a minor character/villain's perspective	<i>After the children have listened to and discussed a segment read aloud from a novel/story the pupils discuss the events with an emphasis on the feeling of certain characters. The pupils are then asked to focus on a minor character or villain and discuss how they would perceive the events of the story from their point of view. The pupils must then attempt to retell a version of the story through the eyes of this character...e.g. the wolf in 'Little Red Riding Hood' Conclusion – the pupils must form/answer questions on their own version of the story, explaining the viewpoint of their character in the process.</i>
WINTER MORNING BY OGDEN NASH	Tone, verbal/non verbal gesture, facial expression, meaning, clarity, body language, personification	<i>Teacher reads poem once. Discuss and elicit from the children the different descriptions in the poem. The teacher reads the poem without the use of expression/cues. The teacher elicits from the pupils how reciting it could be improved or made more interesting with a focus on tone, clarity, enunciation, facial expression Explore other poems using the same criteria</i>
POETRY	The Farmer's Boy; People (Charlotte Zolotn); Red (Mary O'Neill)	<i>Using poems as a starting point, the teacher chooses the part of the poem that s/he wishes to develop, e.g. in 'Red' children suggest different still images of the poem. Also poem can be used as a starting point for discussion followed by improvisational drama. Children reflect and class positively make suggestions on possible changes group could make to</i>

		<i>their drama</i>
INTERVIEWING CHARACTERS FROM STORIES	Props, gestures, interviewee, interviewer, expressions	<p>Story: e.g. Red Riding Hood, Slave in Ancient Egypt, Tom Crean</p> <p>In groups children discuss question. Each group has a writer, recorder and reporter</p> <p>Teacher as character, using prop. Teacher introduces themselves and tells a few things about themselves. Children elicit questions and listen to character's story.</p>
DRAMATISE STORIES FROM HISTORY	Set the scene, characters, improvise, personality, appearance, tone, gestures, props	<p>Stories: e.g. Cuchulainn, Oisín in Tír na nÓg, Salmon of Knowledge, Daedulus and Icarus, A Boy in Spart.</p> <p>Discuss the story using the framework – where, what, when, how. Discuss beginning, middle and end.</p> <p>Teacher divides class. Each group are given different aspects of the story. Groups are given time to explore the situation. Teacher facilitates the activity. Give each child a character or position in the drama. Encourage the children to act out the drama.</p>

Oral Language – 4th Class

<u>Topic/Vocabulary</u>	<u>Suggested Activities/Lessons</u>
Create and tell stories to the class/ group and retell them after questioning, comparing versions	<p><i>Chatter Box D 5</i></p> <p><i>Chosen stories are read to the class. The children are divided into groups of 5. A different story is given to each child in the group. The children read their selected story again, in order to fully absorb content. They must imagine that they were at the scene and they witnessed everything that happened. Children take turns to report to the group what they saw and how they felt as they saw it. They also must surmise what will happen after the event. Give suggestions for the beginning e.g. 'on Thursday night I was walking by ____ when ____'.</i></p> <p><i>Follow up chose stories or cuttings from newspapers for children to report on. Dramatise the stories.</i></p>
Dramatise stories – The wooden horse of Troy	<p><i>Read the story of 'The wooden horse of Troy'</i></p> <p><i>Re-enact events of the story –</i></p> <p><i>Children could work together to create a script with the teacher noting important events- characters- setting etc.</i></p> <p><i>Children could take a single character and through 'character in role' give the story</i></p>
Reactions to Poems: Dog in the playground	<p><i>Discussion children's own experiences when a dog enters the playground.</i></p> <p><i>Look at the poem 'Dog in the playground'</i></p> <p><i>Questions Have you ever encountered a dog in the playground/</i></p> <p><i>Children compare own experiences and relate it to events in the poem- comparing and contrasting.</i></p> <p><i>Look at other poems Make comparisons.</i></p>
React to poems through improvisational drama : 'Since Hanna moved away'	<p><i>Discuss the poem and question children</i></p> <p><i>Relate to child's own experiences</i></p> <p><i>Children then re enact the scene from the poem looking at the two characters and what they were going through. Drama could be a mime, character in role giving the perspective of both characters etc. The final time they are together what they say to one another. Children should make use of facial gestures, body language, tone of voice etc to convey the feelings of the characters.</i></p> <p><i>Follow up activity-conflict amongst friends</i></p>

<p>Make a presentation to the class about his/her own particular interests</p>	<p><i>1. Make a presentation to the class about his/her own particular interests</i></p> <p><i>Lesson 1</i> <i>Need to go through with the and discuss with children how to create a presentation –layout, features etc using MS PowerPoint as the software to create the presentation</i></p> <p><i>Lesson 2</i> <i>Presentation presented to the class. Children present in a clear voice, start with clear introduction working through the points of their presentation and then concluding with a brief recap and Q & A session.</i></p> <p><i>Follow up presentation on Ancient Greece/ Vikings in history.</i></p>
<p>Mime: Bullying and conflict</p>	<p><i>General discussion on bullying and sources of conflict and of the two people involved the bully and the person being bullied. Look at from both perspectives</i></p> <p><i>Re-enact a bullying scene with dialogue. Discuss it.</i> <i>Now re-enact through mime only focusing on body language as medium through which feelings, reactions and emotions can be conveyed.</i></p>
<p>Listen to, retell and tape a narrative or a description taking turns giving the account</p>	<p><i>Teacher reads a story aloud to the class. Teacher explains how children are to tell the story back in a shortened version / synopsis. Select a few students to tell the story and record it on tape. These are then played back to the class and discussed highlighting similarities and differences.</i></p>
<p>Children can express feelings and attitudes in imaginary situations through role- play.</p>	<p><i>In this lesson the children are requires to phone somebody to explain a situation or to apologise</i></p> <p><i>Scenarios</i></p> <ul style="list-style-type: none"> • <i>Ring a friend to say that you can't go to his/her party.</i> • <i>Ring your mother or father at work to say that you are locked out.</i> • <i>Ring a friend to say that you are sorry for fighting with them.</i> • <i>(see Chatterbox D3 for more scenarios)</i>
<p>Use improvisational drama to re-create well known characters</p>	<p><i>Children pick a card with a character of the Simpsons on it.</i> <i>The child will think of the traits of this character appearance, voice, mannerisms, job/profession etc and through acting out character in role, mime etc</i> <i>Children in the class will have to try and guess who that character is.</i> <i>This can be adapted so a few characters act out a scene involving a selection of characters.</i></p>
<p>Play antonym and synonym games.</p>	<p><i>Provide cards and students have to match them up.</i> <i>Many activities on line and worksheet form available on line at</i> http://www.internet4classrooms.com/skills_3rd_lang.htm</p>

Oral Language – 5th Class

<u>Topic/Vocabulary</u>	<u>Suggested Activities/Lessons</u>
Listen to radio broadcasts and discuss what has been learned	<ul style="list-style-type: none"> • <i>Chatterbox A5</i> • <i>Talk and discussion</i>
take part in games in which unseen objects are identified from descriptions given by others	<ul style="list-style-type: none"> • <i>Chatterbox</i> • <i>Play and games</i>
Listen to/ watch sound tapes, videos and films and discuss how sound effects enhance the content	<ul style="list-style-type: none"> • <i>Chatterbox A7 (Tom and Jerry) (Jaws) (the Christmas home)</i> • <i>Talk and discussion</i>
Practice and use improvisational drama to acquire a facility in performing more elaborate social functions	<ul style="list-style-type: none"> • <i>Chatterbox B5</i>
Hear accents and dialects other than his/her own on tape and on video and discuss them.	<ul style="list-style-type: none"> • <i>Chatterbox B9</i> • <i>Recording of accents (IDEA internet site)</i> • <i>Talk and discussion, Poetry</i>
Explore and express conflicts and opinion through improvisational drama	<ul style="list-style-type: none"> • <i>Chatterbox C6</i> • <i>Improvisational drama.</i>
Explore historical contexts through improvisational drama	<ul style="list-style-type: none"> • <i>Guns of Easter, Teacher in role, Conscience Alley, Character Interviews.</i> • <i>Chatterbox D7</i> • <i>Improvisational drama, story</i>
Discuss with others his/her reactions to everyday experiences and to local, national and world events	<ul style="list-style-type: none"> • <i>Daily newspaper, taped radio broadcasts, Lenten Appeal, Assembly topics</i> • <i>Talk and discussion, story.</i>
Discuss plays, films and television programmes	<ul style="list-style-type: none"> • <i>Chariot scene from Ben Hur</i> • <i>The Miracle maker- story of Jesus</i> • <i>Story reconstruction, classification of genres, mood of extract.</i> • <i>Talk and discussion</i>

Oral Language – 6th Class

<u>Topic/Vocabulary</u>	<u>Suggested Activities/Lessons</u>
Listen to radio broadcasts and discuss what has been learned	<ul style="list-style-type: none"> • “Flux” broadcasts ½ hour listen in sitting. Present set of questions beforehand. Answer the questions while listening.
Listen to and watch sound tapes, videos and films – discuss how sound effects enhance the content.	<ul style="list-style-type: none"> • Sound effects. Horror tension fear excitement, anticipation, gloom. • Chatterbox a7 • Examples 1. Gandhi – Funeral scene 2. Michael Collins –Coke Park Massacre
Explore historical contexts through improvisational drama.	<ul style="list-style-type: none"> • Eviction. Landlord tenant rent bailiff boycott. Penal democracy pacifist Repeal Reform. Daniel O’Connell Catholic Emancipation Act out scene.
Argue points of view through informed discussion and formal debate. Motion jurors chairperson house proposition opposition points	<p>“This house believes that this country needs children’s parliament elected by children to make new laws for children” Magic Emerald page 79</p> <p>Examples – Corporal punishment Magic Emerald page 110 - Homework should be abolished</p>
Use basic key questions and checking questions as a means of extending knowledge Who? What? Where? When? How? If? Can?	<ul style="list-style-type: none"> • The water carrier of Seville Seal Secret page 119
Listen to presentation on particular topic decide through discussion which are most appropriate questions to ask and prioritise. Who? What? Etc.	<ul style="list-style-type: none"> • Child presents a project in points • Group work: Decide questions • Class work: Chose 10 questions by agreement with groups. • Class agree to prioritise questions in order of importance.
Express individual responses to poems and literature and discuss different interpretation. Poem poet rhyme and genre. 1st person 3rd person. Mood theme attitude emotion atmosphere interpretation.	<ul style="list-style-type: none"> • <i>Lesson 1</i> • <i>Poem “Warning” Magic Emerald page 72</i> • <i>Lesson 2</i> • <i>Poem “Dear Mr Examiner”. Hello universe page 5</i>
Experience, enjoy playful aspect of language	<ul style="list-style-type: none"> • <i>Lesson 1: Story of Jimí Seal secret pg 38</i> • <i>Lesson 2. Telling riddles and jokes</i> • <i>Creating riddles and jokes</i>

<p>Discuss positive and negative effects of jargon, slang cliché and express examples of them in own language</p>	<ul style="list-style-type: none"> • <i>Lesson 1 Advertisement</i> • <i>Discuss what is being advertised / sold.</i> • <i>Meaning of jargon involved.</i> • <i>Re-write in own language.</i> • <i>Lesson 2 House sales.</i> • <i>Lesson 3 Slang- the first confession.</i>
<p>Acquire ability to give detailed instructions and directions</p>	<ul style="list-style-type: none"> • <i>listen and draw chatterbox a1 e.g. geometry in maths</i> • <i>Compare results after discussing why results are difficult</i>

Reading

Shared Reading Practices:

Junior Infants – Commence in March

Senior Infants – Commence in September; change twice-a-week

1st & 2nd Classes – Commence in September

3rd & 4th Classes – New programmes implement 2008 – began in May 2008. Will commence annually in September.

Reading Initiatives

Core to be covered in each class are shaded; others are current practices as of April 2008 and can be used as a resource of suggestions

	Shared Reading	Collaborative Reading	Teacher records books read	Buddy Reading	Recording books read (self-monitoring)	Book Review / report	Read, Cover, Remember, Tell	Book Discussion Club	Setanta Book Club	Buddy System (St Gabriel's)	Presenting Book to Class	USSR (DEAR)/(GOTLAC)	Class Novel	Newspaper	VIPs – (numbering very important points)	KWL – Charts (know, want to know, learn)	PAL – (Partner Assisted Learning)	Internet	Read & Summarise	News2day
<i>Junior Infants</i>	✓	✓	✓						✓											
<i>Senior Infants</i>	✓	✓	✓	✓?					✓			✓								
<i>1st</i>	✓			✓	✓	✓	✓		✓		✓	✓			✓	✓	✓			
<i>2nd</i>	✓			✓	✓	✓	✓		✓			✓			✓	✓	✓			
<i>3rd</i>	✓			✓	✓			✓	✓			✓								
<i>4th</i>	✓				✓	✓			✓		✓	✓	✓	✓						
<i>5th</i>					✓	✓			✓		✓	✓	✓					✓	✓	
<i>6th</i>					✓	✓			✓		✓	✓	✓	✓				✓	✓	✓

Stories

<i>Junior Infants</i>	<i>Seniors Infants</i>	<i>1st Class</i>	<i>2nd Class</i>
<ul style="list-style-type: none"> • This is the Bear and the Scary Night • This is the Bear who Fell in the Bin • This is the Bear and the Picnic Lunch • The Gruffalo • Once Upon a time • 1, 2, 3, 4 • Who's in the Shed <p style="text-align: right;"><i>(All Big Books)</i></p>	<ul style="list-style-type: none"> • Chicken Licken • Monkey Puzzle • Sleepy Sam • Bear Hunt • Owl Babies <p style="text-align: right;"><i>(All Big Books)</i></p>	<ul style="list-style-type: none"> • The Boy who cried Wolf • Gulliver's Travels • The Lion and the Mouse • The Real Princess • Alice in Wonderland • The fox and the Goat • Cúchulainn • Oisín in Tír na nÓg • St Bridget • Anna from Sudan 	<p><u>Irish</u></p> <ul style="list-style-type: none"> • The Children of Lir • The Salmon of Knowledge <p><u>Fables</u></p> <ul style="list-style-type: none"> • The Dove and the Ant • The Hare and the Tortoise <p><u>Fiction</u></p> <ul style="list-style-type: none"> • The Twits- R. Dahl <p><u>Myths and Legends</u></p> <ul style="list-style-type: none"> • The Golden Touch- Greek <p><u>Fairytale</u></p> <ul style="list-style-type: none"> • The Elves and the Shoemaker <p><u>Hero Tale</u></p> <ul style="list-style-type: none"> • Grace Darling <p><u>Humour Story</u></p> <ul style="list-style-type: none"> • Brer Rabbit Stories <p><u>Folk Tale</u></p> <ul style="list-style-type: none"> • Rumpelstiltskin
<i>3rd Class</i>	<i>4th Class</i>	<i>5th Class</i>	<i>6th Class</i>
	<ul style="list-style-type: none"> • Castle in the Attic • Brush • The Moon King • <u>Myths and Legends</u>-Greek and Viking-The Trojan War • Until the Angel Came <i>p108 Blue skies</i> • What's to be done with the Iron Man; <i>p184 Blue skies</i> • The Magic Shilling <i>p126 Blue skies</i> • The Little Match Girl; <i>p 80 Blue skies</i> • Fionn McCumhaill and the Salmon of Knowledge; <i>Earthlink</i> 	<ul style="list-style-type: none"> • Settling In; <i>pg 68</i> • My Financial Career; <i>pg 106</i> • The Doll's House; <i>pg 113</i> • Shackleton's Epic Voyage <i>pg 132</i> • The Open Window; <i>pg 186</i> • Lobo; <i>pg 201</i> • Charles; <i>pg 220</i> 	<ul style="list-style-type: none"> • The Water Carrier of Seville; <i>Seal Secret pg 119</i> • Jimín; <i>Seal Secret pg 38</i> • Extract from 'Stanley' <i>Peter Gunning</i> • Extract from 'Angela's Ashes'; <i>Frank McCourt, Carousel</i> • Smart Ice Cream • Paddy Clarke Ha ha ha ; <i>Roddy Doyle, Carousel</i> • 'Auntie'; <i>Philippa Pearce, Carousel</i> • No Gun for Asmir from 'Ghosts' • Wise Old Woman <i>Folktale Seal Secret</i> • 'The Lion'; <i>Walter Macken Seal Secret</i>

Writing

Writing Genres

C denotes Core Genre to be covered at each class level;

✓ is an example of the writing that can be covered and can be treated as suggestions (based on current practices as of April 2008) but not as core

	Procedure	Sequence /model by teacher/oral work	Instructions/directions	How to... (Make / do /recipe)	Recount:	News	Letter / postcard	Diary / summary	Eye-witness report	Report:	SESE / Visual arts report – i.e. seasonal	Book report	Persuasive:	Letter	Debate	Film / book review	Brochure	Explanation:	Why / How.... Linked with SESE	Letter	Notes / emails	Narrative:	Collaborative Stories / books	Stories / descriptive story	Story starter
<i>Junior Infants</i>	C	✓			C	✓				C	✓											C	✓		
<i>Senior Infants</i>	C	✓			C	✓				C	✓			✓								C	✓		
<i>1st</i>	C		✓		C	✓	✓	✓		C	✓	✓		✓					C	✓		C		✓	
<i>2nd</i>				✓	C			✓		C	✓				✓				C	✓	✓	C		✓	
<i>3rd</i>			✓		C		✓			C	✓				✓				C	✓		C			✓
<i>4th</i>	C		✓	✓				✓		C		✓			✓				C		✓	C		✓	
<i>5th</i>	C		✓	✓			✓	✓	✓	C	✓				✓	✓	✓		C	✓		C	✓	✓	
<i>6th</i>			✓	✓	C		✓	✓	✓	C	✓				✓	✓	✓		C	✓		C	✓	✓	

Extra areas covered:

Junior infants: Cards for occasions; Free Writing

Senior infants: Write a story – based on a picture

Letter Formation

Please note that this is as close as my computer skills/fonts allow – if unsure please check with an infant class teacher

Numbers indicate the amount of strokes.
Arrows indicate directions.

Phonics and Spelling – Core Curriculum

<u>Junior Infants</u>	<u>Senior Infants</u>	<u>1st Class</u>	<u>2nd Class</u>
26 phonemes a-z	Revision of a-z	Initial sounds – consonants and vowels	Word Endings/Onset and Rime:*
CVC Blends	ai	Final Sounds	
Dictation of Sounds	oa	Medial Sounds CVC words	amp, an, ast, ack, and, ar, ay, ip, in, en, ab, it, ed, elf, ir, op, ot, ing, ould, ost, ast, ow, ight, ill, ess, ist, tter, old, ost, ill, ull, on, bber, ew, ong, ell, or, ust, uck, uch, ark, eck, ick, ock, iver, y
Dictation of CVC Words	ie	Blends – Initial and final consonant blends -tw, nk, sk, rm, ld, nd, nt, st, ck, ng *	Magic e ile, ide, ive, ake, ame, ane, are, ate, ace, ade ave, ale, ine, ide, ice, ike ole, oke, ite, ore, one, are, ove,
Onset and Rime: -an -at -it -in -ag -ad	ee or ng oo, O O ch sh th, TH		
Spelling of Tricky Words	qu	Word Endings/Onset and Rime: -am -at -ad -an -ag -ap -ar -aw -ag -as -ed -en -et -eg -ig -in -ip -it -ob -od -og -op -ot -ow -ow -ox -ub -ud -ug -up -um -un -ut -all -ell -ill -ss -oss -ail -ain -air -aid -ing -ink -ank -old -end -ent -est -ust -lap -ack -oup -ouse -ight -ther	Consonant Diagraphs ch*
	ou oi ue er ar CVC Blends Consonant Blends Dictation of Sounds Dictation of CVC Words Dictation of simple sentences using onset and rime words and 3-letter words	Diagraphs ay, ai, ea, ow, ee, ea, aw ew, oa, oo, ou, ie	
		Consonant Diagraphs wh, sh	be
		Diagraphs ee, oo, ai, aw, ea, ou, ow, oa, oi	Silent letters l
		Magic ‘e’ -ace, ake, ale, ame, ate, are, ave, ane -ice, ide, ike, ine, ife, ile, ire, ise, ive, ime -one, oke, ole, ose, ome -ure, ule, ube -eve	Blends – initial and final consonant blends* -mp, st, ck, nd, lf, ng, ff ld, tt, dd, ss, ll, rm, rk
		Resources: - Sounds at Work C - New Treasury A - Starways English Language Programme Newell Literacy	

		Programme 2	
<u>3rd Class</u>	<u>4th Class</u>	<u>5th Class</u>	<u>6th Class</u>
Vowel Diagraphs: oo, oa, ai, ew, ea, ee, ow ay,	Word Endings: mp, nk, ight, tch, rt, lt, nd ct	Word Endings: ve, nt, our, gue, que ought, aught, ous, ture ious, sion, ssion	Word Endings: ic, ar, dge, le, ice, ace, uce, ery, ion, ior, ant, ent, ory, ary, ance, ence, tion
Word Engings: le, y, ng	Diagraphs oi, ou, aw	3 Letter Blends scr, str, shr, thr, spl. spr squ	Patterns ie, ial, ough
Patterns or, er,	Consonant Diagraphs: th, ch, tch	Silent Letters: l, n, o, h, u, c, w, t, k,	Consonant Diagraphs ph
Consonant Diagraphs sh	Soft Letters: c, g	Compound Words*	Compound Words*
Compound Words*	Compound Words*	Themes: Birds Occupations Animals and Fish Countries Fruit and Vegetables Transport and Travel	Themes: Flowers and Trees The Environment Transport and Travel Countries Occupations Mathematics
Themes: Farm Animals The Body Food and Drink The Family The World Around Us The Weather Months and Seasons The Seaside	Themes: Wild Animals The Garden Time The House The Classroom The Farm Buildings Games	High Frequency Words*	High Frequency Words*
High Frequency Words*	High Frequency Words*	Homophones*	Homophones*
Homophones*	Homophones*	Commonly Misspelled Words*	Commonly Misspelled Words*
Commonly Misspelled Words*	Commonly Misspelled Words*		
* As listed in class book -			

Grammar and Punctuation – Core Curriculum

<u>Junior Infants</u>	<u>Senior Infants</u>	<u>1st Class</u>	<u>2nd Class</u>
Incidental teaching of: <ul style="list-style-type: none"> • Capital Letters • Full Stop • Exclamation Mark • Question Mark 	<ul style="list-style-type: none"> • Capital Letter • Full Stop • Question Mark 	<ul style="list-style-type: none"> • Unscrambling Sentences • Full Stop • Question Mark • Capital letters • Compound Words • <i>of/off</i> • <i>was/were</i> • <i>where/were</i> • <i>would/wood</i> • <i>there/their</i> 	<ul style="list-style-type: none"> • Sentences and full stops • Naming Words (nouns) • Doing Words (verbs) • Describing Words • Vowels and Consonants • Adding ‘ing’ to words • <i>Short Cuts</i> • <i>One/more than one (e.g. was/were)</i> • <i>Sounds the same (their, there, they’re)</i> • <i>to, too, two</i>
<u>3rd Class</u>	<u>4th Class</u>	<u>5th Class</u>	<u>6th Class</u>
<ul style="list-style-type: none"> • Writing Sentences • Singular and Plural • A and An • Analogies • Adding ‘ed’ • Adjectives • <i>Syllables</i> • <i>Deliberate Mistakes</i> • <i>Apostrophe</i> • <i>Comma</i> • <i>Exclamation Mark</i> • <i>Inverted Commas</i> 	<ul style="list-style-type: none"> • Synonyms • Syllables • Alphabetical Order • Singular and Plural • Adjectives • Prefixes • Similes • Collective Nouns • Pronouns • <i>Contractions</i> • <i>Apostrophes</i> • <i>Verbs</i> • <i>Prepositions</i> • <i>Link Words</i> • <i>Homophones</i> • <i>Adverbs</i> • <i>Overused Verbs</i> • <i>Antonyms</i> • <i>Quotation Marks</i> 	<ul style="list-style-type: none"> • Commas • Apostrophes – Contractions • Apostrophes – Possession • Inverted Commas • Quotation Marks • Proper Nouns • Collective Nouns • Adjectives • Prepositions • Pronouns • Conjunctions • <i>Verbs</i> • <i>Adverbs</i> • <i>Abbreviations</i> • <i>Similes</i> • <i>Synonyms</i> • <i>Homophones</i> • <i>Antonyms</i> • <i>Prefixes</i> • <i>Proverbs</i> 	<ul style="list-style-type: none"> • Sentences • Capital Letters • Full Stops • Nouns • Adjectives • Verb – Tenses • Adverbs • Abbreviations • Direct and Indirect Speech • <i>Apostrophes</i> • <i>Anagrams</i> • <i>Prepositions</i> • <i>Conjunctions</i> • <i>Pronouns</i> • <i>Commas</i> • <i>Clauses</i> • <i>Interjections</i>

Items in italics are a secondary core – if class are capable

Poetry – Core Curriculum

<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1st Class</i>	<i>2nd Class</i>
<ul style="list-style-type: none"> Whisky Friskey My Puppy Little Johnny What the Leaves said The steamtrain and the Hill Pitter, patter, pitter, patter Eletelephoney Snowman On Christmas Eve 	<ul style="list-style-type: none"> Tommy Thumb Five Little Babies After a Bath To the Farm Easter Bunny A Hibernating Hedgehog The Snowman Says Piggy on the Railway 	<ul style="list-style-type: none"> Undersea Upside down Autumn Leaves I'm a tree Stegaurous The wrong start Mrs Peck Pigeon Twinkle Twinkle The End Solomn and Grundy 	<ul style="list-style-type: none"> Two witches Yellow Butter The Clown My Dog Chewed up My Homework Christmas Time Tall Trees Pleased To Meet You I'm a Tree The Daffodils Monday's Child Seasons
<i>3rd Class</i>	<i>4th Class</i>	<i>5th Class</i>	<i>6th Class</i>
<ul style="list-style-type: none"> People Daddy Fell into the Pond. Granny Granny Please comb my Hair. Silver Witch, Witch Mrs Moon Celebration Stopping by the Woods on a Snowy Evening Let No One Steal your Dreams; <i>P. Cookson</i> 	<p>(all poems in Blueskies unless otherwise noted)</p> <ul style="list-style-type: none"> Explorers; <i>pg 5</i> The Grasshopper; <i>pg 7, 8</i> My Baby Sister; <i>pg 18</i> In the Rain; <i>pg 17</i> Since Hanna Moved Away; <i>pg 8</i> Homework! Oh Homework! Limericks; <i>pg 10</i> I saw; <i>pg 94 A.B.B.</i> The Dragon of Death; <i>pg 13</i> Fireworks; <i>pg 35</i> 	<ul style="list-style-type: none"> The Lake Isle to Innisfree W.B. Yeats On the Ning Nang Nong Spike Milligan The Sound Collector Roger McGough What Happened to Lulu? (Think, Pair and Share) The Magic Box Kit Wright Bully Night Roger McGough The Quarrel Eleanor Farjeon I Asked the Little Boy who Cannot See Flowers are a Silly Bunch Arnold Spilka Little Red Riding Hood & the Wolf Roald Dahl Stopping by the Woods on a Snowy Evening <i>R Frost</i> Leisure; <i>W H Davies</i> 	<ul style="list-style-type: none"> Spring Night Mr. Nobody There was a Girl A Robin Blow Blow thou Winter Wind The Rhondora

REACTIONS TO POETRY

Please note that this is current practice – a core has not been decided upon. The following can be used as suggestions

	Questioning	Discussion	Written Tasks	Reports	Recommendations	Anthologies of favourite Poems (individual)	Anthologies of favourite Poems (class)	Art Work	Dance	Memorisation	Recitation	Actions	Text Innovation
<i>Junior Infants</i>	✓	✓						✓		✓	✓	✓	
<i>Senior Infants</i>	✓	✓						✓		✓	✓	✓	
<i>1st</i>	✓	✓	✓					✓	✓	✓	✓		
<i>2nd</i>	✓	✓	✓					✓		✓	✓		
<i>3rd</i>	✓	✓	✓				✓	✓	✓	✓	✓		✓
<i>4th</i>	✓	✓	✓					✓		✓	✓		
<i>5th</i>	✓	✓	✓					✓		✓	✓		
<i>6th</i>	✓	✓	✓				✓	✓		✓	✓		



Mathematics

Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated over the school years 2005-2007 during curriculum days, school planning days and staff meetings, by the whole staff, individual class groups representatives, principal and school development-planning post holder, Muirne Bennis.

(b) Rationale

- To form a core curriculum of objectives to be achieved at each class level
- To ensure continuity of teaching methodologies throughout the school
- To benefit teaching and learning in our school
- To conform to principles of learning outlined in the Primary School Curriculum
- To review the existing plan for mathematics

Vision and Aims

(a) Vision

Our school cherishes all pupils equally and, to aid them in achieving their true potential we endeavour to provide a comprehensive mathematical programme for all children in our school.

(b) Aims

We endorse the aims of the Primary School Curriculum for mathematics

- To develop a positive attitude towards mathematics and an appreciation of both its practical and its aesthetic aspects
- To develop problem-solving abilities and a facility for the application of mathematics to everyday life
- To enable the child to use mathematical language effectively and accurately
- To enable the child to acquire an understanding of mathematical concepts and processes to his/her appropriate level of development and ability
- To enable the child to acquire proficiency in fundamental mathematical skills and in recalling basic number facts

This Mathematics plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Approaches and methodologies
3. Assessment and record keeping/Special Needs
4. Equality of participation and access

Organisational planning

5. Timetable
6. Homework
7. Resources and ICT
8. Individual teachers' planning and reporting
9. Staff development
10. Parental involvement - home school links
11. Community links

1. Strands and strand units

- Teachers will familiarise themselves with the curriculum for their class level and the core curriculum for St Paul's ND
- In order to ensure that this familiarity is maintained if teachers change classes or if new teachers join the staff, we will provide each teacher with a pack including the core curricula for every subject.

2. Approaches and methodologies

2.1 General

- All children will be provided with the opportunity to access the full range (all strands) of the mathematics curriculum. Teachers will differentiate the curriculum to suit the needs of the individual children in their classroom.
- We endeavour to ensure that there is less emphasis and reliance on textbooks and workbooks and more on active learning strategies through providing adequate amounts of concrete materials either in individual classes or in the resource store (located in Phase 1 under the supervision of E. Lawlor, post holder). Teachers are also encouraged to interact with each other in discussing methodologies with their colleagues.
- Textbooks in use are in line with content objectives for the class level.
- Children from fourth to sixth class use calculators
- We endeavour to ensure that
 - the number limits are being adhered to
 - formulae are being ‘discovered’ by children rather than being taught by rote
 - there is an emphasis on simple fraction families in the senior classes
 - pupils are collecting real data in other areas of the curriculum and using it to represent their findings i.e. using data from other subjects such as geography, history or science to find the answer to a question, and/or gathering data to answer their own questions such as ‘Do more/less children walk to school this year than five years ago?’ ‘What are the three favourite vegetables eaten by children in our class?’
 - estimation skills are developed and refined with the emphasis on using estimation in all areas of mathematics and that there is consensus among the staff in relation to the use of estimation strategies in number
- We endeavour to raise the profile of mathematics as a subject to be enjoyed by all children by using the environment and making mathematics a practical, child-centred subject.

2.2 Talk and discussion

Guided discussion and discussion skills

- The initial introduction of every mathematics topic is centred around mathematical language and talk and discussion is encouraged between pupil and teacher, and pupil and pupil.
- Talk and discussion can also be an integral part of other stages of the mathematics lesson including explanations, deductions etc.
- Opportunities are given to pupils to explain how they got the answer to a problem, discuss alternative ways of approaching a problem and/or give oral descriptions of group solutions

Scaffolding

- The teacher actively models the language to be used, particularly when talking through the problem-solving process

Integration

- Mathematical processes will be used in other subjects where appropriate and useful *e.g. gathering data in history and geography, measuring temperatures in science, sorting and classifying in science*

Linkage

- Opportunities for linkage are used where appropriate

Mathematical language in context

- We have an agreed emphasis on the language of mathematics and at our staff meeting in June 2007 we created a list for each class level of terminology and language – please see core curriculum below
- Children’s own ideas and environment are also being used as a basis for reinforcing mathematical language, *e.g. you are taller than he is, teacher’s table is longer/wider than yours*
- At our staff meeting in June 2008 we also have identified common approaches to the language used in
 - Addition – total, sum of, add, and ...
 - Subtraction – minus, subtraction, take-away, difference, less than ...
 - Multiplication – times, product of, multiply, groups of ...
 - Division – divide, share, split, groups of ...
 - Equals – same as, equals
 - Discussed at staff meeting June 2007 (see core curriculum below)

Number facts

- Number facts (tables) are taught as in read from the table book and using the language agreed on and detailed below
- Children are aware of the commutative properties of multiplication tables and of their relationship with division
- We teach subtraction and division tables separately or as part of addition and multiplication initially and then associate them

2.3 Active learning and guided discovery

- Agreed strategies for teaching of Maths (language and number operations) are listed below in the core curriculum
 - Addition & Subtraction of Fractions – families of fractions, fraction walls as a starting point.
 - Addition & Subtraction of time – renaming minutes into hours and minutes (addition); renaming hours and minutes as minutes (subtraction)
- Children are encouraged to develop personal benchmarks, particularly in the measures strand, *e.g. noting their height in relation to a metre, the width of their finger as close to a centimetre,*
- The following mathematical games are in use in mathematics throughout the school. *e.g. dice, cards, dominoes, spinner games, games devised by the children themselves, computer software*

2.4 Collaborative and co-operative learning

- We endeavour to ensure that children learn the skills needed to work *as* a group rather than just *in* a group by creating specific roles within the group and changing these roles on a regular basis, by selecting the composition of the groups.
- Every class is encouraged to use a variety of organisational styles as appropriate to the learning needs or the concept being taught *e.g. pair work, group work and whole class work*

2.5 Problem-solving

- Children are encouraged to create stories about number facts to foster understanding of problem solving.
- Children are encouraged to use their own ideas as a context for problem-solving, *e.g. my mammy bought a 2 litre bottle of orange for the party yesterday – was it cheaper than two 1 litre bottles?*
- Agreed approaches to problem solving and perhaps using strategies such as RAVECCC* and ROSE* to support children's problem-solving strategies need to be decided *RAVECCC – Read, Attend to key words, Visualise, Estimate, Choose numbers, Calculate, Check *ROSE – Read, Organise, Solve, Evaluate
(*All of these are just variations and teachers can easily construct their own to suit their circumstances.*)
- In making problem-solving more accessible and realistic for children teachers are using checkable answers and/or a calculator for larger numbers as part of their programme
- We are providing opportunities for all children, Infants to Sixth class and including those with special needs, to have the opportunity to experience problem-solving activities by differentiating in number of ways including *e.g. by giving oral problems; by having them use objects to solve the problem; by using smaller numbers; by using items in the environment, e.g. how many beads can I hold in one hand - a little, a lot, more than teacher*

2.6 Using the environment

- The following elements of the environment are being used in our school mathematical programme: classroom, school building, yard, field, locality
- Mathematical trails have been developed within and outside the school building and can be seen in individual teacher's yearly plans.
- Children are given the opportunities to present/display their mathematical work in the class/corridor/school and on the web site

2.7 Skills through content

- Skills are being actively developed through the content and this can be seen other areas of the curriculum including science (Applying and problem solving) in Geography (Communicating and expressing), Mathematics in the Environment (Integrating and connecting), Music (Reasoning,)
- The principal encourages the use of mental mathematics throughout the school by encouraging staff to engage the children both orally and mentally before progressing to new concepts.

2.8 Presentation of work

- Teachers encourage all children to present their work in a clear and concise manner outlining their understanding of mathematical concepts and problems. This is done by numerical work in copies, graphs, diagrams, using ICT and displays of concrete work.
- Ruling of copies for computation:
 - 1st-6th Cass: Margin on left side of page
 - 1st Class: Teacher rules page
 - 2nd & 3rd: Line in middle of page
 - 4th-6th: Double line
 - Rough work: On right (if needed)

2.9 Initiatives

Maths Week:

- Our school participates in Maths week every year and activities include:
 - Maths trails
 - Maths eyes
 - Classes to display maths board
 - Maths Games

Team Teaching:

- Team teaching was trialled during the school year 2017-18 for 3rd & 4th classes and covered the topics of Fractions and Time. Groups were of mixed ability. There were four stations in each class over the week. Pre and post testing and post testing showed that it was a success in each class and it was decided to continue with it again for the coming school year – aiming that each 4th class would participate for one week in October/November and each 3rd class for one week in January/February

3. Assessment and record keeping/Special Needs

- In mathematics in St Paul's all teachers assess and keep records of all children's work on an on-going basis through
 - Teacher observation
 - Teacher-designed tests and tasks
 - Work samples, portfolios and projects
 - Standardised tests
 - Diagnostic tests (mainly resource/learning-support)
- Children with special needs do attend learning-support if their scores necessitate intervention as outlined in our learning-support policy.
- Each teacher in learning support has access to various mathematical tests, aids and resources to provide the necessary remediation in mathematics
- There are many programmes available in the multi-media room through ICT to support children with special needs in Mathematics.
- Children with exceptional are provided with a differentiated programme through teacher intervention, additional worksheet, workbooks and activities, and ICT to support their work

4. Equality of participation and access

- All children of all ages, backgrounds, abilities/disabilities have access to all services, facilities and amenities within the school environment to develop their mathematical skills and their understanding of mathematical concepts.

6. Timetable

- Each mainstream teacher in the school teaches mathematics each day according to the time allocated in the Primary school curriculum pg 67-70

7. Homework

- Mathematics homework is given by each teacher in accordance with the school's homework policy. The homework may include active learning approaches (e.g. gathering information), textbook work, and mental arithmetic (e.g. tables). Teachers in resource and learning-support take account of the fact that children will not receive two sets of homework.

8. Resources

- A teacher (E. Lawlor, post holder) is responsible for equipment, textbooks, supplementary materials, calculators etc
- Many of these are centrally stored in the resource press (located upstairs in Phase 1). An inventory of all equipment is kept, all equipment used should be signed out by individual teachers, and anything broken or lost is replaced.
- Other sets of equipment, textbooks etc are kept in classrooms
- Materials, equipment, games, textbooks, supplementary books are selected following discussion by the appropriate teachers on suitability and availability

ICT

- Each teacher/class has access to a multi-media room in our school. This room is supervised and supported by principal and post holder (Mr Pat Kennedy). A list of software/videos/DVDs including mathematical material is given to each teacher and updated on a yearly basis.

9. Individual teachers' planning and reporting

- Each teacher is responsible for long and short-term planning.
- At the end of each month each teacher completes a cuntas míosúil where all mathematics taught to the children is recorded

10. Staff development

- Mathematics is an integral part of the school curriculum and is therefore discussed regularly at staff meetings.
- Any courses available in mathematics throughout the year are displayed in the staff room. Post holder (A Geary) provides information on an ongoing basis for teacher development and upskilling of staff.

11. Parental involvement – home school links

- Parents are made aware of the content of the mathematics programme and the approaches/methodologies used in this school through:
 - the junior-infant information night
 - assessment
 - parent-teacher meeting e.g. expectations in relation to layout and presentation of work
 - Learning number facts at all levels - tables
 - Early mathematical activities - sorting, classifying ...
- Parents can support the teaching and learning of mathematics in our school by helping children with their mathematics homework and tables.

12. Community links

- Children are sometimes provided the opportunity to visit LIT/UL for mathematics days organised by these colleges.
- Children from 1st-6th have the opportunity to visit the Credit Union each Tuesday in school.

Success criteria

- **We will know that the plan has been implemented if**
 - Teachers' preparation based on this plan
 - Procedures outlined in this plan consistently followed
- **We will know that the plan has achieved its aims from**
 - Feedback from teachers/parents/pupils/community
 - Inspectors' suggestions/report
 - Feedback from second level schools
 - Cuntas Míosúil

Implementation

(a) Roles and Responsibilities

The plan be supported, developed and implemented by all teaching staff on an ongoing basis. It will be monitored on an ongoing basis and evaluated at the end of each year.

(b) Timeframe

Review

(a) Roles and Responsibilities

The plan will be reviewed by

- Teachers
 - Pupils
 - Parents
 - Post holders/plan co-ordinator
-
- *This plan was discussed at the staff meeting on February 10th 2006 – element discussed: differentiation*
 - *This plan was discussed at the staff meeting on June 15th 2007 – element discussed: language*

 - *This plan was ratified by the staff at the staff meeting on June 15th 2007*
 - *This plan was updated and entered into the school plan on 18th June 2007.*
 - *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
 - *This plan was discussed at our staff meeting on November 25th 2013 – feedback from Maths Month as opposed to Maths week*
 - *This school plan was updated after staff meeting June 11th 2018 – to include reference to the team-teaching trial undertaken and a decision to continue with this project the following year.*

 - *Date for review: School Year 2010-2011*

Maths Equipment Centrally Stored:

(All equipment to be signed out)

Phase 1. Junior School.

- Maths Equipment.
- Balances
- Measuring jugs
- Measuring cubes
- Playing cards
- Dice with 2 Books – “Games and Activities with Dice”
- Bingo
- Mental Arithmetic Box
- Number Lines with pegs.
- Abacus
- Linking Base Ten Material
- Links
- Unifix cubes
- Teaching clocks
- Solid Shapes
- Relational Geosolids
- Tangrams

Phase 2 Senior School.

- Maths Equipment.
- Dominoes – 2 sets
- Dominoes – Fractions/Percentages
- Dominoes – Fractions/Decimals
- Dominoes – Angles
- Dominoes – Shape
- Fraction – Rubber stamps.
- Measuring Balances – 2.
- Links with Activity Book.
- Dice – Computation with Book.
- Connecting Links with Book.
- Ease Abacus – 2.
- Set Squares
- Protractor.
- Geo strips.
- Magnetic strips for White Board
 - Decimals/Percentages
 - Fraction Set.
- Fraction/Decimal Wall for Magnetic Board – 3 sets
- Construction Rods with Workcards
- Solid Shapes – 4 sets
- Relational Solids
- Trundle Wheel
- Linking Base Ten Material
- Large Black board Compass?
- Tangrams

Miscellaneous Equipment Centrally Stored with Maths Equipment

(All equipment to be signed out)

Phase 1. Books.

1. Fun Things to make and do at Christmas.
2. Christmas – A Language Theme for the Early Years.
3. Teach Editing – Lower
4. Phonic Cross Patches 1.
5. Phonic Cross Patches 11.
6. Language at Home Book 1.
7. Language at Home Book 11.
8. Fraction Activities for Lower Primary.
9. Classroom Savers.

Buntus Sport Folder

Education Videos.

1. From Source to Sea.
2. Great wonders of the world x 2.
3. Chiara ; Silent Night
4. Connections 2.
5. Ovava.
6. The Tackle
7. Nature Video
8. Powerful Stuff
9. Look at my hands: the Adlt.
10. The stolen river
11. Jesus of Nazareth Part 111, 1V.
12. First Holy Communion May 15th 2004
13. First Holy Communion May 21st 2005 10a.m.
14. First Holy Communion May 15th 2004
15. Living in Austria
16. National Geographic – Animal N.A.B Lions of the African Night
17. Face of the Earth
18. Bothar na nGabhar
19. Farming a way of life
20. Juvenile Diabetes
21. Keen food safe
22. The story of tea
23. Living in Denmark
24. The Living Planet Part 2.
25. Child Safe Be safe on the farm.
26. Living Planet Part 1.
27. Mother Theresa in Ireland.
28. Percussion Plus

Other Videos

1. Rosie and Jim's Bouncing Castles.
2. Tweenies it's messy time.
3. Thomas the tank engine and friends.
4. Kids Vids 2000
5. The Muppet Christmas Carol.

6. Teletubbies Ready Steady Go.
7. The Adventures of Elmo in Grouchland.
8. Bear in the Big Blue House
9. Fun Song Factory Old Macs Farm
10. Rosie and Jim Duck Gets lost
11. Ariel with upon a starfish
12. Teletubbies Big Hug.
13. Fireman Sam's Big Video.
14. Timbles Smelly Jelly
15. The Sly Fox and Red Hen
16. Sleeping Beauty
17. Treasure Attic
18. Mary B. Robin hood and the sword of the stone.
19. Barney around the world
20. Barney songs
21. Barney's Good Clean Fun.
22. Barney's Oh Brother She's my sister.
23. Barney's Fun Along.
24. Herman the Mouse the Cartoon Show.
25. Wallace and Gromit the wrong trousers.
26. Sesame Street.
27. Peter Pan
28. Winnie the Pooh – Seasons of giving.
29. Felix the Cat
30. Children's Cartoon Fun.
31. Thomas the Tank engine Chases. Races & Runaways
32. Sponge Buddies
33. Peter Pan
34. The Simpsons Collection
35. Mighty Mouse Casts and Robbers
36. Pinocchio.
37. Fun Song Factor 7
38. Very Merry Christmas Songs
39. The Stone Cold Fire.
40. Irish Legends for children.
41. Jack and the Beanstalk.

Matamaitic – Core Curriculum

Maths language across the Strands

<u>Junior Infants</u>	<u>Senior Infants</u>	<u>1st</u>	<u>2nd</u>
<p>Long/short, longer/shorter More than/less than/ same as First/last Over, under, up, down, on, beside, in Shape Square, circle, triangle, rectangle Roll/ do not roll Fit/ do not fit Round/not round, thick, thin Long/short, tall/short, wide/narrow, longer, shorter, wider than Heavy/light, heavier/ lighter, balance, weigh Full/nearly full/empty/holds more /holds less/ holds as much as Morning/evening, night/day, lunchtime, bedtime, early/late, days of the week, schooldays, weekends Buy, sell, spend, coins, how much? cent Enough/more/as many as/less</p>	<p><i>As Junior Infants plus:</i> Ordinal number – first, second, third, last Above, below, near, far, right, left Cube, cuboid, sphere, cylinder Edge, corner, face, straight, curved, round, flat, side, corner As long as/as wide as/longest/shortest Yesterday/today/tomorrow/ yet/birthday Price, cheap/expensive, change, too much/too little Pictogram sets</p>	<p><i>As Senior Infants plus</i> Between, underneath, on top of, around, through, left, right Square, rectangle, triangle, circle, semicircle Half Cube, cuboid, cylinder, sphere Length, width, height, measure, nearly a metre, a bit more than/a bit less than a metre Heavy, heavier, heaviest, light, lighter, lightest, balance Pour, fill, full, empty, holds more, less or the same amount as Reading day, date and month using calendar Hour, half hour Metre, litre, kilogram</p>	<p><i>As 1st class plus:</i> Quarter Cone, oval Metre, centimetre Euro Symmetry Area Digital clock/time Block graph Corners</p>
<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<p><i>As 2nd class plus:</i> Regular/irregular shapes Sphere, triangular sphere, prism, pyramid, hexagon Sides, angles, parallel and non-parallel lines Tessellate Symmetry Vertical, horizontal and parallel lines Clockwise/anti-clockwise Gramme, kilogram Possible, impossible, might, certain, not sure Roll, toss, spin, chance, random Tenths Minute Equivalent Bar chart</p>	<p><i>As 3rd class plus:</i> Equilateral, isosceles, scalene triangle, parallelogram, rhombus, pentagon, octagon Diagonal Oblique, perpendicular lines Acute, obtuse and right angles Perimeter Hundredths Chance, likely, unlikely, never, definitely Bar line graph scale</p>	<p><i>As 4th class plus:</i> Thousandths Prime and composite numbers Square and rectangular numbers Factors, multiples Positive and negative numbers Equations Quadrilaterals Diameter, radius, chord, circumference, arc, sector, tangent Tetrahedron Vertices Reflex angle, degrees Millimetre Square metres/centimetres Millilitres Pie chart, multiple bar chart Statistics likelihood rotation</p>	<p><i>As 5th class plus:</i> Square roots Quotients Octahedron Scale Ares/hectares Trend graph</p>

Agreed language for Number Operations

		+										-												
		Core		Other applicable Language								Core		Other applicable Language										
	+																							
<i>Juniors</i>		and																						
<i>Seniors</i>				✓				✓				take away, go back	✓								✓			
<i>1st</i>		and, plus	✓		✓		✓	✓		✓	✓	take away, subtract	✓		✓				✓	✓	✓	✓		
<i>2nd</i>			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<i>3rd</i>			✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<i>4th</i>			✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<i>5th</i>			✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<i>6th</i>			✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Core		Other applicable Language								Core		Other applicable Language										
	X																							
<i>3rd</i>		6x7:	✓		✓	✓	✓	✓	✓	✓	✓	14 ÷ 7:	✓		✓	✓					✓	✓	✓	✓
<i>4th</i>			✓		✓	✓	✓	✓	✓	✓	14 divided by 7	✓		✓	✓					✓	✓	✓	✓	
<i>5th</i>		six sevens	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<i>6th</i>		6 multiplied by 7	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Other Agreed Methods:

= 'is the same as' (juniors); 'is the same as/' equals' (seniors-6th)
0 zero

- Vertex of a 3-D shape is called a 'corner' up to 4th Class
- The algebraic frame ($3+5=\square$) is read as 3 plus 5 equals 'something' up to 5th Class; and 3 plus 5 equals 'frame' for 5th & 6th
- Place value: units (not called ones)
- Fractions – equal parts
- Subtraction:
$$\begin{array}{r} 67 \\ - 34 \end{array}$$
 begin at the top on the units side (i.e. 7 take away/subtract 4)

- Multiplication:
$$\begin{array}{r} 28 \\ \times 5 \end{array}$$
 begin at the bottom on the units side (i.e. 5 eights)

St. Paul's NS – Maths Programme – Naíonáin Shóisearacha

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
EMA	Matching and Classifying on the basis of one attribute	<i>Similar Objects</i>
		<i>Colour</i>
		<i>Size</i>
		<i>Texture</i>
		<i>Set and complement of a set</i>
		<i>3-D shape (roll/can't roll)</i>
		<i>2-D shape</i>
		<i>Colour</i>
	Matching and Classifying on the basis of two attributes	<i>As above</i>
	Comparing and Ordering	
Length		
Matching	<i>Equivalent sets</i>	
	<i>Equivalent sets (using one-to-one correspondence)</i>	
	<i>Non-equivalent sets (using 1-to-1 correspondence)</i>	
NUMBER	Counting the number of objects in a set	<i>0-10</i>
	Comparing and Ordering	
	Analysis of Number	<i>Developing understanding of conservation of 0-5</i>
		<i>Subitising</i>
	Formation of numerals	<i>0-5</i>
	Combining	
Partitioning		
ALGEBRA	Extend patterns in colour, shape and size	
SHAPE AND SPACE	Spatial Awareness	
	3-D Shapes	<i>Roll/Can't Roll</i> <i>Tessellation (covering surfaces)</i>
	2-D Shapes	<i>Square, circle, triangle, rectangle</i>
MEASURES	Length	
	Weight	
	Time	<i>Parts of Day/Night</i> <i>Sequencing</i>
	Capacity	
	Money	<i>Recognition of 1c, 2c, 5c</i>
		<i>Shopping</i>
DATA	Sort and Classify sets of objects by one criterion	
	Match sets, equal and unequal	
	Recognise and interpret a set of simple mathematical data using real objects, models and pictures	

St. Paul's NS – Maths Programme – Naíonáin Shinsearacha

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
NUMBER	Counting	1-20
	Analysis of Number	Numeration: 0-10
		Components of numbers 1-10
		Combining up to 10; Symbols: + =
	Comparing and Ordering	Partitioning sets of up to 10
		Equivalent and non-equivalent sets Ordinal Number
ALGEBRA	Extend patterns in colour, shape and size	
SHAPE AND SPACE	Spatial Awareness	left, right
	3-D Shapes	Cube, cuboid, cylinder, sphere
	2-D Shapes	Square, circle, triangle, rectangle
MEASURES	Length	longer than, taller than, wider than
	Weight	
	Time	Sequence Events
		Four Seasons
		Hours, Days
	Capacity	
Money	Recognition of coins up to 20c	
	Use coins up to 10c	
DATA	Sort and Classify sets of objects by one and two criteria	
	Match sets, equal and unequal	
	Recognise and interpret data in two rows or columns using real objects, models and pictures	

St. Paul's NS – Maths Programme – Rang I

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
NUMBER	Addition	Combining sets to 20
		Two and three addends to 99 without and with renaming
		Commutative and associative properties of addition
		Develop recall strategies for addition facts
		Estimate sums by adding tens
		Number sentences
	Subtraction	Problem solving
		Subtraction as deducting 0-20
		Subtraction as difference 0-20
		Subtraction as complementing 0-20
		Subtraction as taking away 0-20
		Subtract numbers without renaming within 99
		Develop recall strategies for subtraction facts
		Estimate differences by subtracting tens
	Counting and Numeration	Number sentences
		Problem solving
		Read, write and order numerals to 100
	Comparing and Ordering	Use number words
		Estimate the number of objects in a set 0-20
	Place Value	Ordinal numbers 1 st to 10th
		Group and count in tens and units using lollipop sticks, abacus, notation board to 99
Fractions	Number words	
	Identify shapes divided in to two equal parts	
	Identify half of sets to 20	
ALGEBRA	Solve problems	
	Extending and Using Pattern	
	Patterns in 2's, 5's, 10s	
SHAPE AND SPACE	Odd and even numbers	
	Patterns using 100 square	
	2-D Shapes	
	Sort, describe, compare and name 2-D shapes	
DATA	Combine and partition 2-D shapes	
	3-D shapes	
	Describe, compare and name	
MEASURES	Spatial Awareness	
	Problem Solving	
	Making a pattern; organised list	
MEASURES	Representing and Interpreting Data	
	Pictograms	
	Sort and classify objects by 2 criteria	
	Problem Solving	
	Logical reasoning	
	Use or make a table	
	Money	Coins to the value of 50c
		Problem solving
	Weight	Non-standard units
		Kilogramme
		Solve practical tasks and problems
	Length	Non-standard units
Solve practical tasks and problems		
Time	Sequences based on days of week	
	Calendar	
	Read time in hours and half-hours on 12-hour clock	
	Vocabulary of time to sequence events	
Capacity	Non-standard units	
	Litre	
	Solve practical tasks and problems	

St. Paul's NS – Maths Programme – Rang II

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
NUMBER	Addition	Combining and Partitioning sets to 20
		Two and three addends up to 20
		Commutative and associative properties of addition
		Recall strategies for addition facts to 20
		Add numbers without and with renaming within 99
		Problem solving
		Solve 2-step problems involving addition
		Estimate sum by rounding tens
		Repeated addition in 2s, 3s, 4s, 5s, 6s and 10s
	Subtraction	Subtraction as deduction, difference and complementing 0-20
		Subtraction without and with renaming within 99
		Problem solving
		Solve 2-step problems involving subtraction
		Estimate differences by rounding tens
	Counting and Numeration	Estimate the number of objects in a set 0-20
		Estimate using rounding strategies
	Comparing and Ordering	Comparing equivalent and non-equivalent sets
		Use symbols $<$, $>$, $=$
Place Value	Up to 199	
	Rename numbers as tens and units	
Fractions	$\frac{1}{2}$ of shapes, sets to 20	
	$\frac{1}{4}$ of shapes, sets to 20	
	Identify relationship between $\frac{1}{2}$ and $\frac{1}{4}$	
ALGEBRA	Extending and Using Pattern	Recognise patterns and predict subsequent numbers
		Patterns in addition facts
		Patterns using hundred square
		Patterns in 2s, 3s, 4s, 5s, 6s and 10s
SHAPE AND SPACE	2-D Shapes	Sort, describe and name shapes
		Combine and partition shapes
	3-D shapes	Describe, compare and name shapes
		Explore relationships with 2-D shapes
	Angles	Explore and recognise angles in the environment
Symmetry	Line symmetry in shapes and environment	
Problem Solving	Use of look for a pattern	
DATA	Representing and Interpreting Data	Pictograms
		Block Graphs
	Problem Solving	Logical Reasoning
MEASURES	Money	Recognise, exchange and use coins to the value of €2
		Calculate change up to €1
	Weight	Non-standard units
		Kilogramme, $\frac{1}{2}$ kilogramme, $\frac{1}{4}$ kilogramme
	Length	Non-standard units
		Metre, $\frac{1}{2}$ metre, $\frac{1}{4}$ metre
		Centimetre
	Time	Sequence events (vocabulary)
		Record time using simple devices
		Read time in hours, $\frac{1}{2}$ hours, and $\frac{1}{4}$ hours on analogue and digital clock
	Capacity	Non-standard units
		litre, $\frac{1}{2}$ litre and $\frac{1}{4}$ litre
Area	Compare and measure surface area	
	Non-standard units	

St. Paul's NS – Maths Programme – Rang III

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
NUMBER	Place Value	Up to 999
		Read, write and order 3-digit numbers
		Round whole numbers to the nearest 10, 100
	Addition	Add numbers to 999 without and with renaming
		Develop mental strategies for addition
	Subtraction	Subtract numbers without and with renaming within 999
	Multiplication	Repeated addition in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s
		Develop multiplication facts within 100
		Zero, commutative and distributive properties
		Multiply a 1-digit or 2-digit number by 0-10
	Division	Solve practical tasks and problems
		Division as sharing
		Repeated subtraction in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s without and with remainders
		Division facts within 100
		Divide a 1-digit or 2-digit number by a 1-digit number without and with remainders
	Fractions	Solve practical tasks and problems
		Identify fractions and equivalent forms of fractions with denominators of 2, 4, 8 and 10
		Compare and order fractions and position on the number line
		Calculate a fraction of a set
		Develop relationship between fractions and division
		Calculate a unit fraction of a number
		Calculate a number given a unit fraction of a number
	Decimals	Solve practical tasks and problems
Identify tenths and express in decimal form		
ALGEBRA	Extending and Using Pattern	Order decimals on the number line
		Patterns 0-999
		Explore, extend and describe sequence
		Use patterns as an aid for memorisation of number facts
		Translate an addition or subtraction number sentence with a frame into a word problem
SHAPE AND SPACE	2-D Shapes	Solve one-step problems
		Identify, describe and classify
		Explore, describe and compare the properties of 2-D shapes
		Combine, tessellate and make patterns with 2-D shapes
		Identify use in environment
	Solve practical tasks and problems	
	3-D shapes	Identify, describe and classify
Explore, describe and compare the properties of 3-D shapes		

		<i>Explore and describe the relationship with 2-D shapes</i>
		<i>Construct 3-D shapes</i>
		<i>Solve practical tasks and problems involving 2-D and 3-D shapes</i>
	Lines and Angles	<i>Vertical, horizontal and parallel</i>
		<i>Recognise an angle in terms of a rotation</i>
		<i>Classify angles as greater than, less than or equal to a right angle</i>
DATA	Representing and Interpreting Data	<i>Read and interpret pictograms, block graphs and bar charts</i>
		<i>Represent data using pictograms, block graphs and bar charts</i>
	Problem Solving	<i>Use data sets to solve problems</i>
MEASURES	Money	<i>Rename amounts of euro or cent and record using symbols and decimal points</i>
		<i>Solve one-step problems involving addition and subtraction</i>
	Weight	<i>Using appropriate metric units</i>
		<i>Solve practical tasks and problems involving addition and subtraction</i>
	Length	<i>Using appropriate metric units</i>
		<i>Rename units of length in m and cm</i>
		<i>Solve practical tasks and problems</i>
	Time	<i>Consolidate and develop a sense of time passing</i>
		<i>Read time in 5-minute intervals on analogue and digital clocks (12-hour)</i>
		<i>Record time in analogue and digital forms</i>
		<i>Read and interpret simple timetables</i>
		<i>Rename hours as hours and minutes</i>
		<i>Read dates from calendar and express weeks as days and vice versa</i>
	Capacity	<i>Using appropriate metric units</i>
		<i>Solve practical tasks and problems</i>
	Area	<i>Regular and irregular shapes</i>
	Chance	<i>Use vocabulary of uncertainty of chance</i>
		<i>Order events in terms of likelihood of occurrence</i>
		<i>Identify and record outcomes of simple random processes</i>

St. Paul's NS – Maths Programme – Rang IV

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
NUMBER	Place Value	Up to 9999
		Read, write and order 4-digit numbers
		Round whole numbers to the nearest 10, 100 or 1000
		Use calculator to check estimates
	Addition	Add numbers to 9999 without and with renaming
	Subtraction	Subtract numbers without and with renaming within 9999
	Multiplication	Multiplication as repeated addition of groups
		Develop multiplication facts within 100
		Properties of multiplication
		Multiply a 2-digit or 3-digit number by a 1-digit or 2-digit number
		Develop mental strategies for multiplication
		Solve practical tasks and problems
	Division	Division as sharing and as repeated subtraction of groups without and with remainders
		Repeated subtraction in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s without and with remainders
		Division facts within 100
		Divide a 2-digit or 3-digit number by a 1-digit number without and with remainders
		Solve practical tasks and problems
	Fractions	Identify fractions and equivalent forms of fractions with denominators of 3, 6, 9, 12, 5 and 10
		Compare and order fractions and position on the number line
		Calculate a fraction of a set
		Calculate a number given a multiple fraction of the number
		Solve practical tasks and problems
	Decimals	Express tenths and hundredths as fractions and decimals
Identify place value of whole numbers and decimals to 2 places and write in expanded form		
Order decimals on the number line		
Add and subtract whole numbers and decimals up to 2 places		
Multiply and divide a decimal number up to two places by a 1-digit whole number		
Solve problems involving decimals		
ALGEBRA	Extending and Using Pattern	Patterns 0-9999
		Explore, extend and describe sequences
		Use patterns as an aid for memorisation of number facts
		Translate an addition, subtraction, multiplication or division number sentence with a frame into a word problem
		Translate a one-step word problem into a number sentence
		Solve one-step problems
SHAPE AND SPACE	2-D Shapes	Identify, describe and classify
		Explore, describe and compare the properties of 2-D shapes
		Construct and draw 2-D shapes
		Identify use in environment
		Solve practical tasks and problems

	3-D shapes	<i>Identify, describe and classify</i>
		<i>Properties of prisms</i>
		<i>Explore and describe the relationship of 3-D shapes with constituent 2-D shapes</i>
		<i>Construct 3-D shapes</i>
		<i>Solve practical tasks and problems</i>
	Lines and Angles	<i>Oblique and perpendicular lines</i>
		<i>Draw, discuss and describe intersecting lines and their angles</i>
		<i>Classify angles as greater than, less than or equal to a right angle</i>
DATA	Representing and Interpreting Data	<i>Read and interpret bar-line charts and simple pie-charts</i>
		<i>Represent data using pictograms, block graphs, bar charts and bar-line charts</i>
	Problem Solving	<i>Use data sets to solve problems</i>
MEASURES	Money	<i>Rename amounts of euro or cent and record using symbols and decimal points</i>
		<i>Solve one-step and two-step problems</i>
	Weight	<i>Using appropriate metric units</i>
		<i>Rename units of weight using decimal or fraction form</i>
		<i>Solve practical tasks and problems</i>
	Length	<i>Using appropriate metric units</i>
		<i>Rename units of length in decimal or fraction form</i>
		<i>Perimeter of regular 2-D shapes</i>
		<i>Solve practical tasks and problems</i>
	Time	<i>Consolidate and develop a sense of time passing</i>
		<i>Read time in 1-minute intervals on analogue and digital clocks (12-hour)</i>
		<i>Express digital time as analogue time and vice-versa</i>
		<i>Read and interpret simple timetables</i>
		<i>Rename hours as hours and minutes</i>
	Symmetry	<i>Identify line symmetry in the environment</i>
		<i>Identify lines of symmetry as horizontal, vertical or diagonal</i>
		<i>Use understanding of line symmetry to complete missing half of a shape, picture or pattern</i>
	Capacity	<i>Using appropriate metric units</i>
		<i>Rename units of capacity using decimal or fraction form</i>
		<i>Solve practical tasks and problems</i>
Area	<i>Regular and irregular shapes</i>	
Chance	<i>Use vocabulary of uncertainty of chance</i>	
	<i>Order events in terms of likelihood of occurrence</i>	
	<i>Identify and record outcomes of simple random processes</i>	

St. Paul's NS – Maths Programme – Rang V

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
NUMBER	Place Value	<i>Read, write and order whole numbers</i>
		<i>Identify place value in whole numbers</i>
		<i>Round whole numbers</i>
		<i>Use calculator to check estimates</i>
	Addition and Subtraction	<i>Add and subtract whole numbers without and with a calculator</i>
	Multiplication	<i>Multiply a whole number or a decimal (up to 3 places) by a whole number without and with a calculator</i>
	Division	<i>Divide a 3-digit number by a 2-digit number without and with a calculator</i>
		<i>Divide a decimal by a whole number without and with a calculator</i>
	Fractions	<i>Compare and order fractions and identify equivalent fractions with denominators of 2-12</i>
		<i>Express improper fractions as mixed numbers and vice versa and position them on the number line</i>
		<i>Add and subtract simple fractions and simple mixed numbers</i>
		<i>Multiply a fraction by a whole number</i>
		<i>Express tenths, hundredths and thousandths in both fractional and decimal form</i>
	Decimals	<i>Express tenths as fractions and decimals</i>
		<i>Identify place value of whole numbers and decimals to 2 places and write in expanded form</i>
		<i>Order decimals on the number line</i>
		<i>Develop relationship between fractions and decimals</i>
		<i>Compare and order fractions and decimals</i>
		<i>Solve problems involving operations with whole numbers, fractions and decimals</i>
	Percentages	<i>Explore the relationship between fractions and percentages</i>
<i>Compare and order fractions and percentages</i>		
Fractions, Decimals and Percentages	<i>Explore the relationship between fractions, decimals and percentages</i>	
	<i>Compare and order fractions, decimals and percentages</i>	
	<i>Solve problems involving operations with whole numbers, fractions, decimals and simple percentages</i>	
Number Theory	<i>Simple prime and composite number</i>	
	<i>Square and rectangular numbers</i>	
	<i>Factors and multiples</i>	
ALGEBRA	Equations	<i>Translate number sentences with a frame into word problems and vice versa</i>
		<i>Solve one-step number sentences and equations</i>
	Directed Numbers	<i>Identify positive and negative numbers in context</i>
Rules and Properties	<i>Brackets and priority of operation</i>	

SHAPE AND SPACE	2-D Shapes	<i>Make informal deductions about shapes and their properties</i>
		<i>Use angle and line properties to classify and describe triangles and quadrilaterals</i>
		<i>Tessellate combinations of 2-D shapes</i>
		<i>Use 2-D shapes and properties to solve problems</i>
		<i>Identify the properties of the circle</i>
		<i>Construct a circle of a given radius</i>
	3-D shapes	<i>Identify and examine 3-D shapes and explore relationships including tetrahedron (faces, edges and vertices)</i>
		<i>Draw nets from simple 3-D shapes and construct them</i>
	Lines and Angles	<i>Recognise, classify and describe angles and relate angles to shape and the environment</i>
		<i>Recognise angles in terms of a rotation</i>
		<i>Estimate, measure and construct angles in degrees</i>
		<i>Explore the sum of the angles in a triangle</i>
DATA	Representing and Interpreting Data	<i>Read and interpret pictograms, single and multiple bar charts and simple pie charts</i>
		<i>Represent data using pictograms, single and multiple bar charts and pie charts</i>
		<i>Compile and use simple data sets</i>
	Problem Solving	<i>Use data sets to solve problems</i>
	Chance	<i>Identify and list all possible outcomes of simple random processes</i>
		<i>Estimate the likelihood of occurrence of events</i>
<i>Construct and use frequency charts and tables</i>		
MEASURES	Money	<i>Compare value for money using unitary method</i>
	Weight	<i>Select and use appropriate instruments of measurement</i>
		<i>Estimate and measure weight using appropriate metric units</i>
	Length	<i>Select and use appropriate instruments of measurement</i>
		<i>Estimate and measure length using appropriate metric units</i>
		<i>Perimeter of regular 2-D shapes</i>
		<i>Solve practical tasks and problems</i>
	Time	<i>Read and interpret the 24-hour clock</i>
		<i>Read and interpret timetables</i>
		<i>Interpret and convert between times in 12-hour and 24-hour format</i>
	Capacity	<i>Select and use appropriate instruments of measurement</i>
		<i>Estimate and measure capacity</i>
		<i>Solve practical tasks and problems</i>
	Area	<i>Discover the area of a rectangle</i>
		<i>Regular and irregular 2-D shapes</i>
		<i>Calculate using square cm and square m</i>

St. Paul's NS – Maths Programme – Rang VI

<u>Strand</u>	<u>Strand Unit</u>	<u>Activities</u>
NUMBER	Place Value	<i>Read, write and order whole numbers</i>
		<i>Identify place value in whole numbers</i>
		<i>Round whole numbers</i>
		<i>Use calculator to check estimates</i>
	Addition and Subtraction	<i>Add and subtract whole numbers without and with a calculator</i>
	Multiplication	<i>Multiply a decimal by a whole number without and with a calculator</i>
		<i>Multiply a decimal by a decimal without and with a calculator</i>
	Division	<i>Divide a 4-digit number by a 2-digit number without and with a calculator</i>
		<i>Divide a decimal by a whole number</i>
		<i>Divide a decimal by a decimal without and with a calculator</i>
	Fractions	<i>Compare and order fractions and identify equivalent fractions as mixed numbers and vice versa and position them on the number line</i>
		<i>Add and subtract simple fractions and simple mixed numbers</i>
		<i>Multiply a fraction by a fraction</i>
		<i>Express tenths, hundredths and thousandths in fractional form</i>
		<i>Divide a whole number by a unit fraction</i>
		<i>Simple ratios</i>
	Decimals	<i>Identify place value in decimals</i>
		<i>Relate decimals to fractions</i>
		<i>Estimate sums and differences of decimals</i>
		<i>Add and subtract decimals to three places</i>
	Fractions, Decimals and Percentages	<i>Use percentages and relate them to fractions and decimals</i>
		<i>Compare an order percentages of numbers</i>
		<i>Solve problems involving percentages, profit and loss, increases/decreases</i>
Number Theory	<i>Simple prime and composite number</i>	
	<i>Square numbers</i>	
	<i>Simple square roots</i>	
	<i>Common factors and multiples</i>	
Equations	<i>Write whole numbers in exponential form</i>	
Equations	<i>Translate word problems with a variable into number sentences</i>	
	<i>Solve one-step number sentences and equations</i>	
Directed Numbers	<i>Identify positive and negative numbers on the number line</i>	
	<i>Add simple positive and negative numbers on the number line</i>	
Rules and Properties	<i>Simple properties and rules about brackets and priority of operation</i>	
	<i>Identify relationships and record symbolic rules for number patterns</i>	
Variables	<i>Explore the concept of a variable in the context of simple patterns, tables and simple formulae and substitute values for variables</i>	
SHAPE AND	2-D Shapes	<i>Make deductions about shapes and their properties</i>

SPACE		<i>Use angle and line properties to classify and describe triangles and quadrilaterals</i>
		<i>Construct triangles from given sides or angles</i>
		<i>Tessellate combinations of 2-D shapes</i>
		<i>Classify 2-D shapes according to their lines of symmetry</i>
		<i>Plot simple co-ordinates and apply where appropriate</i>
		<i>Use 2-D shapes and properties to solve problems</i>
		<i>Identify the properties of the circle</i>
		<i>Construct a circle of a given radius or diameter</i>
		<i>Calculate the area of a circle by counting squares</i>
		3-D shapes
		<i>Draw nets from simple 3-D shapes and construct them</i>
	Lines and Angles	<i>Recognise, classify and describe angles and relate angles to shape</i>
		<i>Recognise angles in terms of a rotation</i>
		<i>Estimate, measure and construct angles in degrees</i>
DATA	Representing and Interpreting Data	<i>Read and interpret trend graphs and pie charts</i>
		<i>Represent data using trend graphs and pie charts</i>
		<i>Compile and use simple data sets to solve problems</i>
		<i>Explore and calculate averages of data sets</i>
		Problem Solving
	Chance	<i>Identify and list all possible outcomes of simple random processes</i>
		<i>Estimate the likelihood of occurrence of events</i>
		<i>Construct and use frequency charts and tables</i>
MEASURES	Money	<i>Explore value for money</i>
		<i>Convert currencies to euro and vice versa</i>
		<i>Solve problems relating to VAT and interest</i>
	Weight	<i>Select and use appropriate instruments of measurement</i>
		<i>Rename measures of weight</i>
	Length	<i>Select and use appropriate instruments of measurement</i>
		<i>Rename measures of length</i>
		<i>Perimeter of regular 2-D shapes</i>
		<i>Use and interpret scales on maps and plans</i>
	Time	<i>Explore the relationship between time, distance and average speed</i>
		<i>Explore international time zones</i>
	Capacity	<i>Select and use appropriate instruments of measurement</i>
		<i>Rename measures of capacity</i>
		<i>Find the volume of a cuboid</i>
	Area	<i>Explore the relationship between area and perimeter</i>
		<i>Regular and irregular shapes</i>
		<i>Surface area of 3-D shapes</i>
	<i>Calculate area using acres and hectares</i>	
	<i>Identify relationship between square metres and square centimetres</i>	
	<i>Find area using a scale plan</i>	

Réamhráiteas

(a) Conas a cuireadh an plean le chéile agus cé bhí páirteach ann?

Chuir foireann na scoile an plean seo le chéile ó bhliain 2003/04 go 2007. Tharla sé seo ar laethanta churclaim, crúinniú múinteoirí agus cuairteanna ó chuiditheoirí. Chuaigh múinteoirí áirithe go dtí scoileanna lán gaelacha sa chathair.

(b) Cén fáth go bhfuil gá leis an bplean seo?

Chun cabhrú linn an curaclam a chur i bhfeidhm

I dtreo is go mbeidh leanúnachas ó rang go rang

Cur Chuige Cumarsáideach á chur i bhfeidhm sa scoil

Chun béim a chur ar gnéithe áirithe den Ghaeilge m.sh: Éisteacht, cluichí, labhairt na Gaeilge agus Seachtain na Gaeilge

Fís agus Aidhmeanna

(a) Fís – An plean i gcomhthéacs na scoile

- Dearcadh agus dea-nósanna na múinteoirí i leith na Gaeilge – m. sh. Baintear úsáid as an nGaeilge chomh minic agus is féidir i rith an lae
- Na páistí a spreagadh chun labhairt trí Ghaeilge chomh minic agus is féidir i rith an lae
- Go mbeidh tuiscint níos mó ag na bpáistí ar an gcultúr
- Go mbainfidh na páistí agus na múinteoirí úsáid as timpeallacht na scoile chun imeachtaí a bhaineann leis an dteanga agus an cultúr a mholadh – m.sh. feidhmeanna teanga, ceol, peil, iománaíocht, rince, tráth na gceist

(b) Aidhmeanna:

- úsáid na Gaeilge mar ghnáth-theanga chumarsáide a chur chun cinn
- dearcadh dearfach i leith na Gaeilge agus spéis agus dúil inti a chothú
- taitneamh a bheith le baint as foghlaim na Gaeilge
- cumas éisteachta agus labhartha an pháiste a fhorbairt agus a m(h)uinín chun an Ghaeilge a úsáid a chothú
- cumas léitheoireachta agus scríbhneoireachta an pháiste a chothú ag leibhéil a oireann dó/di féin agus don chineál scoile
- éisteacht, labhairt, léitheoireacht agus scríbhneoireacht a fhorbairt ar bhealach comhtháite
- feasacht teanga agus feasacht cultúir a chothú
- cúram a dhéanamh d'fhorbairt shóisialta, chognaíoch, mhothúchánach, shamhlaíoch agus aeistéitiúil an pháiste
- cur le líofacht, le cruinneas foghraíochta agus le saibhreas teanga an pháiste

Ábhar an Phlean

Tá an plean don Ghaeilge eagraithe faoi na ceannteidil seo leanas

1. Pleanáil don Churaclam

Curaclam na Gaeilge

- 1.1 Cur Chuige Cumarsáideach
- 1.2 Feidhmeanna teanga
- 1.3 Snáitheanna an Churaclaim
- 1.4 Comhtháthú na snáitheanna
- 1.5 Téamaí, straitéisí agus modhanna múinte
- 1.6 Gaeilge Neamhfhoirmiúil – úsáid na Gaeilge i rith an lae.

2. Pleanáil Eagraíochta

- 2.1 Pleanáil an mhúinteora
- 2.2 Áiseanna
- 2.3 Éagsúlacht cumais
- 2.4 Comhtháthú le hábhair eile
- 2.5 Measúnú
- 2.6 Obair bhaile
- 2.7 Forbairt foirne
- 2.8 Tuismitheoirí agus an Ghaeilge
- 2.9 Comhionannas

1. Curaclam na Gaeilge

1.1 Cur Chuige Cumarsáideach

- Déanann na múinteoirí iarracht úsáid a bhaint as an nGaeilge comh minic agus is féidir i rith an lae
- Déanann na múinteoirí iarracht úsáid a bhaint as an nGaeilge i rith ranganna eile m.sh treoracha a thabhairt san chorp oideachas, ealaíon srl
- Feidhmeanna teanga áirithe a mhúineadh do na páistí chun cumas a thabhairt dóibh an Ghaeilge a úsáid comh minic agus is féidir i rith an lae.

1.2 Feidhmeanna teanga

- Múineann na múinteoirí feidhmeanna teanga áirithe do ranganna áirithe. Tá na feidhmeanna teanga seo sa lárchuraclam na scoile seo.
- Faigheann gach mhúinteoir cóip den lárchuraclam seo

1.3 Snáitheanna an Churaclaim – Forbrófar na snáitheanna ar bhealach comhtháite ach luaitear anseo thíos na príomhghnéithe a bhaineann le gach snáithe.

(a) Éisteacht

- Éisteacht go neamhfhoirmiúil i rith an lae –
 - Sa rang/scoil – leis an múinteoir ranga agus múinteoirí eile, le daltaí eile, le amhráin agus rannta
- Éisteacht go foirmiúil i rith ceachta, m. sh. rainn, tascanna éisteachta – éist agus tarraing, dánta...

(b) Labhairt

- Labhairt go neamhfhoirmiúil chomh minic agus is féidir i rith an lae –
 - Sa rang/scoil – am lóin, treoracha, beannachtaí c/f feidhmeanna teanga sa lárchuraclam na scoile seo

- Labhairt go foirmiúil sa cheacht – páistí ag labhairt go simplí faoi na topaicí agus na téamaí a bhfuil spéis acu féin iontu mar atá léirithe sa lárchraclam na scoile seo

(c) Léitheoireacht

- Tá clár ullmhúcháin don léitheoireacht ann. Tosaíonn sé i ranganna naíonáin le scéalaíocht agus tosaíonn sé go foirmiúil i rang a haon m.sh. rainn, cluichí éisteachta, pictiúrleabhair, prionta Gaeilge sa timpeallacht
- Tús na léitheoireachta – Tosaíonn an léitheoireacht go foirmiúil i rang a dó. Tosaíonn an léitheoireacht go luath sa scoil in rang a haon mar bhíonn na páistí ag breathnú ar prionta Gaeilge sa timpeallacht, leabhair mhóra (Séideán Sí), leabhair bheaga (An Gúm, Siopa Leabhar), nuacht phearsanta...
- Scileanna léitheoireachta a fhorbairt – téacsanna agus tascanna léitheoireachta, m. sh. scéalta sna leabhair atá in úsáid, fíorleabhair, scríbhneoireacht an pháiste, dánta, rainn, amhráin, léigh agus tarraing pictiúr, cuir abairtí in ord, srl.

(d) Scríbhneoireacht

- Tús na scríbhneoireachta – Tosaíonn na páist sa scoil seo in rang a dó le cóipeáil frásaí agus abairtí bunaithe ar na téamaí, nuacht phearsanta, cártaí, srl. Beidh na páistí in ann an méid seo a scíobh as a stuaim féin
 - Rang II 4 líne
 - Rang III 6 líne
 - Rang IV 8 líne
 - Rang V 10 líne
 - Rang VI 12 líne
- Tascanna scríbhneoireachta – m. sh. ailt, scéalta, litir, cárta poist...
- Próiseas na scríbhneoireachta –
 - feabhas a chur ar iarrachtaí pearsanta
 - ceartú
 - foilsiú ó am go ham
 - litriú
 - gramadach

1.4 Comhtháthú na snáitheanna

- Déanfar na snáitheanna a chomhtháthú trí úsáid a bhaint as na topaice céanna. Cé go bhfuil sé i gceist an phríomhbhéim a bheith ar scil amháin i dtascanna áirithe, is fearr na scileanna go léir a chomhtháthú chomh fada agus is féidir, ag brath ar leibhéal teanga an pháiste.

1.5 Téamaí, straitéisí agus modhanna múinte

(a) Téamaí

- Tá na 12 téamaí luaithe sa churaclam. Tá na fo-théamaí do ranganna áirithe luaithe sa lárchuraclam na scoile seo.

(b) Straitéisí –

- Cluichí Teanga
- Tascanna agus Fadhbanna
- Drámaíocht
- Físeáin
- Scéalaíocht
- Filíocht
 - Rannta
 - Dánta
- Amhráin
- Rabhlóga
- Tomhais
- Seanfhocail

(c) Modhanna múinte

- An Modh Díreach
- Modh na Sraithe
- Modh na Lán Fhreagartha Gníomhaí
- An Modh Cioslabhartha
- An Modh Ciosamhairc
- Modh na Ráite

Gaeilge Neamhfhoirmiúil – úsáid na Gaeilge chomh minic agus is féidir i rith an lae

- Ócáidí rialta i rith an lae. Am rolla, mar shampla
- Teachtaireachtaí
- Bainisteoireacht ranga
- Prionta sa timpeallacht: féidearthachtaí – comharthaí
- Frása na seachtaine – a roghnú, a fhorbairt, a mhúineadh agus a úsáid. Cé atá freagrach as an bhfrása a roghnú gach seachtain? Déanann gach múinteoir a dhícheall frása na seachtaine a roghnú agus a chur i bhfeidhim in a rang féin. Beidh post b nua Ghaeilge comh luath agus is féidir; agus beidh an duine seo freagrach as an bhfrása a roghnú gach seachtain.

Seachtain na Gaeilge–

- Sochraíoch an múinteoir le dualgais speisialta i bImlenáile churaclaim Gaeilge imeactaí chun seachtain na gaeilge a cheiliúradh mar shampla:
 - a. Cainteoir na seachtaine
 - b. Céili
 - c. Sos gaelach do na múinteoirí
 - d. Tráth na gCeist as Gaeilge

2. Pleanáil Eagraíochta

2.1 Pleanáil an mhúinteora

- Leanann an múinteoir na ceannteidil thuas nuair a bhíonn siad ag pleannáil a gcuid oibre.
- Scríobhfaidh na múinteoirí an obair atá déanta sa rang sa chúntas míosúil.

2.2 Áiseanna (Teicneolaíocht an eolais agus na cumarsáide san áireamh)

- Na háiseanna atá in úsáid ná: Treo Nua, *postaeir/cairteanna*, *leabhar ón Gúm*, *Siopa Leabhar*
- Tá na háiseanna ag gach múinteoir ina rang féin
- Ba mhaith linn leabhair léitheoireachta atá oiriúnach do leibhéal na páistí a fháil
- Teicneolaíocht an eolais

2.3 Éagsúlacht cumais

- Tá ar gach pháiste Gaeilge a fhoghlaim ach ní fhoghlaimíonn páistí ó tíortha i gcéin Gaeilge i.e. páistí ó tíortha eile nach bhfuil Béarla mar a theanga dúchais acu
- Tá díolúine ón nGaeilge ag na páistí seo: (*ciorclán 12/96.*)

2.4 Comhtháthú le hábhair eile

- Bainneann na páistí úsáid as an gaeilge in ábhair eile m.sh i gcorp oideachais, drámaíocht, ceol, matamataic

2.5 Measúnú –

- Dírbhreathnú an mhúinteora
- Tascanna agus trialacha deartha ag an múinteoir
- Bailiúchán d'obair agus de thionscail an pháiste
- Drumcondra sa Ghaeilge, uaireanta
 - Shochraigh an fhoireann ag cruinniú foirne 19ú Meán Fómhair 2016 chun an scrúdú seo a thabhairt i rith na mbliana go ranganna a dó agus a cúig chun bunleibhéal an Ghaeilge sa scoil seo a fháil amach.

2.6 Obair bhaile

- Tugtar obair bhaile oiriúnach sa Ghaeilge do na páistí i ngach rang ó rang a II go rang VI. Tá polaisí obair bhaile forbartha againn sa scoil seo cheanna féin

2.7 Forbairt foirne

- Tá a lán taithí ag múinteoirí áirithe sa scoil seo do mhúineadh na Gaeilge agus tugann siad tacaíocht/comhairle do na múinteoirí eile sa scoil
- Tugann an príomhoide spreagadh do na múinteoirí go léir Gaeilge a labhairt le linn an lá scoile
- Bíonn cúrsaí Gaeilge le fáil laismuigh den scoil agus bíonn na billeoga le feiscint sa seomra foirne

2.8 Tuismitheoirí agus an Ghaeilge

- Is féidir leis an scoil eolais a chur ar fáil do na tuismitheoirí siúd a bhfuil fonn orthu tacú le foghlaim a gcuid páistí, m. sh. rannta/dánta/frásaí na seachtaine a chur website na scoile www.stpaulsdooradoyle.com
- Spreagann na múinteoirí na daltaí chun féachaint ar clár oiriúnacha ar TG4 m.sh. cluichí iománaíochta agus peil

2.9 Comhionannas

- Bíonn an seans chéanna ag gach dalta an Ghaeilge a fhoghlaim

An tslat tomhais atá ag an scoil chun an plean a mheas:

Tá fhios againn go bhfuil an plean á chur i bhfeidhm sa scoil mar

- Leanann ullmhúchán an mhúinteora an plean
- Leantar na nósanna imeachta atá sa phlean

Beidh a fhios again gur comhlíonadh aidhmeanna an phlean ó na torthaí seo

- Aiseolas dearfach ón bhfoireann/ó dhaltai/ón bpobal/ó thuismitheoirí
- Aiseolas dearfach ó scoileanna dara leibhéal
- Tuairiscí ón gCigire/Tuairisc Scoile
- Páistí ag labhairt na Gaeilge lasmuigh de ranganna Gaeilge agus ag baint taitnimh aisti

Cur i bhfeidhm

(a) Rólanna agus freagracht

- Tá na múinteoirí go léir freagrach as an bplean a fhorbairt, a chur i bhfeidhm agus tuairisc a thabhairt air
- Beidh athbhreithniú déanta ar go minic ag cruinniú foirne, agus cruinniú áirithe leis an bpríomhoide agus múinteoirí le dualgais speisialta i bpleanáil churaclaim

(b) Spriocdhátaí leis an bplean a chur i bhfeidhm

- An spriocdháta ar a mbeidh an plean curtha i bhfeidhm ná Meán Fómhair 2007

Athbhreithniú

Caithfear an t-plean seo a athbhreithniú go rialta chun deimhin a dhéanamh de go bhfuil Curaclam na Gaeilge á cur i gcrích i gceart.

(a) Rólanna agus freagracht

- Beidh na daoine seo a leanas páirteach san athbhreithniú
 - Foireann teagaisc
 - Daltaí
 - Tuismitheoirí
 - Múinteoirí le dualgais speisialta i bpleanáil churaclaim scoile
 - Múinteoirí le dualgais speisialta i bpleanáil churaclaim Gaeilge (nuair atá an post sin ceadaithe)
 - Bord Bainistíochta/An Roinn
-
- *This plan was ratified by the staff on receipt of teachers' packs on June 2007*
 - *This plan was updated and entered into the school plan on 20th June 2007.*
 - *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
 - *This plan was discussed at the staff meeting on November 11th 2017 – feedback from review as follows: foclóir has very little changes; review of filíocht to be completed during an upcoming croke park hour*
 - *This plan was discussed at the staff meeting on September 19th 2016 – cinneadh: Drumcondra sa Ghaeilge a thabhairt do ranganna a dó agus a cúig*
 - *This plan was discussed at the staff meeting on January 23rd 2017– cinneadh: dáta don scrúdú Drumcondra*
 - *This plan was discussed at the staff meeting on March 12th 2018 – imeachtaí i gcomhair seachtain na gaeilge*
-
- *Date for review: School Year 2008-2009* (Eanáir – Feidhmeanna Teanga/Foclóir)*
**Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed of updates*

Feidhmeanna Teanga

Feidhmeanna Teaga: N. Shóisearacha & Shinsearacha

	<u>N. Shóisearacha</u>	<u>N. Shinsearacha</u>
CAIDREAMH SÓISIALTA A DHÉANAMH		
beannú do dhuine	<i>Dia duit</i>	<i>Dia is Muire duit</i>
slán a fhágail	<i>Slán Slán tamaill Slán abhaile</i>	<i>Slán leat Slán a -----</i>
comhghairdeas a dhéanamh	<i>Breithlá sona duit Nollaig shona duit</i>	
SOILÉIRIÚ A LORG I GCOMHRÁ		
athrá a lorg	<i>aris</i>	
DUL I GCION AR DHUINE NÓ AR DHAOINE EILE		
cead a lorg, a thabhairt agus a dhiúltú	<i>Ba mhaith liom</i>	<i>An bhfuil cead agam dul go dti....</i>
buiochas a léiriú	<i>go raibh maith agat</i>	
iarraidh ar dhuine rud éigin a dhéanamh	<i>oscail é tar isteach dún é tabhair dom</i>	<i>cuir</i>
DEARCADH A LÉIRIÚ AGUS A LORG		
Eolas no aineolas, cuimhne nó easpa cuimhne a léiriú agus fiosrú fúthu		<i>Tá a fhios agam Nil a fhios agam</i>
taitneamh no easpa taitneamh a léiriú	<i>Is maith liom Ni maith liom</i>	
mianta a léiriú nó fiosru fúthu	<i>Ba mhaith liom</i>	<i>Ar mhaith leat Ba mhaith/Nior mhaith</i>
rogha a léiriú no fiosrú fuithi		<i>Is fearr liom</i>
leithscéal a ghabháil	<i>Tá brón orm</i>	
sásamh nó mshásamh a léiriú nó fiosrú fúthu	<i>Tá sé go hálainn</i>	<i>Tá áthas orm</i>
aontú no easaontú le ráiteas	<i>Tá Nil</i>	
EOLAS A THABHAIRT AGUS A LORG		
aithint	<i>sin é Seo é liathróid srl</i>	
tuairisciú	<i>Tá ---- ar an ----- Tá ----- sa ----- Tá ---- agam Thit sé Tá mé ag ithe/srl... Tá ocras orm Tá sé fuar/fliuch/te/tirim</i>	<i>Ta tuirse orm</i>
ceisteanna a chur agus a fhreagairt	<i>An bhfuil? An maith leat? Cá bhfuil? Cé leis é? ... Is liomsa é</i>	

Feidhmeanna Teaga: Ranganna I & II

	<u>Rang I</u>	<u>Rang II</u>
CAIDREAMH SÓISIALTA A DHÉANAMH		
beannú do dhuine	<i>Dia daoibh</i>	
slán a fhágail	<i>Oiche Mhaith</i>	<i>Go dté tú slán Oiche Mhaith is codladh sámh</i>
glaoch ar dhaoine	<i>A Phóil A Mháire A mhúinteoir</i>	
bualadh le duine	<i>An bhfuil tú go maith Cad is ainm duit? Cén aois thú? Cén rang ina bhfuil tú?</i>	<i>Conas atá tú? Cá bhfuil tú i do chónai? Cá bhfuil tú ag dul ar scoil?</i>
comhghairdeas a dhéanamh	<i>Lá breithe sona duit</i>	
comhbhrón a dhéanamh		<i>Cailin bocht! Cad atá cearr leat?</i>
SOILÉIRIÚ A LORG I GCOMHRÁ		
easpa tuiscenna a léiriú		<i>Cad is bri le? Cad é an Ghaeilge ar?</i>
cabhair a lorg	<i>Taispeáin dom Cuir do mhéar ar -----</i>	<i>Cuir do mhéar ar an bhfocal</i>
litriú a lorg		<i>Taispeáin dom an focal</i>
athrá a lorg	<i>Abair arís é</i>	<i>Uair amháin eile</i>
DUL I GCIÓN AR DHUINE NÓ AR DHAOINE EILE		
cead a lorg, a thabhairt agus a dhiúltú	<i>An bhfuil cead agam dul go dtí an leithreas An bhfuil cead agam mo lámha a ni Tá/níl</i>	<i>An bhuil cead agam: dul amach/ dul go dtí an oifig? caint leis an bhpriomhoide imirt libh sui in aice le mo chara?</i>
buiochas a léiriú	<i>Go raibh míle maith agat</i>	
iarraidh ar dhuine rud éigin a dhéanamh	<i>Tar anseo Faigh do leabhar. Oscail an ----- Dún an ----- Suigh síos Seas suas Deán deifir</i>	<i>Ar aghaidh libh Brostaigi Faigh an leabhar/cailc dom Suigh síos/Seas suas/Suigi/Seasaigi Teigi amach/Teigh amach Siúil síos/Siúil amach</i>
cuireadh a thabhairt, a dhiúltú, glacadh leis nó fiosrú faoi		<i>Cá bhfuil si/sé? Cad atá á dhéanamh ag _____? Cá bhfuil si/sé ag dul?</i>
foláireamh a thabhairt do dhuine	<i>Bi cúramach Ná bi ag caint/rith Ciúnas le do thoil</i>	<i>Cé atá ag caint? Stad an caint</i>
maiomh	<i>Tá sibh go hiontach an-mhaith</i>	<i>ar fheabhas</i>
DEARCADH A LÉIRIÚ AGUS A LORG		
Cinnteacht, éiginnteacht, féidearthacht a léiriú, fiosrú faoi		<i>B'fhéidir go bhfuil sé ----</i>
taitneamh no easpa taitneamh a léiriú	<i>Is breá liom Is fuath liom</i>	
mianta a léiriú nó fiosru fúthu	<i>Ar mhaith leat Ba mhaith/Nior mhaith</i>	
leithscéal a ghabháil	<i>Gabh mo leithscéal a mhúinteoir</i>	<i>Gabh mo leithscéal a phriomhoide</i>
sásamh nó mshásamh a léiriú nó fiosrú fúthu	<i>Tá sé go hiontach</i>	<i>ar fheabhas</i>
aontú no easaontú le ráiteas	<i>Is ea Ni hea</i>	<i>Tá/Nil an ceart aici/aige</i>
ábaltacht no easpa abaltachta a léiriú		<i>Is/Ni féidir liom</i>
maithiúnas i léiriú	<i>Tá sé go maith Tá sé go hiontach</i>	<i>Tá sé ar fheabhas</i>

scéalta a chumadh nó a insint	<u>Gníomhaíochtaí:</u> ag rith ag siúl ag léamh ag scríobh Tá pian I mo bholg Ar maidin	<u>Gníomhaíochtaí:</u> ag gáire ag caoineadh ag ól ag ithe Is mise Lá amháin
EOLAS A THABHAIRT AGUS A LORG		
aithint	Is madra é sin	
tuairisciú	Tá Seán ag ithe/srl	D'ith mé D'ól mé Fuair mé ----- ar an ----
teachtaireacht a thabhairt	Tá Niamh tinn Tá cóta nua ag -----	Tá ----- as láthair Nil -----ar scoil
ceartú		Déan é sin aris Déan aris é
ceisteanna a chur agus a fhreagairt	Cén dath atá ar an _____? Conas a tháinig /chuaigh tú?	Cathain? Ar maidin/Tar éis an lóin Conas a tharla? Conas a chuaigh? An bhfaca? Chonaic/Ni fhaca An bhfeiceann tú? Feicim/Ni fheicim Cad atá á dhéanamh ag -----?

Feidhmeanna Teaga: Ranganna III & IV

	<u>Rang III</u>	<u>Rang IV</u>
CAIDREAMH SÓISIALTA A DHÉANAMH		
slán a fhágail	<i>Feicfidh mé amárach thú</i>	<i>Nollaig Shona duit Gurab amhlaidh duit</i>
glaoch ar dhaoine	<i>A páisti! Éist más é do thoil é!</i>	<i>A leanai A dhaltai</i>
aird a lorg	<i>Gabh mo leithscéal</i>	
bualadh le duine		<i>Conas atá sé/si/sibh? Cá bhfuil sé/si ag dul ar scoil?</i>
comhghairdeas a dhéanamh	<i>Maith thú</i>	
comhbhrón a dhéanamh	<i>Mi-ádh</i>	
SOILÉIRIÚ A LORG I GCOMHRÁ		
easpa tuisceanna a léiriú	<i>Ni thuigim</i>	
cabhair a lorg		<i>Tabhair cabhair dom!</i>
litriú a lorg	<i>Litriugh siúl más é do thoil é</i>	
athrá a lorg		<i>Abair arís é</i>
DUL I GCION AR DHUINE NÓ AR DHAOINE EILE		
cead a lorg, a thabhairt agus a dhiúltú	<i>An bhfuil cead agam: - an clár dubh a ghlanadh - an t-urlár a scuabadh - mo lón a ithe - deoch a ól?</i>	<i>An bhfuil cead agam - an doras/fhuinneog a oscailt? - a dhúnadh - dul go dtí and oifig chuna fháil</i>
buiochas a léiriú	<i>Biochas le Dia</i>	
smaoineamh a chur chun cinn	<i>Céard faoi?</i>	
iarraidh ar dhuine rud éigin a dhéanamh	<i>Tar amach Tarraing Tabhair dom é Ná déan é sin</i>	<i>Dathaigh Cuir ceist ar do charale do thoil</i>
duine a ghriosadh	<i>Brostaigh ort! Lean ort! Lean ort mar sin!</i>	
cuireadh a thabhairt, a dhiúltú, glacadh leis nó fiosrú faoi	<i>Ar mhaith leat teacht go dtí mo chóisir/theach? Ni féidir liom Ba mhaith liom</i>	
foláireamh a thabhairt do dhuine	<i>Bí cúramach Tabhair aire</i>	<i>Tóg go bog é! Seachain tú féin</i>
DEARCADH A LÉIRIÚ AGUS A LORG		
Eolas no aineolas, cuimhne nó easpa cuimhne a léiriú agus fiosrú fúthu	<i>Nil a fhios agam cá Nil a fhios agam cé</i>	<i>Nil a fhios aige/aici</i>
Cinnteacht, éiginnteacht, féidearthacht aléiriú, fiosrú faoi	<i>Cinnte Nilim cinnte Táim cinnte</i>	
leibhéal dóchúlachta a léiriú agus fiosrú faoi	<i>An bhfuil Lisa tinn? Is dócha go bhfuil</i>	
taitneamh no easpa taitneamh a léiriú	<i>An maith leat...? Is/Ni maith liom</i>	
mianta a léiriú nó fiosrú fúthu	<i>B'fhearr liom/leis/léi</i>	
rogha a léiriú no fiosrú fuithi	<i>Ar mhaith ... Nior mhaith Cé acu is fearr leat</i>	
leithscéal a ghabháil		<i>Rinne mé dearmad ar</i>
sásamh nó mshásamh a léiriú nó fiosrú fúthu	<i>Ar fheabhas ar fad Go dona Tá sé lofa</i>	
aontú no casaontú le ráiteas	<i>Bhris/Nior bhris Is ea. Tá an ceart agat Nil an ceart agat</i>	
ábaltacht no easpa abaltachta a léiriú	<i>Is/Ni féidir liom/libh/léi sacar/peil a imirt</i>	

séanadh	<i>Rinne tusa é Ni dhearna</i>	
maithiúnas I léiriú	<i>Tá go maith Lean ar aghaidh Ceart go leor Tá sé sin go maith</i>	
dóchas a léiriú	<i>Tá súil agam</i>	
ligean air/uirthi	<i>Féach! Is fathach mé! Is Britney mé!</i>	
scéalta a chumadh nó a insint	<i>Inné... Aréir ag imirt peile ag ceannach ag fás/ag obair Dé Sathairn seo caite.... TV.....ar siúl</i>	<i>Lá breá samhraidh a bhi ann srl</i>
léiriú gur gá nó nach gá run éigin a dhéanamh, nó fiosrú faoi	<i>Caithfidh mé (dul a chodladh go luath) Ni chaithfidh mise.</i>	
EOLAS A THABHAIRT AGUS A LORG		
aithint	<i>Is cailin maith i. Is madra dána é srl</i>	
tuairisciú	<i>Thug Mamai.....dom/duit/dó/di</i>	<i>Thug (dom - dúinn)</i>
teachtaireacht a thabhairt	<i>Beidh/Ni bheidh mé ar scoil amárach Ni leatsa é..... Is liomsa é An leatsa é?</i>	
ceisteanna a chur agus a fhreagairt	<i>Céard atá uait/uaim? Ar mhaith leat? Cá bhfuil tú ag dul? Céard atá tú ag déanamh?</i>	<i>An ndearna? An ndeachaigh? Ar cheannaigh? Ar chuir? Cén t-am é?</i>
STRUCHTÚR A CHUR AR CHOMHRÁ		
oscailt	<i>Ar chuala tú? Tú féin atá ann.</i>	
féincheartú	<i>Ó, ní hea ach</i>	
cur síos a dhéanamh céim ar chéim	<i>Ar dtús Ansin</i>	
coimriú	<i>Sin, sin! Sin mo scéal agam!</i>	
deireadh a chur le comhrá	<i>Ceart go leor! Bhuel sin é</i>	

Feidhmeanna Teaga: Ranganna V & VI

	<u>Rang V</u>	<u>Rang VI</u>
CAIDREAMH SÓISIALTA A DHÉANAMH		
slán a fhágáil	<i>Slán go fóill</i>	<i>Dul Siar</i>
glaoch ar dhaoine	<i>A Phriomhoide A Mhúinteoir</i>	
aird a lorg	<i>An féidir liom labhairt leat?</i>	
bualadh le duine	<i>An bhfuil tú go maith?</i>	
cur in aithne	<i>Seo é Seán Seo i Ciara</i>	
comhghairdeas a dhéanamh	<i>Mo cheo thú</i>	
comhbhrón a dhéanamh	<i>Is oth liom a rá</i>	
SOILÉIRIÚ A LORG I GCOMHRÁ		
cabhair a lorg	<i>Conas a deir tú? A mhúinteoir, cabhair liom</i>	<i>Dul Siar</i>
litriú a lorg	<i>Litrigh é sin</i>	
athrá a lorg	<i>Abair é sin arís</i>	
DUL I GCION AR DHUINE NÓ AR DHAOINE EILE		
cead a lorg, a thabhairt agus a dhiúltú	<i>Nil sé sin ceart go leor An féidir liom..... bior a chur ar mo pheann</i>	<i>Dul Siar</i>
buiochas a léiriú	<i>Mile Buiochas</i>	
smaoineamh a chur chun cinn	<i>Ar mhaith le haoin duine</i>	
iarraidh ar dhuine rud éigin a dhéanamh	<i>Bailigh na cóipleabhair Oscail na dallóga Tog leabhar na n-uimhreacha go...</i>	
duine a ghriosaigh	<i>Scoil Phóil Naofa Abú!</i>	
cuireadh a thabhairt, a dhiúltú, glacadh	<i>An dtiocfaidh tú?</i>	
leis nó fiosrú faoi	<i>Tiocfaidh</i>	
foláireamh a thabhairt do dhuine	<i>Ná bi ag dul ró-thapa Ná rithigi</i>	
maiomh	<i>Tá mé go maith ag snámh, srl</i>	
dúshlán a thabhairt	<i>Ni féidir leat dul.....</i>	
DEARCADH A LÉIRIÚ AGUS A LORG		
Eolas no aineolas, cuimhne nó easpa cuimhne a léiriú agus fiosrú fúthu	<i>An bhfuil fhios agat cé hé/hi sin? An cuimhin leat?</i>	<i>Dul Siar</i>
Cinnteacht, éiginnteacht, féidearthacht a léiriú, fiosrú faoi	<i>An bhfuil tú cinnte?</i>	
leibhéal dóchúlachta a léiriú agus fiosrú faoi	<i>An dtiocfaidh sé, meas tú? Tiocfaidh B'fhéidir</i>	
taitneamh no easpa taitneamh a léiriú	<i>Is/ni maith leabhar a léamh Thaitin sé go mór liom</i>	
mianta a léiriú nó fiosrú fúthu	<i>Ba/Nior mhaith liom</i>	
rogha a léiriú no fiosrú fuithi	<i>Ba bhreá liom</i>	
leithscéal a ghabháil	<i>Tá brón orm mar táim déanach</i>	
sásamh nó mshásamh a léiriú nó fiosrú fúthu	<i>Go hiontach</i>	
aontú no easaontú le ráiteas	<i>Tá sé sin fíor Tá sé sin bréagach</i>	
ábaltacht no easpa abaltachta a léiriú	<i>Táim/Nilim in ann</i>	
maithiúnas i léiriú	<i>Ná bac Is Cuma</i>	
dóchas a léiriú	<i>Le cúnamh Dé Go mbeirimid Beo</i>	
scéalta a chumadh nó a insint	<i>Ar dtús Ansin Tar éis tamaill</i>	
léiriú gur gá nó nach gá run éigin a dhéanamh, nó fiosrú faoi	<i>An gcaithfidh mé... Ni mór dom...</i>	

EOLAS A THABHAIRT AGUS A LORG		
aithint	<i>Is múnteoir mo mháthair</i>	<i>Duil Siar</i>
tuairisciú	<i>Inis dom faoi Déan cur síos ar</i>	
teachtaireacht a thabhairt	<i>Glaofaidh mé ort ar cúig</i>	
ceisteanna a chur agus a fhreagairt	<i>Cén fáth? Conas? Cathain? Cén praghas? Cé mhéad? Mar..... Cén sort? Cá bhfios duit?</i>	
STRUCHTÚR A CHUR AR CHOMHRÁ		
oscailt	<i>Nach bhfuil an lá go breá Aon scéal agat Gabh mo leithscéal</i>	<i>Duil Siar</i>

Fóclóir

Mé Féin

<u>Mise</u>							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
Cé hé tusa? Is mise	Cé hé sin/seo? Cé hí sin/seo? Sin/Seo é/í	Cad is ainm duit? Conas atá tú?	Cén aois thú? Cá bhfuil tú is do chónaí?	Cén rang ina bhfuil tú? Tá gruaig donn/ súile glas orm Mothúcháin Tá áthas/eagla orm	Is cailín/buachail mé. Cad is ainm dó/dí/dóibh? Cá bhfuil sé/sí ina c(h)ónaí Tá áthas an domhain orm/ air/uirthi/orthu	Inis dom mar gheall ar do mháthair, d'athair, dearthaireacha, deirfiúracha. Aimnigh An mó....?	Cad is ainm do mhúinteoir? Cad is ainm do phríomhoide na scoile seo?

<u>Na Bail Beatha</u>							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
lámh, cos, súil, cluas, srón, ceann, béal, smig, fiacra	glúin, gualainn, méara, gruaig	ruitín, bolg	ordóg, muineál	mo dhroim mo (h) na heasnacha croí mo mhuineal	do shúile a s(h)úile do chuid gruaige a c(h)uid gruaige tóin uillinn méara coise scornach teanga	croiméal feasóg maol spéaclaí	catach díreach gearr

Sa Bhaile

<u>An Chlann</u>							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
Mamaí, Daidí, Mamó, Daideo, buachaill,		Cailíní, Buachaillí, deartháir, deirfiúr, aintín, uncail	athair, máthair, seanathair, seanmháthair	duine → seisear peataí	deartháireacha Is ___ an pháiste is sine/óige sa bhaile.	mar an gcéanna	tuismitheoirí

cailín							
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An Teach

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
sa bhaile, gairdín, teach, carr, doras, fuinneog,	urlár cistin; bord, cathaoir, doirteal, seomra codlata; leaba, cófra seomra suite; teilifis seomra folctha; tuaille, salach, nigh	díon, urlár, doirteal, stól tolg, leithreas, sorn, clog, uisce	seomraí thuas staighre seomraí thíos staighre	simléar díon ar an mbord cithfhocadh foltfhocadh scuab fiacla coir fistéip cuisneoir	teach dhá stór faoin tuath sa chathair bungalow istigh sa teach amuigh sa chlós ráille staighre An t-Am: a chlog - ceathrú tar éis/chun – leathuair tar éis	vardrús oigheann míchrathonnach meaisín níocháin folcadán téipthaifeadán piliúr cuilt fólúsglantóir troscán áiléir miasniteoir triomadóir	ar chúl an tí os comhair an tí ar thaobh an tí seinnteoir dlúthdhioscaí teach scoite teach leathscote teach sraithe

An Scoil

An Seomra Ranga

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
doras, fuinneog, cathaoir, bord, clárdubh, múinteoir, cófra, leithreas, mála scoile, bosca bruscair	glantóir, doirteal, caile, clog, pictiúr, solas, leabharlann	mar an gcéanna	mar an gcéanna	féilire léarscáil cóipleabhar ríomhaire dialann	cruinneog seinnteoir dlúthdhioscaí Is ___ an duine is sine/óige sa rang seomra ranga clár bán (doras éalaithe)	osteilgeoir méarchlár ag canadh, scríobh, bualadh scona bord an mhúinteora solas/soilse ar	lasadh/múchta síleáil ar crochadh ar/ón radaitheoir dallóga

An Mála Scoile

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
Peann luaidhe, leabhar, bosca lóin	cóipleabhar, scriosán, buidéal,	ríomhaire	Bosca Peann Luaidhe	bioróir péint leabhar nótaí	leabhar staire leabhar tíreolaíochta/ matamaitice	Tíreolaíocht Stair Ealaín	trom/éadrom leabhar saothair

	rialóir criáin				Matamaitic Gaeilge Eolaíocht, srl	Corpoideachas	
Taisteal ar Scoil							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
	ag siúl, sa bhus, sa carr,	ar rothar	mar an gcéanna	Siúlaim le	mar an gcéanna	Rothaigh D'imigh Shleamhnaigh Rith Bhrostaigh Chas Soilse Tráchtá	Chas Bhuail mé le in éineacht le i m'aonar go luath déanach

Bia

Bosca Lóin							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
lón, ceapairí, banana, úll, óraiste, milseáin, seacláid, deoch, criospaí, bainne, uisce, im, cáca, uachtar reoite	líomanáid cáis, iogart, brioscaí,	ceapaire, ceapairí, barra seacláide, sú oráiste, sú úll	fíon chaora, cáca milis	torthaí sútha talún cairéad cáis liamhás	ceapaire liamháis /cáise/sicín grán rósta cnónna líreacán glóthach	ithim ólaim de ghnáth	Is fearr liom __ ná _____.

Gréithe							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
	gloine forc, scian,	fothchupán, sasar, bhabhla	cruiscín, tae phota	mar an gcéanna	mar an gcéanna	friochtán pota	foirc/sceana/ spúnóga

	pláta, cupán, spunóg						
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Béile

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
	An Bhricfeasta; calóga arbhair, leite, arán, im, subh, ubh An Dinnéar; sicin, prátaí, pónairí, cairéad, iasc,	tosta, ubh beirthe, feoil, glasraí, torthaí	ispíní, slisín bagúin, ubh friochta, cabáiste, leitís, tornapa, trata	sceallóga borgaire leite tae/caife oinniúin piorraí píotsa	pancóga liamhás cáis anraith milseog	ubh scrofa sú oráiste arán donn biachlár glóthach ciste seacláide píseanna sailéad uachtar reoite mairteoil príomhchúrsa	iógart réamhchúrsa brocaílí coilís toirtín úll uachtar bialann freastalaí subh oráiste stéig bachlóga Bhruiseile glóthach

An Teilifís

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
Teilifís	Teilifís, ag féachaint ar an dteilifís, cartún, DVD, nuacht	mar an gcéanna	mar an gcéanna	Is é an clár teilifís is fearr liom ná _____ clár ama teilifíse ar a haon a chlog	ar siúl clár dúlra gallúnra clár sport	tuar na haimsire trath na gceisteanna cainéal	leadránach ar fheabhas clár comhrá clár fáisneise

Siopadóireacht

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
siopadóir, airgead, siopa milseáin, (c/f bia)	siopa bia (c/f Bia) siopa eadaí (c/f eadaí) Cé mhéad?	Ollmhargadh siopa spóirt	Oifig an Phoist stampa litir, siopa nuachtáin	tralaí siopa milseán siopa bréagáin siopa éadaí bacús ag siopadóireacht	sóinseáil caor soar scuaine	siopa fiseán siopa an bhúistéara siopa glasraí ciseán Céard atá uait?	bláthadóir staighre beo

Caitheamh Aimsire

Caitheamh Aimsire							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
ag rith, ag siúl, ag léim, ag damhsa, ag snámh, ag imirt peile, ag léamh, ag scríobh, ag éisteacht, ag féachaint, ag caint	ag imirt gailf, ag iománaíocht, ag ag scipeáil, rothaíocht	ag imirt rugbaí	ag gleachtaoíocht ag imirt leadóige	ag scátáil ag luascadh ag iascaireacht páirc clat iascaigh	ag imirt fichille/ mirlíní/ cispheile/ cartaí ag marcaíocht ag dreapadh	ag péinteáil ag scipeáil le téad ag tarraing pictiúr ag tiomáint ag dathú	an réiteoir an cúl báire foireann dornálaíocht snúcar a imirt saor chic ag imirt camógaíochta seomra feistis cúl cúlín cic pionóis

Bréagáin							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
teidí, bábóg, carr, traein, liathróid, leabhar,	eitleáin, loraí ríomhaire	trumpa, róbó, drumaí, gotar, pianó	téad scipeáil, cluiche boird	mar an gcéanna	cluiche ríomhaire		printéir luascán

Éadaí

Éadaí							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
geansaí, bríste, léine, gúna, bróga, stocáí, carabhat, cóta, hata, scairf, lámhainní.	éadaí scoile t-léine, sciorta, bríste snámha, culaith snámha, buataisí.	bróga reatha, clogad	bróga peile, geansaí peile, éadaí spóirt, cuaráin, riteoga	cóta dubh gúna fada	crios coróin	stocáí peile	bríste peile cóta báistí

An Aimsir

An Aimsir							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
fuar, te, fliuch, tirim, lá gaofar, an ghrian, Tá an ghrian ag taitneamh,	ag cur sneachta, ag cur báistí, scáth báistí. Tá sé fliuch/tirim srl Tá an ghaoth ag séideadh tuar ceatha	Tá sé scamallach fear sneachta liathróidí sneachta	Tá sé ag cur seacha/sioc ceo Tá sé ceomhar toirneach tintreach	leac oighir	Lá breá brothallach/ samhraidh/ fómhair/earraigh/ geimhridh atá (a bhí) ann	scamaill mhóra dhubha go hard sa spear ag stealladh báistí fliuch báite	sa tuaisceart san iarthar san oirthear sa deisceart

Ócáidí Speisialta

Oíche Shamhna							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
úll, cnónna, báirín breac, cailleach, púca puimcín milseáin	fainne, braillín, masc	báisín usice creatlach	gléasta suas ag tumadh sa bháisín aghaidh fidil tothaí ar crochadh	an gheallach clóca dubh	tine-chnámh	gléasta mar cnámharlach	sciathán leathair ar crochadh ón tsíléal

An Nollaig							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
San Nioclás, crann Nollag, stocaí Nollag, Íosa, Muire, Iosaf, Tá San Nioclás ag teacht.	cáca Nollag, maróg, Rudolf, réinfhia, soilse, réalta, bronntanas	litir, Daidí na Nollag maisiúcháin	cartaí Nollag coinnle,	soilse ildaite liathróidí ildaite cloigín aingéal	ar bharr an chrainn cuileann eidhneán drualus bronntanais faoin gerainn	liamháis turcaí rósta prátaí rósta cáca Nollag	maróg Bethil bachlóga Bhrúiseile Nollag shona duit/daoibh pléascóga

Breithlá							
N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
Breithlá ----- atá ann. cáca, féasta, coinnle	bronntanas	Lá breithe sona duit Tá me sé/seacht (m)bliana d'aois	cóisir carta breithe cuireadh	treoracha Cas a dheis Téigh ar aghaidh cuairteoirí	fear/bean an tí Táim __ mbliana d'aois	mar an gcéanna	

Ar an bhFeirm

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
bó, capall, muc, caora, uan madra, cat	cearc, sicín, lacha, luch, éan	mar an gcéanna	mar an gcéanna	faoin tuath feirmeoir	spideog faoileán fáinnleoga lao uan banbh puisín coileán searrach stábla cró conchró	fear bréige ag tafann nóiníní sabhaircíní	ag búireach ag méileach crann cnó capall seiceamar ag cornán

Ag an Zú

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
Eilifint, moncaí,	crogall, sioraf cangarú, tíogar, leon	mar an gcéanna	mar an gcéanna	/	srónbheannach féar bhán nathair rón turas	/	/

Ar an Trá

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
Tá ----- ar an trá ag snámh, gaineamh, buicéad, spád, caisleáin, liathróid	an fharraige	ag iascaireacht ag ithe uachtar reoite	ag léim san uisce sliogáin	bratach gloiní snámha	scáthgréine hata gréine gloiní gréine bád seoil	ag tumadh isteach san fharraige. ag bailiú	ina luí faoin ngrian. ag déanamh caisleán gainimh

Dathanna

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
dearg, glas, búí, gorm, dubh, bán,	corcra, bándearg, liath donn.	fion	orga, airgead, ildaite	mar an gcéanna	fionn rua (gruaig)	gorm/glas/donn (súile)	

Uimhreacha

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
a haon, a dó, a trí, a ceathar, a cúig	a sé, a seacht, a hocht, a naoi, a deich	mar an gcéanna	mar an gcéanna	a haondéag → fiche tríocha → céad	duine, beirt → deichniúr	beirt chairde cúigear dearthaireacha cúig bliana d'aois dhá bhliain déag d'aois	An t-Am aon chat amháin → deich gcat an chéad lá → an deichniú lá

Daoine

N. Shóisearacha	N. Shinsearacha	Rang I	Rang II	Rang III	Rang IV	Rang V	Rang VI
múinteoir, dochtúir, banaltra, sagart, fear an phoist, siopadóir, garda	mar an gcéanna	mar an gcéanna	mar an gcéanna	fear dóiteán príomhoide post	rúnaí airíoch fear iascaire	píolóta meicneoir	leictreoir tógálaí aeróstach

Rannta/Filíocht

Rannta/Filíocht: N. Shóisearacha-Rang II

Naíonáin Shóisearacha		Naíonáin Shinsearacha	
<i><u>Rann</u></i>	<i><u>Fréamh</u></i>	<i><u>Rann</u></i>	<i><u>Fréamh</u></i>
<ul style="list-style-type: none"> ▪ Rólaí Pólaí ▪ Lámh, Lámh Eile ▪ Mise an Traein ▪ Oíche Shamhna ▪ 	<p>Treo Nua – Aonad 2</p> <p>Treo Nua – Aonad 2</p> <p>Treo Nua – Aonad 1</p> <p>Treo Nua – Aonad 8</p>	<ul style="list-style-type: none"> ▪ Cúigear Fear ag Tógáil Tí ▪ Nigh Do Lámha ▪ Is Maith Liom dul ar Scoil ▪ Lá Breithe Shona Duit ▪ An Féidir Leat ▪ Ag Féachaint ar an dTeifilís ▪ Teidí Tinn 	<p>Bua na Cainte</p> <p>Bua na Cainte</p> <p>Bua na Cainte</p> <p>Bua na Cainte</p> <p>Bua na Cainte</p> <p>An Féidir Leat</p>
<u>Rang I</u>		<u>Rang II</u>	
<i><u>Rann</u></i>	<i><u>Fréamh</u></i>	<i><u>Rann</u></i>	<i><u>Fréamh</u></i>
<ul style="list-style-type: none"> ▪ Oíche Shamhna - Oíche Shamhna ▪ Mé Féin – Teidí Beag Álainn 	<p>Bua na Cainte</p>	<ul style="list-style-type: none"> ▪ An Fómhar – Duilleoga Deasa, Deasa ▪ An Scoil – Ar Scoil ▪ An tÉarrach – Na hAinmhithe ▪ Oíche Shamhna – Oíche Shamhna ▪ An Nollaig – An Sneachta 	<p>Aisling</p> <p>Dánta Bunscoile</p> <p>Dánta Bunscoile</p> <p>Adrian</p> <p>Dánta Bunscoile</p>

Rannta/Filíocht: Rang III-Rang VI

<u>Rang III</u>		<u>Rang IV</u>	
<u>Rann</u>	<u>Fréamh</u>	<u>Rann</u>	<u>Fréamh</u>
<ul style="list-style-type: none"> ▪ 	Seo Leat	<ul style="list-style-type: none"> ▪ An Feighlí Leanaí ▪ An Dearcán ▪ Sa Rinc Scátala ▪ Sneachta ▪ Picnic ▪ Teilifis ▪ Ba Mhaith Liom (Caitheamh Aimsire) 	Bualadh Bos Inis Dom Treo Nua Bualadh Bos – lth 35 Bualadh Bos – lth 90 Bualadh Bos – lth 98
<u>Rang V</u>		<u>Rang VI</u>	
<u>Rann</u>	<u>Fréamh</u>	<u>Rann</u>	<u>Fréamh</u>
<ul style="list-style-type: none"> ▪ Táim Láidir ▪ An Gabhar sa Scoil ▪ An Fear Bréige ▪ An Féar Bocht ▪ Amhrán na bhFiann ▪ Na Séasúr ▪ An Seilide ▪ Laethanta na Seachtaine ▪ Cuairt ar an gCathair ▪ Oíche Nollag 	Treo Nua – lth 13/D. Bunscoile Treo Nua – lth 23 Dánta Bunscoile 2 – lth 35 Treo Nua – lth 94/D. Bunscoile Treo Nua – lth 131 Gach Aon Lá – lth 37 Maith Thú 5 – Cárta 5 Maith Thú 5 – Cárta 23 Dánta Bunscoile 2 – lth 10 Dánta Bunscoile 2 – lth 26	<ul style="list-style-type: none"> ▪ Duilleoga an Fhómhair ▪ Oíche Shamhna ▪ An Síol ▪ Mise Raifteirí ▪ A Mhuire na nGrás ▪ Chuala mé an Ghaoth ▪ Da mBéinn i mo Mhúinteoir ▪ An Sorcas ▪ An Teilifis ▪ An Cúpla 	Gach Aon Lá 5 – lth 60 Dánta Bunscoile 2 Treo Nua 6 Dánta Bunscoile 2 Dánta Bunscoile 2 Dánta Bunscoile 2 Treo Nua 6 Maith Thú 5 – Cárta 30 Bualadh Bos 5 – lth 102 Maith Thú 5 – Cárta 5

Gaeilge – Gramadach

Gramadach: N. Shóisearacha-Rang II

<u>N Shóisearacha</u>	<u>N Shínsearacha</u>	<u>Rang 1</u>	<u>Rang 11</u>
Tá ... agam. Níl ... agam isteach ar sa	Is maith liom Ní maith liom Ba mhaith liom Tá ... orm Níl ... orm amach faoin ag (agam). Tá ...agam	Tá mé go maith Níl mé go maith B'fhearr liom. Is fearr liom Ní bhfearr liom. agam/agat dom/duit isteach/amach	ar an + urú ag an + urú faoin + urú sa + h mo/do/a + h/a agam, agat, aige, aici dom, duit, dó, dí liom, leat, leis, léi duine, beirt, triúir...deichniúr
<i>Verbs that the children should hear regularly and be encouraged to use so as to be familiar with them and their meaning</i>			
Cuir D'oscail Dhún Taispeáin	Nigh Tóg D'ól Ghlan Thit Bailigh	Bhris Dhúisigh Ghortaigh	

Gramadach: Rang III-Rang VI

<u>Rang 3</u>	<u>Rang 4</u>	<u>Rang 5</u>	<u>Rang 6</u>
<p>Briathar + duine + ...</p> <p>a ... a chlog</p> <p>D'fhéach ... ar</p> <p>D'éist ... le</p> <p>san + a e i o u</p> <p>ina shuí/ina suí</p> <p>agam...aici</p> <p>dom....di</p> <p>liom...léi</p> <p>orm...uirthi</p> <p>uaim...uaithi</p>	<p>istigh/amuigh</p> <p>sa bhaile/abhaile</p> <p>Rug + ar</p> <p>Ghlaoigh + ar</p> <p>mothúchán + ar</p> <p>ag teastail ó...</p> <p>Briathra Rialta – Aimsir Chaite: Céad Réimniú (B. Aon Siolla) Dara Réimniú (B. Dhá Siolla)</p> <p style="text-align: center;">Foirmeanch Dúilteach Ceisteach</p> <p>ag comhair rudaí (m. sh.: aon bhlian)</p> <p>Caol le caol; leathan le leathan</p> <p>Adíacht Shealbhach mo, do, a, ár, bhúr, a</p> <p>Foraimn Réamhfhoclach ar, le, ag, do, as, ó (iomlán: orm...oraibh srl)</p>	<p>Briathra Rialta: Céad Reimniú (B. Aon Siolla) Dara Reimniú (B. Dhá Siolla)</p> <p>Briathra Neamhrialta Foirmneach, Diúltach, Ceisteach Ordú α Fréamh</p> <p>Foraimn Réamhfhoclach ar, le, ag, do, as, roimh, faoi , ó (iomlán)</p> <p>An + urú An + Séimhiú</p> <p>An tAinmbhriathra – ag gearradh, ag séideadh</p> <p>ós comhair, faoin, istigh, sa, srl.</p>	<p>Briathra – Ceisteanna agus freagraí (m. sh: Cé a bhris...Bhris)</p> <p>Caint Indíreach</p> <p>Thug + do/don An/Is/Ba m(h)aith + le Cuir/mothúcháin + ar Thosaigh + ag Thóg/ag teastáil + ó Thit/Bhain + de</p> <p>Foraimn Réamhfhoclach roimh, faoi , ó (iomlán) réamhfhocail + an + urú</p> <p>Uatha α iolra</p> <p>suas, thuas, anuas síos, thíos, aníos</p> <p>Cén fáth... mar</p> <p>contrárachtaí Abairt – Briathar + duine + áit + am</p> <p>den, thar an, in éineacht, tríd</p>

Gaeilge – Ceisteanna

<u><i>N Shóisearacha</i></u>	<u><i>N Shínsearacha</i></u>	<u><i>Rang 1</i></u>	<u><i>Rang 11</i></u>
<p>Cé tusa? Cé leis é? Conas atá tú? Cé atá ann? An bhfuil? Cá bhfuil?</p>	<p>An maith leat? An féidir leat?</p>	<p>Cad is ainm duit? An bhfuil cead agam dul go dtí an ...? Céard atá cearr leat? Cad is fearr leat? Cén aois tú? Cén rang ina bhfuil tú? Ar mhaith leat?</p>	<p>Cá bhfuil tú i do chónaí? An raibh? An bhfuil ... ort? Cé mhéad? Cad atá uait?</p>
<u><i>Rang 3</i></u>	<u><i>Rang 4</i></u>	<u><i>Rang 5</i></u>	<u><i>Rang 6</i></u>
<p>An bhfuil ... tinn? Cá bhfuil tú ag dul? Céard atá á dhéanamh agat? Cé? Cá? Cár? Cad? Céard? Cén fáth? An ndeachaigh? An ndearna?</p>	<p>Cad a tharla? Cathain? An bhfaca? Cén t-am?</p>	<p>Conas? Cén chaoi? Cén? An módh? Cá bhfios duit? Meas tú?</p>	<p>Dul Siar</p>



History

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over the school years 2005-2006 and 2006-2007 by all teachers over curriculum days, staff meetings and school development planning days.

(b) Rationale

To benefit teaching and learning in our school

To conform to principles outlined in the primary curriculum

To review the existing plan for history in light of the 1999 Primary School Curriculum

To create a core curriculum for each class level

Vision and Aims

(a) Vision

We seek to assist the children in the learning of their history, to learn from the past and to look to the future, as history teaches us to learn from the mistakes of the past.

(b) Aims

We endorse the aims of the Primary School Curriculum for history

- To develop an interest in and curiosity about the past
 - To make the child aware of the lives of women, men and children in the past and how people and events have had an impact upon each other
 - To develop an understanding of the concepts of change and continuity
 - To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the development stages of the child
 - To allow the child to encounter and use a range of historical evidence systematically and critically
 - To provide opportunities for the child to communicate historical findings and interpretations in a variety of ways
 - To foster sensitivity to the impact of conservation and change within local and wider environments
 - To help the child recognise and examine the influences of the past on the attitudes and behaviour of people today
 - To foster a willingness to explore personal attitudes and values and to promote an openness to the possibility of changing one's own point of view
 - To encourage the child to recognise how past and present actions, events and materials may become historically significant
 - To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts
-

This History Plan will be addressed under the following headings

Curriculum Planning:

1. Strands and strand units
2. Skills and concepts development
3. Approaches and methodologies
4. Linkage and integration
5. Assessment and record keeping

- 6. Children with different needs
- 7. Equality of participation and access

Organisational Planning:

- 8. Timetable
- 10. Resources and ICT
- 11. Health and safety
- 12. Individual teachers' planning and reporting
- 13. Staff development
- 14. Parental involvement
- 15. Community links
- 16. Places of historic interest

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant classes.
- Teachers for all classes have allocated time for history lessons according to the specified time as laid down by the curriculum
- During the formulation of the core curriculum the strand units to be taught were selected for each class 3rd-6th.
- These strand units recorded in the core curriculum in this plan
- There is continuity and progression in the history curriculum from class to class. As there is a core curriculum each teacher has a detailed outline plan for the standard they teach, therefore avoiding gaps and undue repetition. There is a balance between personal, local, national and international history. History is selected from the local environment and the locality of our school e.g. Raithin Fort, Mungret Monastic Settlement.
- The audit of local history has not been completed yet. On the appointment of a teacher to the post of responsibility for history, this will be done.
- The local history reflects the monastic history in Ireland, the Bronze Age, Norman Invasion and life in Ireland (King John's Castle), War of Independence (Clancy Strand)

2. Skills and concepts development

- Teachers use a variety of strategies to develop the child's skills to work as a young historian. These are recorded in yearly schemes, fortnightly schemes, and in this plan as follows.
 - Junior and Senior Infants
 - Time and chronology
 - Using evidence
 - Communication
 - First to Sixth classes
 - Time and chronology
 - Change and continuity
 - Cause and effect
 - Using evidence
 - Synthesis and communication
 - Empathy
- Teachers ensure that there is a balance between skills development and the acquisition of knowledge in implementing the curriculum

3. Approaches and methodologies

- The following approaches and methodologies are implemented in our school
 - Story pp
 - Drama and role play
 - Oral evidence
 - Documentary evidence

- Using ICT
- Personal and family history
- Using artefacts
- Pictures and photographs
- Use of the environment

4. Linkage and integration

- Teachers are aware of opportunities to link with history and integrate with other subjects, particularly Geography and Science, but also English, Drama, Irish, SPHE, etc. This has been discussed at our history planning days and individual teachers link and integrate as suits and document this in their schemes.

5. Assessment and record keeping

- Teachers assess
 - Progress in children's knowledge of the past
 - Ability to use historical skills
 - Development of attitudes
- through
 - Teacher observation
 - Teacher-designed tasks and tests
 - Work samples, portfolios and projects (*consider use of ICT, pictures, paintings, models, story board*)
- Information gained from the assessments is used to guide future learning and reinforcement where necessary. This information can also be used as a home-school link.
- Termly results are kept and passed on to the next teacher. This information is also passed onto parents. A written report is given to parents of 1st-5th class children in the summer

6. Children with different needs

- Teachers support and ensure the participation of children with special needs through differentiation of materials, grouping and paired activities, using assistance of SNAs
- Teachers are always sensitive to the needs of children who have sensitive family situations. They are as careful as possible to allow for the following situations which arise in every class .e.g. the death of a parent or sibling, lone parents, separated parents, adopted children, fostered children, cultural backgrounds....

7. Equality of participation and access

- History class provides opportunities for studying the ordinary lives of women, men and children
- Equal opportunities are provided to boys and girls to participate in classes/activities in accordance to our school's policy on equality
- History class used as an opportunity to integrate the culture of all pupils e.g., international pupils...
- Where there are children from different ethnic backgrounds, teachers will do their best to include them in specific cultural events without causing offence and also to include their cultural events in class content where opportunities present themselves taking into account the child's capabilities e.g. festivals, religious celebrations ...

Organisational Planning:

8. Timetable

- Time is allocated at each class level for history as per the curriculum guidelines i.e. 1 hour per week from 1st-6th and 45 minutes per week in the infant classroom

- Teachers do time block on occasions for history e.g. using a thematic approach, working on a project, gathering artefacts for a class museum, visits to local historical sites
- Discretionary curriculum time can be used occasionally for SESE if needed and at the discretion of each individual teacher

9. Resources and ICT

- There is an inventory of general resources in the school including those available for history
- Appropriate artefacts are displayed in classrooms during lessons
- We participate in the Artist in Residence programme from the Local County Council, and children display their recreated artefacts from Roman and Greek civilizations
- Children visit the Hunt Museum on a regular basis as well as places of historical interest e.g. Lough Gur, King John's Castle etc.
- Resources purchased centrally at the request of individual and groups of teachers and they are managed and catered for by Bessie Lawlor (post of responsibility for resources)
- Teachers can request additional resources on a wish list and these can be purchased as funding becomes available

ICT

- There is a selection of technologies available in the school e.g. tape recorder, digital video camera, digital camera, computers
- Appropriate software is listed in the ICT policy document
- How and where the software is stored is recorded in the school's ICT policy documents in the school plan
- The code of practice to ensure safe Internet usage is recorded in the school's ICT policy documents

10. Health and safety

- Teachers act in locus parentis and as in any school trip teachers will take the utmost care to ensure the safety of all children visiting areas of historical significance e.g. handling artefacts, going on trails, visits to museums, ruins, archaeological sites ...

11. Individual teachers' planning and reporting

- Each teacher receives a copy of the school plan including core curriculum which informs their long and short-term planning
- Teachers can plan using the strands and strand units or use a thematic approach depending on which is most appropriate to the lesson content and time frame needed.
- Teachers will record their content of work and assessment in the area of history in the Cuntas Míosuil. This will serve as a starting point in reviewing and developing the whole school plan (core curriculum)/individual preparation for following years.

12. Staff development

- Teachers have access to reference books, resource materials, and websites dealing with history. Each teacher is responsible for this during preparation. Bessie Lawlor (post holder) is responsible for resources stored centrally.
- Teachers are made aware of any appropriate history courses available as in-service. Teachers are encouraged to attend during school year and summer holidays. As in all subject areas teachers share their expertise etc with the rest of the staff at in-service, staff meetings and informal discussions.
- Aisling Geary (post holder for staff development) maintains a notice board in the staff room advertising all courses.

13. Parental involvement

- Parents and grandparents are invited to become involved in supporting the history curriculum through participating in interviews with children, sharing stories/pictures/artefacts from their past. Some parents, grandparents are invited in to speak to classes on specific topics where their experiences and knowledge provides a perfect stimulus for a lesson.

14. Community links

- Members of local Puball Brian historical society visit and support the school in the area of local history. Paddy Donoghue and John O'Connor RIP.
- The school gets the opportunity to publish articles in the Puball Brian periodical.

15. Places of historic interest

- The school has embarked on many tours to places of historical interest. These include both local and national places of interest e.g. yearly visits to Cragganaun, Bunratty Castle, Walks of Limerick (historical parts)

Success criteria

- **We will know that the plan has been implemented if:**
 - Teachers' preparation is based on this plan
 - Procedures outlined in this plan are consistently followed
- **Means of assessing the outcomes of the plan include**
 - Teacher/parent feedback
 - Children's feedback
 - Inspectors' suggestions/reports
 - Second level feedback
 - If the plan has promoted the key considerations when implementing the history curriculum
 - That history is defined as an attempt to reconstruct and interpret the past rather than the past itself
 - That there is a balance between the process (how the child learns) and content (what the child learns)
 - That the child must acquire skills and concepts to work effectively as a young historian
 - That the curriculum is spiral and developmental in its structure
 - That the child engages in studies ranging from personal to local, national and international history
 - That history is integrated across the curriculum from Infants to Sixth Class.

Implementation

(a) Roles and Responsibilities

The plan be supported, developed and implemented by

(b) Timeframe

This plan is to be implemented from 29th August 2007.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum.

(a) Roles and Responsibilities

Those involved in the review

- *Teachers*

- Pupils
 - Parents
 - Post holders – post to be filled
 - School Development Planning Post Holder – Muirne Bennis
 - BoM/DES/Others.
-

- This plan was ratified by the staff on receipt of teachers' packs on June 2007
- This plan was updated and entered into the school plan on 21st June 2007.
- This plan will be communicated to staff at staff meetings and by distributing copies of the school plan

- Date for review: School Year 2009-2010*
 - *Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed of updates

Useful Websites

Sources of Local History

National Archives	www.nationalarchives.ie
National Museum	www.museum.ie
National Library of Ireland	www.nli.ie
Heritage Council	www.heritagecouncil.ie
An Chomhairle Leabharlanna	www.askaboutireland.ie

Other Websites

Primary Curriculum Support Programme	www.pcsp.ie
School Development Planning Support	www.sdps.ie
National Council for Curriculum and Assessment	www.ncca.ie
ENFO	www.enfo.ie
TeachNet Ireland	www.teachnet.ie
Scoilnet	www.scoilnet.ie
Irish National Teachers Organisation	www.into.ie

St. Paul's NS – History Programme – Naíonáin Shóisearacha

<u>Strand</u>	<u>Strand Unit</u>		<u>Strand</u>	<u>Strand Unit</u>	
MYSELF AND MY FAMILY	Objective	Myself	STORY	Objective	Stories
	1	<ul style="list-style-type: none"> - <i>My Age</i> - <i>When I was born</i> - <i>When I took my first step</i> - <i>As I grow</i> - <i>First Day at school</i> - <i>Places where I have lived</i> 		1	<ul style="list-style-type: none"> - <i>St Brigid</i> - <i>St Patrick</i> - <i>St Paul</i>
	2	<ul style="list-style-type: none"> - <i>Baby Box</i> - <i>Baby Books</i> - <i>First Toys</i> - <i>Clothes</i> - <i>Bottles etc.</i> 		2	<ul style="list-style-type: none"> - <i>Children/parents of children in the class from different ethnic backgrounds to tell about daily lives</i>
	3	<i>Photographs (Timeline)</i> <ul style="list-style-type: none"> - <i>Birthday</i> - <i>Summer</i> - <i>First Day/Year at school</i> 		3	<ul style="list-style-type: none"> - <i>Parents/Grandparents of children</i> - <i>Relatives</i>
	My Family			4	<ul style="list-style-type: none"> - <i>Goldilocks</i> - <i>3 Little Pigs</i> - <i>The Gruffalo</i>
	1	<ul style="list-style-type: none"> - <i>Family Members</i> 		5	<ul style="list-style-type: none"> - <i>We're Going on a Bear Hunt</i>
	2	<ul style="list-style-type: none"> - <i>Compare Relative Ages</i> - <i>(Family/Class Standards)</i> 		6	<ul style="list-style-type: none"> - <i>All the above</i>
	3	<ul style="list-style-type: none"> - <i>Family Photographs</i> 			
	4	<ul style="list-style-type: none"> - <i>Alive-O</i> 			
	5	<ul style="list-style-type: none"> - <i>Places/homes where I have lived</i> - <i>New Cars</i> - <i>New Additions</i> - <i>Pets</i> 			

St. Paul's NS – History Programme – Naíonáin Shinsearacha

<u>Strand</u>	<u>Strand Unit</u>		<u>Strand</u>	<u>Strand Unit</u>	
MYSELF AND MY FAMILY	Objective	Myself	STORY	Objective	Stories
	1	<ul style="list-style-type: none"> - <i>My Age</i> - <i>When I was born</i> - <i>When I took my first step</i> - <i>As I grow</i> - <i>First Day in my new class</i> - <i>Places where I have lived</i> 		1	<ul style="list-style-type: none"> - <i>St Brigid</i> - <i>St Patrick</i>
	2	<ul style="list-style-type: none"> - <i>Baby Box of clothes/toys etc</i> - <i>Baby Books</i> - <i>First Toys</i> - <i>Clothes</i> - <i>Bottles etc.</i> 		2	<ul style="list-style-type: none"> - <i>Tojo goes fro Water</i> - <i>Children/parents of children in the class from different ethnic backgrounds to tell about daily lives</i>
	3	<ul style="list-style-type: none"> - <i>Photographs (Timeline)</i> - <i>Christmas</i> - <i>First Day/Year in new class</i> 		3	<ul style="list-style-type: none"> - <i>Relatives</i> - <i>Parents/Grandparents of children</i>
	My Family			4	<ul style="list-style-type: none"> - <i>The Very Hungry Caterpillar</i> - <i>The Little Red Hen</i> - <i>The Enormous Turnip</i> - <i>Chicken Licken</i>
	1	<ul style="list-style-type: none"> - <i>Family Members</i> 		5	<ul style="list-style-type: none"> - <i>We're Going on a Bear Hunt</i> - <i>The Children of Lir</i> - <i>Oisín in Tír na nÓg</i>
	2	<ul style="list-style-type: none"> - <i>Compare Relative Ages</i> - <i>(Family/Class Standards)</i> 		6	<ul style="list-style-type: none"> - <i>All the above</i>
	3	<ul style="list-style-type: none"> - <i>Family Photographs</i> 			
	4	<ul style="list-style-type: none"> - <i>Alive-O</i> 			
	5	<ul style="list-style-type: none"> - <i>Places/homes where I have lived</i> - <i>New Cars</i> - <i>New Additions</i> - <i>Pets</i> 			

St. Paul's NS – History Programme – Rang I

<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
MYSELF AND MY FAMILY	Myself	<i>Recording personal details</i>
		<i>Timeline</i>
		<i>Personal events</i>
		<i>Things I can do – now and when I was a baby</i>
	My Family	<i>Family details</i>
		<i>Ages of family members</i>
		<i>Record family events</i>
		<i>Simple family tree (to grandparents)</i>
	When my Grandparents were young	<i>Water in the home</i>
		<i>Clothes from the past</i>
		<i>Transport</i>
		<i>Toys</i>
		<i>Food</i>
	Games in the past	<i>Explore and record traditional non-formal games:</i>
		<i>- conkers and marbles</i>
		<i>- soldiers</i>
<i>- four corners</i>		
	<i>Talk to family members about games they played in the past</i>	
Feasts and Festivals in the past	<i>Christmas long ago</i>	
	<i>Halloween games</i>	
	<i>Games and Songs</i>	
CHANGE AND CONTINUITY	Continuity and change in the local environment	<i>Local trail – old and new school</i>
		<i>Old photographs – now and then; record findings</i>
		<i>Look at roll book and difference of names</i>
STORY	Stories	<i>Oisín in Tír na nÓg</i>
		<i>Fionn the Giant</i>
		<i>Children of Lir</i>
		<i>St Patrick</i>
		<i>The Lion and the Mouse</i>

St. Paul's NS – History Programme – Rang II

<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
MYSELF AND MY FAMILY	Myself	Oral discussion and time of significant personal dates and events, clothing, toys photographs Diary
	My Family	Family Tree
		Change – child, parent, grandparent:
		Personal Evidence – photos, memorabilia
		Scrapbook
	When my Grandparents were young	Display/Investigation Table
		Telephone – types
		Old Artefacts (Primary Sources)
		Games – local, rhymes and toys
		Food
		Clothes
		Recording
	Games in the past	Street, house, local
		Nuts in May
		Songs
		E.g. marble, conker, rope, egg games
Feasts and Festivals in the past	Halloween	
	Christmas:	
	Easter	
	St Patrick's Day	
CHANGE AND CONTINUITY	Continuity and change in the local environment	Homes – now and then
		Street Scene – now and then:
		Machines:
		Timelines
		Memories of older people
		Diary and old person's diary/album:
STORY	Stories	The Salmon of Knowledge
		King Labhrai:
		Setanta:
		Children of Lir:
		St Patrick
		Theseus and the Minotaur:
		Daedalus and Icarus:
		The Golden Touch: Traditional tales from ancient Greece (V Parker)
		Louis Braille:
		Telephone: (Alex G. Bell)
		Storyline pictures
		Hans Christian Anderson
		Gráinne Mhaol

St. Paul's NS – History Programme – Rang III

	<i>Strand</i>	<i>Strand Unit</i>	<i>Activity</i>
TERM 1	LOCAL STUDIES	Games and Pastimes	<i>Learn about Games from the past: hopscotch, conkers, marbles, horseshoe</i>
		Homes	<i>Interview grandparent</i>
			<i>Visit to Bunratty</i>
			<i>Learn about old homes e.g. thatch roof, open fire, no electricity, toilet outside</i>
	EARLY PEOPLE AND ANCIENT SOCIETIES	Central & South American Peoples	<i>Peru – Incas (time permitting)</i>
	CONTINUITY AND CHANGE OVER TIME	Farming Food	<i>Visit to Bunratty</i>
	STORY	Myths and Legends	<i>Methods of farming</i>
			<i>Setanta/Cúchulainn</i>
<i>Oisín in Tír na nÓg</i>			
<i>Deirdre and the Sons of Usna</i>			
		<i>Project on favourite legend</i>	
TERM 2	EARLY PEOPLE AND ANCIENT SOCIETIES	Celts	
		First Farmers	
		Stone Age	
		Bronze Age	
			<i>Trip: Hunt Museum, Cragganowen</i>
	STORY	Myths and Legends	<i>Romulus</i>
		Stories form the lives of people in the past	<i>St Brendan</i>
			<i>St Patrick</i>
		<i>Trip: Lough Gur, Cragganowen</i>	
TERM 3	LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	Life in Norman Ireland	<i>Norman Limerick:</i> <ul style="list-style-type: none"> - <i>Irish town/English town</i> - <i>King John's Castle</i> - <i>St Mary's Cathedral</i> - <i>Treaty Stone</i> - <i>City Walls</i> - <i>Georgian House (Pery square)</i>
		Christian Ireland	<i>Trip:</i> <ul style="list-style-type: none"> - <i>Mungret Monastery</i> - <i>Dingle</i>

St. Paul's NS – History Programme – Rang IV

<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
LOCAL STUDIES	Feasts and Festivals in the past	
	My Locality through the Ages	<i>Lough Gur</i>
	My School	
EARLY PEOPLE AND ANCIENT SOCIETIES	Early Christian Ireland	
	Vikings	
	Greeks	
	Native Americans	
CONTINUITY AND CHANGE OVER TIME	Shops and Fairs	
	Communications	
STORY	Stories from the lives of people in the past	<i>Brother Mc?</i>
		<i>Earnest?</i>
	Myths and Legends	<i>Fionn and the Salmon of Knowledge</i>
		<i>Wooden Horse of Troy</i>
		<i>Fionn and the Beggar</i>
LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	Life in Medieval Towns and Countryside	
	Life in the 19 th Century	

St. Paul's NS – History Programme – Rang V

<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
LOCAL STUDIES	Buildings, Sites or Ruins in my Locality	<i>Lough Gur</i>
		<i>Walking Tour of Historical Sites of Limerick</i>
EARLY PEOPLE AND ANCIENT SOCIETIES	Stone Age Peoples	
	The Romans	
	The Vikings	
CONTINUITY AND CHANGE OVER TIME	Shops and Fairs	
	Communications	
POLITICS, CONFLICT AND SOCIETY	American War of Independence	
	The French Revolution	
	1916 Rising	
STORY	Stories from the lives of people in the past	<i>Tom Crean</i>
		<i>David Livingstone</i>
		<i>Nelson Mandela</i>
	Myths and Legends	<i>King Midas</i>
LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	The Normans	
	Plantation	
	The Sixties	
ERAS OF CHANGE AND CONFLICT	The Great Famine	
	The Industrial Revolution	
	Colonisation of Africa	
CONTINUITY AND CHANGE OVER TIME	Irish Travellers	

St. Paul's NS – History Programme – Rang VI

<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
LOCAL STUDIES	Patrick Sarsfield	
	Bridges of Limerick	
	Mungret Monasteries	
	King John's Castle	
EARLY PEOPLE AND ANCIENT SOCIETIES	Australian People	
	First Farmers	
CONTINUITY AND CHANGE OVER TIME	Independent Ireland	
	Communications	
POLITICS, CONFLICT AND SOCIETY	Workers Unite	
	Rebellion 1798	
STORY	Stories from the lives of people in the past	<i>Michael Davitt</i>
		<i>Countess Markievicz</i>
	Myths and Legends	<i>Women of Mungret</i>
		<i>Legends of Lough Gur</i>
LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	Life in 17 th Century	
	EU-Life after WWII	
ERAS OF CHANGE AND CONFLICT	Land League	
	Feminism	



Geography

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over three in-service days, a staff meeting (involving all teaching staff) and a meeting between school-planning post holder (Muirne Bennis) and principal.

(b) Rationale

We teach Geography to aid children's understanding of place, space and environment, in particular to increase their awareness of their local place and environment and then progress to national and world-wide environments. We also aim to develop children's geographical skills.

We decided to focus on this area for development

- To develop a plan for geography in line with the 1999 Primary School Curriculum
- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To develop a core curriculum in our school

Vision and Aims

(a) Vision

We aim to teach the Geography curriculum in conjunction with the principles of our school ethos as outlined in our mission statement.

(b) Aims

- We endorse the aims of the Primary School Curriculum for geography
- To develop knowledge and understanding of local, regional and wider environments and their interrelationships
- To encourage an understanding and appreciation of the variety of natural and human conditions on the Earth
- To develop empathy with people from diverse environments and an understanding of human interdependence
- To develop the ability to use a range of communicative methods, especially those concerned with the development of graphicacy
- To encourage the development of a sense of place and spatial awareness
- To encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems
- To develop an understanding of appropriate geographical concepts
- To increase children's awareness of their immediate environment around St Paul's NS; including materials, buildings, habitats, workers and workplaces

This Geography Plan will be addressed under the following headings

Curriculum Planning:

9. Strands and strand units
10. Skills development
11. Children's ideas
12. Approaches and methodologies
13. Linkage and integration
14. Assessment and record keeping
15. Children with different needs
16. Equality of participation and access

Organisational Planning:

10. Timetable
11. Resources and ICT
12. Health and safety
13. Individual teachers' planning and reporting
14. Staff development
15. Parental involvement

16. Community links

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant class levels as well as being familiar with the core curriculum as included below.
- Continuity and progression are ensured through each teacher following the core curriculum as well as having the freedom to include other areas which may be particularly suitable to their class, interests or other activities
- The curriculum is to be reviewed during second half of the school year 2007-08 and will be checked regularly after that to ensure that gaps and undue repetition between classes is avoided
- The locations agreed for the strand unit *People living and working in a contrasting part of Ireland* are outlined in the core curriculum listed below
- The locations for the strand unit *People and other lands* (including one location in Europe and one location in another part of the world) from 3rd to 6th classes are outlined in the core curriculum listed below

2. Skills and concepts development

- Teachers ensure that there is a balance between skills development and the acquisition of knowledge throughout the programme
- The strategies used by each class to develop the child's skills and concepts development under the three headings are as outlined in the geography primary school curriculum. (*See Curriculum pp. 22-23 Junior & Senior Infants; pp. 34-37 First & Second; pp. 50-53 Third & Fourth, pp. 68-71 Fifth & Sixth*)

3. Children's ideas

- We find out what children know already through questioning of prior knowledge
- Some of the strategies used to find out these ideas, *e.g. talk and discussion; questioning; listening; problem-solving tasks; drawings; teacher designed tasks and tests;*

4. Approaches and methodologies

- The key methodologies of the Primary Curriculum as follows are used as part of the geography programme
 - Active learning
 - Problem solving
 - Developing skills through content
 - Talk and discussion
 - Co-operative learning
 - Use of the environment
- Teachers will follow the recommended sequence for geography – local, regional, national, European and global and then reflect it back to their own location
- Examples of approaches and methodologies used in learning about places are *photographs, internet, e mail, etc*
- Examples of approaches and methodologies used in learning about the environment are *fieldwork, exploratory trails, photographs etc*
- Fieldwork is incorporated into the geography programme in all classes *e.g. local walks, Lough Gur etc*
- Examples of approaches and methodologies used to investigate human environments are *fieldwork, surveys, photographs, artefacts, interviews, environmental audit etc*
- Examples of approaches and methodologies used to investigate natural environments are *fieldwork, trails, photographs etc*
- Examples approaches and methodologies used in learning about other places are *artefacts, atlases, globes, interviews, photographs, school twinning*
- Examples of mapping skills and mapping concepts developed as part of the geography programme are *local maps, plans, photographs, internet, models*
- There are a number of maps, globes, atlases throughout the school and map work and mapping skills are taught as an integral of the school curriculum

5. Linkage and integration

- Linkage:

- There are opportunities to link one strand with another strand, using a thematic approach or otherwise, in the geography programme and teachers will record this in their planning
- Integration:
 - Activities which integrate geography with the other SESE subjects – history and science, and other subjects will be recorded in teacher’s planning
 - Theme based activities will be used to support integration and will be recorded in the individual teachers’ planning

6. Assessment and record keeping

- Teachers will assess children’s knowledge and understanding of environmental matters as well as the acquisition of geographical skills and the development of attitudes
- Tools of assessment tools used to gather information about a child’s progress are
 - Teacher observation
 - Teacher-designed tasks and tests
 - Work samples, portfolios and projects
- Information gained from the assessments will influence teachers on how they plan for future lessons
- Records are kept by the class teacher for the year and results of all termly tests are passed on to next teacher
- Results are given to children and shared with parents during parent-teacher meetings and report cards

7. Children with different needs

- Teaching is differentiated for all the children in the class by the class teacher. Classes and activities are organised and adapted for all children

8. Equality of participation and access

- Equal opportunities given to boys and girls to participate in classes/activities as all pupils are included in all aspects of the subject

Interculturalism

- Geography class is used as an opportunity to integrate the culture of all pupils

Organisational Planning:

9. Timetable

- Time is allocated at each class level for geography according to the primary school curriculum.
- Teachers have the opportunity to block time blocked for SESE (using a cross curricular approach, using three hours for history one week, three hours for geography the following week and three hours for science the week after) and to use discretionary curriculum time occasionally for SESE

10. Resources and ICT

- Resources are purchased centrally and teachers who need to have items such as photographs, maps, atlases, globes, wall charts, posters etc can do so by contacting the principal.

ICT

- ICT is used in the geography programme, e.g. use of digital camera, Internet, CD-ROMs, DVDs/videos, programmes for word processing or data handling. The ICT co-ordinator, Mr Kennedy, keeps a record of all software and ICT resources to teachers. A list of all this information is furnished to each teacher

11. Health and safety

- Teachers are aware of health and safety issues when participating in connected with the geography programme e.g. fieldtrips, handling equipment. The same health and safety policy applies both in school and out of school and teachers always do their utmost to ensure the safety of the children in their care.

12. Individual teachers’ planning and reporting

- Individual teachers will refer to St Paul’s NS core curriculum to guide their long and short-term planning
- Teachers will plan using the strands and strand units and also use a thematic approach if applicable
- A record of the class’s work will be recorded by the teacher in their Cuntas Míósúil

13. Staff development

- Teachers have access to reference books, resource materials, and websites dealing with geography which is listed at the end of the core curriculum
- If there are appropriate geography courses available teachers are encouraged to attend
- Teachers are encouraged to share the expertise acquired at these courses during staff meetings
- Time is allocated at staff meetings to discuss aspects of the primary school curriculum including geography
- Teachers avail of internal and/or external expertise to inform and upskill the school community in these areas where appropriate

14. Parental involvement

- Parents can be involved in supporting the geography plan through supporting children with homework, assisting with field trips etc and speaking to classes on a geographical area where they may have expertise

15. Community links

- Members of organisations/individuals in the community who support the school’s geography programme include: workers in the community, fire brigade, ambulance, 3rd-world/post-communist countries fundraisers

Success criteria

- **We will know that the plan has been implemented if**
 - Teachers’ preparation is based on this plan
 - Procedures outlined in this plan are consistently followed
- **Indicators that the plan has achieved its aims include**
 - Teacher/parent feedback
 - Children’s feedback
 - Inspectors’ suggestions/reports
 - Second level feedback

Implementation

(a) Roles and Responsibilities

The plan will be supported, developed and implemented by

- whole staff
- children
- parents
- board of management
- community input

The plan will be monitored and evaluated by staff and principal at staff meetings

(b) Timeframe

The plan is to be implemented from the start of the school year 07-08

Review

(a) Roles and Responsibilities

Those involved in the review are

- *Teachers*
- *Pupils*
- *Parents*
- *Plan co-ordinator (Muirne Bennis, post holder)*
- *BoM/DES*

- *This plan will be ratified by the staff during school year 2008-09*
- *This plan was updated and entered into the school plan on 26th October 2007.*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*

- *Date for review: School Year 2009-2010*

St. Paul's NS – Geography Programme – Naíonáin Shóisearacha

<u>Strand</u>	<u>Strand Unit</u>		<u>Strand</u>	<u>Strand Unit</u>			
HUMAN ENVIRONMENTS	Living in the local community		NATURAL ENVIRONMENTS	The local natural environment			
	Obj 1	<i>Membership of family, school, community</i>		21	<i>Nature walk – recording of natural environment</i>		
	2	<i>Visit from community workers</i>		22	<i>Measure rainfall</i>		
	3, 4, 5	<i>Physical attributes of house (primarily internal)</i>		23	<i>Collect natural materials in local environment</i>		
	7	<i>Simple drawings of house</i>		24	<i>Nature copy – record observations (i.e. seasonal trees)</i>		
	8	<i>House shelter: Alive-o</i>		Weather			
	10-11	<i>Tour of school – describe areas</i>		25	<i>Weather Vocabulary</i>		
	13-14	<i>Workers and workplaces in our community</i>		26	<i>Weather/Days of week chart</i>		
	15-17	<i>Discussion of play spaces</i>		27	<i>Effect of weather conditions: humans – clothes for different weather; animals – hibernation; plants – effects of weather</i>		
	People and Places in other areas			28	<i>Suitable clothing for weather</i>		
	15	<i>Children in class from other countries</i>		29	<i>Observing seasonal change through trees</i>		
	Caring for my Locality			Planet Earth in Space			
	32	<i>Nature walk – what they liked and didn't like and why</i>		31	<i>Recognise difference between day and night</i>		
	ENVIRONMENTAL AWARENESS AND CARE	33		<i>Respect for the natural environment and instil a sense of responsibility for the world's environment – reduce, reuse, recycle – Arctic Seal</i>			
		35		<i>Use reusable items/containers for lunch</i>			
<i>Give away old toys</i>							
<i>No wrappers in the yard</i>							
<i>Care for living/non-living things</i>							
<i>No writing on tables/care of pencils</i>							
<i>Respect for garden – no trampling on flowers</i>							
<i>Energy conservation in classroom/home</i>							

St. Paul's NS – Geography Programme – Naíonáin Shinsearacha

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>		
HUMAN ENVIRONMENTS	Living in the local community	NATURAL ENVIRONMENTS	The local natural environment		
	1		<i>Membership of family/school/community</i>	21	<i>Nature walk and recording of natural environment</i>
	2		<i>Visit from community worker – discussion</i>	22	<i>Measure rainfall and discuss different types of rain</i>
	3-5		<i>Physical attributes of house – internal/external</i>	23	<i>Compile a nature table</i>
	6		<i>House types</i>	24	<i>Nature Copy</i>
	7		<i>Bird's-eye house drawings</i>	Weather	
	8		<i>Alive-O: house shelter</i>	25	<i>Discuss weather vocabulary</i>
	9, 12		<i>Alive-O: School community</i>	26	<i>Class news and weather chart</i>
	13-14		<i>Workers and workplaces in our community</i>	27	<i>Human – clothes for different weather Animals – hibernation (hedgehog) Birds – (robin)</i>
	People and Places in other areas		28	<i>Clothes for different weather</i>	
	18		<i>People from different places – food, traditions, cultures, use of international students in class</i>	29	<i>Seasonal Changes – the tree (science programme)</i>
	19		<i>Differences in county/city dwellings. 'Town mouse/country mouse</i>	Planet Earth in Space	
20	<i>Links between school and community and people in other places – story of milk/bread ('Little Red Hen)</i>	30	<i>Sun moon, stars The bear in the big blue house Big book – whatever next,</i>		
	<i>Map of where things are grown</i>				
ENVIRONMENTAL AWARENESS AND CARE	Caring for my Locality				
	32	<i>Nature walk – likes/dislikes; why?</i>			
	33	<i>Respect for natural environments – reduce, reuse, recycle: 'Over the hedge' video</i>			
	34	<i>Instil a sense of responsibility for the world's environment</i>			
	35	<i>Reduce, reuse, recycle:</i>			
		<i>Recycling checklist – how good are we at...</i>			
		<i>Encourage use of reusable packaging/drink cartons</i>			
		<i>Give away old toys</i>			
		<i>No wrappers on yard</i>			
		<i>Conservation of paper</i>			
<i>Care of pencils/furniture</i>					
	<i>Respect for gardens</i>				
	<i>Energy conservation: classroom/home</i>				

St. Paul's NS – Geography Programme – Rang I

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	Living in the local community	NATURAL ENVIRONMENTS	The local natural environment
	<i>My Family and Community</i>		<i>Natural Features</i>
	<i>Home and Shelter</i>		<i>Water in the Locality</i>
	<i>People at Work</i>		<i>Natural Materials</i>
	<i>People at Play</i>		<i>Record and communicate findings</i>
	People and Places in other areas		Weather
	<i>Lives of people and children in Ireland, Europe and other areas</i>		<i>Observe and record varying weather</i>
<i>Interdependence of people in other areas/parts of the world</i>	<i>Make and test simple weather predictions</i>		
	<i>Associate cloud cover and other conditions with different types of weather</i>		
	<i>How weather influences lives of people</i>		
	<i>Contrast weather in locality with other areas</i>		
	<i>Affect seasonal changes have on people animals and plants in locality</i>		
	Planet Earth in Space		
	<i>Sun as source of heat</i>		
	<i>Identify sun/moon/stars/day/night</i>		
	<i>Spherical nature of the earth</i>		
ENVIRONMENTAL AWARENESS AND CARE	Caring for my Locality		
	<i>Living and non-living things in the environment</i>		
	<i>Interdependence of plants and animals</i>		
	<i>Care of the environment/things</i>		
	<i>Flower Bed</i>		
	<i>Pollution</i>		

St. Paul's NS – Geography Programme – Rang II

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	Living in the local community	NATURAL ENVIRONMENTS	The local natural environment
	<i>Different Homes</i>		<i>Explore local environment</i>
	<i>Building a home</i>		
	<i>Materials</i>		<i>Water & its uses</i>
	<i>Routes</i>		<i>Natural & man-made features</i>
	<i>Directions</i>		
	<i>Aerial Views</i>		<i>Counties and provinces</i>
	<i>Play Areas – Home, school, locality</i>		
	<i>Discussion and Recording</i>		Weather
	People and Places in other areas		<i>Weather Forecast – Predicting</i>
	<i>Communications</i>		<i>Recording: Wind (wind testers in playground)/Rain Gauge</i>
	<i>Life in another country - (country optional)</i>		<i>View finder for cloud cover</i>
<i>Similarities between Ireland and other country using picture, photo etc</i>	Planet Earth in Space		
ENVIRONMENTAL AWARENESS AND CARE	Caring for my Locality	<i>Sun, moon & stars</i>	
	<i>Buried Rubbish</i>	<i>Earth and moon</i>	
	<i>Recycling</i>		
	<i>Class rubbish survey</i>		
	<i>Taking care of pets</i>		
	<i>Animals and Plants in local environment</i>		
	<i>Pollution</i>		

St. Paul's NS – Geography Programme – Rang III

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	The local natural environment <i>Buildings in our area</i> <i>Land, Rivers and Seas of my county</i> <i>Provinces/counties of Ireland</i> <i>Mountains and Rivers</i> <i>My county - Limerick</i>
	Sub-unit A: <i>Fishing for a living – coastal</i> <i>Teleworker – city</i> <i>Air-traffic control</i> <i>Keeping Water Clean</i>		Rocks and Soil <i>Stones and soil – Earthlinks pg 108</i> <i>Collection from local walk – pg 98</i>
	Sub-unit B: <i>Guest Speaker from hospital?</i> <i>(Junior Achievement)</i> <i>Modes of Transport – Getting around</i>		Weather, Climate and Atmosphere <i>Rainfall</i> <i>The Sun – pg 124</i> <i>The Water Cycle – pg 69</i> <i>The Weather – pg 123</i>
	Sub-unit C: <i>My place in the local community</i> People in Other Lands <i>Spanish/Peru/African Sans</i> <i>Learning about comenius countries</i> <i>Foreign-National-Pupils' countries</i>		Planet Earth in Space <i>The World – pg 100</i> <i>The planets/Solar system</i>
	County, Regional and National Centres <i>Towns in Ireland</i> <i>Major Tourist Attractions</i> <i>Ard na Crusha (tour?)</i>		Environmental Awareness <i>The Environment – pg 64-67</i> <i>Caring for habitats</i> <i>Birds, Insects, Predators (Matter of fact)</i>
			Caring for the Environment <i>Recycling</i> <i>Planting trees and flowers</i>

St. Paul's NS – Geography Programme – Rang IV

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	The local natural environment <i>Cardinal Awareness/Compass</i> <i>Watercycle – distribution of water</i>
	Sub-unit A: <i>People at Work</i> <i>Community: various groups</i>		Land, Rivers and Seas of my county <i>Lakes of Ireland</i> <i>Islands of Ireland</i> <i>Headlands and lighthouses</i>
	Sub-unit B: <i>People and community</i> <i>Parish: Alive-O</i>		Rocks and Soil <i>Rocks and minerals</i> <i>Compare and contrast minerals</i>
	Sub-unit C: <i>Settlements, homes and other buildings</i> People in Other Lands <i>Norway – Europe</i> <i>Brazil – rainforest</i> <i>Tanzania</i>		Weather, Climate and Atmosphere <i>The Weather</i> <i>Observe, record and display</i>
	County, Regional and National Centres <i>Counties and towns of Ireland</i>		Planet Earth in Space <i>Sunlight – importance to plants and animals</i> <i>The Earth</i> <i>Dangers of sunlight for skin</i>
	Environmental Awareness <i>Helping? the environment</i> <i>Types of environments in Ireland e.g. bogs, sea, mountain</i> <i>Earth's renewable and non-renewable resources</i>		
	Caring for the Environment <i>Saving our hedgerows – conserve & benefits</i> <i>Identify and discuss local, national and global environmental issues</i> <i>Explore causes of global warming</i>		

- Skills:**
- Mapwork Skills
 - Geographical investigation skills

St. Paul's NS – Geography Programme – Rang V

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>	
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	Physical Features of Europe and the World	
	<u>Forces of nature around me.</u> Earthlinks p.34-35 <u>Geographical features</u> Where on Earth p.14-15 <u>Water all around us.</u> Workbook p.20-21		<u>Mountains & seas of Ireland and the world.</u> Earthlinks p.122-123 Workbook p.74 Where on Earth p.32-33, 46-47 p.8-9	
	<u>Ordinance Survey maps</u> Where on Earth p.18-19 <u>Looking at aerial photos</u> Where on Earth p.12-13		<u>Making maps, symbols & grids</u> Earthlinks p.114-115 Workbook p.67-68 Where on Earth p.16-19	
	<u>Communication</u> Earthlinks p.106-107 Workbook p.60-61		<u>Deserts</u> Workbook p.71	
	People in Other Lands		<u>Continents of the World</u> Where on Earth p.36-45	
	<u>Italy</u> Earthlinks p.48-49, 54-55 Workbook p.29 <u>European Union</u> Earthlinks p.80-81,116-117 Workbook p.48, 69-70 Where on Earth p.24-25 <u>Australia</u> Earthlinks p.134-135, 140-141 Workbook p.80 <u>Countries of Europe, Spain</u> Where on Earth p.26-27 <u>Countries of Europe, Poland</u> Where on Earth p.28-29 <u>Britain.</u> Where on Earth p.20-21		<u>Rivers of the World, The Nile</u> Where on Earth p.48-49	
	County, Regional and National Centres		Rocks and Soil	
	<u>Irish Counties & Towns</u> Earthlinks p.8-9 Workbook p.5 Where on Earth p.4-5 <u>Ireland, Bays, Rivers & Lakes</u> Earthlinks p.42-43 Workbook p.26 Where on Earth p.6-7 <u>Irish Place names</u> Earthlinks p.128-129 Workbook p.77 Where on Earth p.30-31		<u>Rocks & Fossils</u> Earthlinks p.62-63 Workbook p.37	
	Trade and Development Issues		Weather, Climate and Atmosphere	
	<u>Trade, Fairtrade & Famine</u> Earthlinks p.68-69 Workbook p.40 <u>Transport.</u> Earthlinks p.94-95 Workbook p.55 Where on Earth p.22-23 <u>Communication</u> Earthlinks p.106-107 Workbook p.60-61		<u>Climate, wind & weather</u> Earthlinks p.28-29 Workbook p.16-17 Where on Earth p.56-57	
	ENVIRONMENTAL AWARENESS AND CARE		Environmental Awareness	Planet Earth in Space
			<u>Trees, Irish Forests</u> Earthlinks p.22-23 Where on Earth p.58-59	<u>Earth & Space</u> Earthlinks p.14-15 Workbook p.8-9 Where on Earth p.60-61
			<u>Pollution</u> Earthlinks p.88-89 Workbook p.52	
			Caring for the Environment	

St. Paul's NS – Geography Programme – Rang VI

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	Physical Features of Europe and the World
	Sub-unit A:		<i>USA – Cpt 15/19 EL</i>
	<i>School Visitors – Dental Hygienist, Bus Eireann Drivers etc</i>		<i>Germany Unit 11 WE</i>
	Sub-unit B:		Rocks and Soil
	<i>Visit to Cement Factory</i>		<i>Minerals, rocks, soils, Unit 14</i>
	Sub-unit C:		Weather, Climate and Atmosphere
	<i>Transport and Communications; Unit 16</i>		<i>Climate – Cpt 30 – EL</i>
	People in Other Lands		<i>Weather – WE 26</i>
	<i>A study of two contrasting countries of origin of children in the class</i>		Planet Earth in Space
	County, Regional and National Centres		<i>Forces of Nature – Cpt 33 EL</i>
	<i>European Union Unit 7</i>		
	Trade and Development Issues		
	<i>World Poverty – Cpt 72 EL</i>		
ENVIRONMENTAL AWARENESS AND CARE	Environmental Awareness		
	<i>Water Pollution – Cpt 36/37 – EL</i>		
	Caring for the Environment		



Science

Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated over a period of time including two in-school planning days and a number of staff meetings during the school years 2004-2005 and 2005-2006. All teaching staff and principal were involved in the initial stages; while post holders and principal completed the curriculum planning on science. The main responsibility for the curriculum planning in science is with the post holder, Mr David Tobin.

(b) Rationale

- To benefit teaching and learning in our school by creating a core curriculum in science for each class level
- To provide a coherent approach to the teaching of science across the whole school

Vision and Aims

(a) Vision

Science in our school enables children to develop basic scientific ideas and understanding about the biological and physical aspects of the world while giving special attention to the process through which children develop this knowledge and understanding by helping them to develop scientific skills.

(b) Aims

We endorse the aims of the Primary School Curriculum for science

- to develop knowledge and understanding of scientific and technological concepts through the exploration of human, natural and physical aspects of the environment
- to develop a scientific approach to problem-solving which emphasises understanding and constructive thinking
- to encourage the child to explore, develop and apply scientific ideas and concepts through designing and making activities
- to foster the child's natural curiosity, so encouraging independent enquiry and creative action
- to help the child to appreciate the contribution of science and technology to the social, economic, cultural and other dimensions of society
- to cultivate an appreciation of, and respect for, the diversity of living and non-living things, their interdependence and interactions
- to encourage the child to behave responsibly to protect, improve and cherish the environment and to become involved in the identification, discussion, resolution and avoidance of environmental problems and so promote sustainable development
- to enable the child to communicate ideas, present work and report findings using a variety of media

This Science plan will be addressed under the following headings

Curriculum planning

Organisational planning

1. Science programme

- Teachers will familiarise themselves with the strands and strand units relevant to their class level and ensuring there is continuity throughout the school by referring to the core curriculum of St Paul's NS.
- The core curriculum follows this plan
- Teachers will naturally be aware of integration throughout the subject areas and linkage across the subject and use these to provide comprehensive access to the curriculum.
- Teachers will create an environment where children ideas can be used where relevant, at all times ensuring a balance between knowledge, skills and attitudes.
- Experiments/Practical investigations are to be undertaken in all classes on a regular basis and are to be tied in to the topics of the core curriculum
- Children will have the opportunity to work in different groupings, on their own and use will also be made of the teacher directed approach
- We have a well-equipped science area in the school where all materials are kept and are easily accessed by all staff. This is monitored by Mr David Tobin and is constantly being updated.
- **Programmes** undertaken in the school:
 - Science Week
 - SFI STEM Plaque
- The methodologies used are as outlined in the curriculum
 - Using the environment
 - Active learning
 - Guided and discovery learning
 - Free exploration of materials
 - Spiral nature of the curriculum – opportunities to return to earlier learning and to extend and enhance it
 - Learning through language

2. Assessment - Looking at children's work

- Children will record their work in a variety of different ways, *e.g. displays, portfolios, oral presentation, drawings, photographs, written records, video, concept maps*
- Knowledge, skills and attitudes will be assessed through teacher observation and teacher-designed tests. All tests results to be recorded and to be passed on with the class.
- Science will be referred to in the school report

3. Children with different needs

- Teachers will adapt and modify all science activities to suits the needs of individual children in their class
- If SNA are attached to pupils in a class they will oversee safety of pupils/individuals and help to keep groups on task

4. Equality of participation and access

- Each teacher will provide for the equality of access and participation of all children to the science curriculum in their class as outlined in our school's equality policy

5. Timetable

- Science will be timetabled as an integral part of the SESE time allocation?
- Time will have to be made for individual classes to attend science days *e.g.* LIT, UL and trips including SFI Discover Science Lectures.

- Timetables will also have to be adjusted for non-classroom based-lessons e.g. use of immediate and local environment

6. Resources and equipment

- List of resources as compiled by Mr Tobin. Each teacher will have a copy of this inventory. Resources must be signed out.

7. Safety

- Mr Tobin has safely stored away all equipment and materials for the implementation of the science curriculum.
- Only teachers are allowed access to this storage area
- Teachers regularly teach about the need for safe procedures and routines when dealing with scientific equipment

8. Homework

- Science homework can be given. This is in line with the school policy for homework.

9. Individual teachers' planning and reporting

- Individual teacher's long and short term planning is to be based on the strand units and content objectives of the revised science curriculum, paying particular attention to the core curriculum
- Teacher's report on a monthly basis on the topics undertaken and objectives achieved in science

10. Staff development

- Staff received two days in-service in science as part of the training for the revised curriculum. One full school planning day and two half days were devoted to planning the science curriculum. Science was discussed at the staff meeting on February 10th 2006. During these days the staff shared their experiences, ideas and many shared their expertise on the areas of the science curriculum both in whole-staff settings and in class groups. This will continue on an informal basis.
- Liam Walsh, who was a postholder for science, was involved in the setting up of the science curriculum.
- During the school year 2016-17, staff received SFI facilitated training for 6 hours over 3 Croke Park afternoons

11. Parental involvement

- Parents are kept aware of the activities undertaken in science lessons through classroom displays, portfolios being sent home and through homework activities.

12. Community links

- Students from St Paul's (particularly from the senior classes) visit LIT and UL science days and various science exhibitions, including SFI Discover Science Centres
- They also participate in science competitions at different times during the school year
- These events are co-ordinated and organised by Mr Tobin

Implementation and Review

(a) Roles and Responsibilities

The plan will be implemented by the teaching staff and children of St Paul's NS. Initially it was monitored on an ongoing basis at staff meetings and in-school development planning days over the first two years; and through a review of the current mission by principal, Liam Walsh, postholder, and staff. Currently it is monitored by postholder Mr David Tobin

- *This plan will be implemented from 30th August 2006*
- *This plan was ratified by the staff at the staff meeting on February 10th 2006*
- *This plan was updated and entered into the school plan on 26th June 2006.*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*

- *This plan was discussed at our staff meeting on November 25th 2013 – feedback from science week*
- *This plan was reviewed by whole staff during two Croke Park Hours in the school year 2017-18*
- *This policy was discussed at our staff meeting on September 24th 2018 – SFI STEM Plaque*
- *Date for next review: School year 2020-21*

**Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed of updates*

Science Resources:

- Multiple Surface Blocks
- Bicycle Pumps
- Mysterious Magnet Tube
- Extra Strong Magnet
- Delux Compass
- Combi concave/convex mirror
- Lens set
- Night Lights
- Funnels
- Petri Dishes
- Disposable gloves
- Mixed Rock Pack
- Weather Vane
- Bathroom Scales
- Hand drills & bits
- Adhesive copper tape
- Glue dispenser
- Rotary Cutters
- PVA Adhesive (5 litres)
- Vehicle construction pack
- Bug Huts
- Stethoscopes
- Forehead Thermometers
- Grub – Food Book
- Magnifying Glasses
- Chick Life Story Poster
- Butterfly Life Story Poster
- Frog Life Story Poster
- Butterfly Nature Block
- Plastic Tanks
- Pipettes
- Freshwater Chart
- Plastic Trays
- Nature Finders Bucket
- Minibeast Chart (Woodland)
- Infant thermometers
- Battery Snaps
- Batteries – various
- Electric switches
- Bulbs
- Battery Holders
- Crocodile clips
- Wire
- Motors
- Push Meters
- Forcer Meters
- Spirit Level
- Magnetic Field Pattern Window
- Masking Tape

- Space Phone
- Food Colouring
- Bugbottle
- Sud Print Paper
- Blotting Paper
- Sand paper (assorted)
- Digital Ammeter
- Spirit Level
- Flowerpots
- Drinking Straws
- Rokit
- Planter
- Young Scientist – 3 CD ROMs
- Heat, Air and water Box Kit
- Forces and Motion Box Kit
- Light Box Kit
- Electricity Box Kit
- Sound Box Kit
- Magnetism Box Kit
- Electricity Resource Kit

St. Paul's NS – Science Programme – Naíonáin Shóisearacha

<u>Living things</u>			<u>Materials</u>	<u>Energy and forces</u>	<u>Environmental awareness and care</u>
Trees & Leaves	Horse Chestnut		Wood	Properties	Caring for the Local Area
	Sycamore			Products	
	Oak		Houses & Homes	Magnetism	
	Habitats – Birds, Squirrel, Swallow		Animal Homes	Floating & Sinking	
Autumn			My Home	Caring for Plants & Animals	
Ears & Hearing			Materials & Change		
Eyes & Seeing			Properties		
Winter			Sorting		
Growing & Changing			Cutting		
	Myself		Wetting		
	Senses		Wet & Dry/Water		
	My Family			Water	
	Growing Up			Water Safety	
	Healthy Habits				
The Farm	Cows	Sheep	Hens		
	Horses	Pigs			
Spring	Signs of				
	Daffodil	Ladybird			
The Pond	The Pond				
	Frog				
Summer	Signs of				
	Bees				

St. Paul's NS – Science Programme – Naíonáin Shinsearacha

<u>Living things</u>		<u>Materials</u>		<u>Energy and forces</u>		<u>Environmental awareness and care</u>	
Seasonal change in living things	Hedgehog	Clothes	Materials	Heat	Effects on materials	Litter	Recycling
			Seasons		Sources		Waste Management
		Mixing different materials		Electricity	Use	Caring for living things	
			Liquids		Safety		Pets
Myself	Health	Toys		Pushing and pulling			Plants
Growing seeds and plants		Materials in my classroom			Surfaces	Caring for a local habitat	
	Seeds e.g Cress/flower seeds				Shape & Weight		
Animals and plants near my school							
	Pets						

St. Paul's NS – Science Programme – Rang 1

<u>Living things</u>		<u>Materials</u>	<u>Energy and forces</u>		<u>Environmental awareness and care</u>
Myself	External Body Parts	Materials & Change Characteristics Use Mixing Primary Colours	Sound	Loud & Quiet	Caring for my locality Classroom Playground
	5 Senses			Percussion Instruments	
	Teeth			Make a Shaker	
	Growing			Sources Dissolving & Mixing	
Plants and Animals			Heat	Heat Loss	Caring for my locality Pollution Vandalism Compost heap/bin Habitat Study
	Autumn Leaves & Fruit			Thermometers	
	Hibernation & Migration			Changes when heated	
	Plant cress/bean seeds			Ir/Reversible Changes	
Winter	Signs of	Forces	Pushing & Pulling		
	Keeping Warm		Floating & Sinking Air		
Spring	Months/Festival	Magnetism & Electricity	Push & Pull		
	Flowers		Magnet-to-magnet		
	Animals & Babies		Electricity Sources		
Plants & Animals			Light	Transparency	
	Summer			Shadows	
	Minibeasts				
	Food Chain				
	Butterfly				

St. Paul's NS – Science Programme – Rang 2

<u>Living things</u>		<u>Materials</u>		<u>Energy and forces</u>		<u>Environmental awareness and care</u>
Myself	All senses	Heat	Sources & Generation	Sound	High and Low	Caring for my Locality Litter Recycling
	Healthy exercise		Materials which Conduct Keeping things hot & cold		Loud and Soft Animals & Ears Ear Safety / Deafness	
Autumn	Trees	Properties & Characteristics of Materials	Categorise Appropriate materials for specific purposes Manmade V Natural Houses at home & abroad	Forces/Movement	Surfaces Moving Air (Wind) – Parachute Lesson	Non/Biodegradable Materials
	Leaves					
	Fruit					
Crops in Ireland & Other Countries				Materials & Change		Magnetism & Electricity
Winter Weather		Spring	Mixing paints	Light	North & South Poles	
The Penguin			Soluble v non		Dangers of Electricity	
Spring	Trees	Ir/Reversible Changes			Effects of Static Electricity	
	Buds					
	Male/Female & Offspring of Animals					
Field Trip – Quadrant					Transparent & Opaque	
Pollination & Seed Dispersal					Shadows	
Harmful Effects of Sun				Sun, Moon, Stars & Planets		
	Humans					
	Animals					
	Environments					

St. Paul's NS – Science Programme – Rang 3

<u>Living things</u>	<u>Materials</u>	<u>Energy and forces</u>	<u>Environmental awareness and care</u>
Human Life	Solids, Liquids and Gases/Sorting	Light	Environment around us
Skeleton and muscles	Air takes up space comparing hot and cold air	Sources of Light/Reflections	City
The Heart/Heartbeats/Exercise		The Sun/Light travels from the sun/Ultraviolet rays	Country
On the Outside: Skin and Hair	Water Fresh Salty Floating	Making things move/Rollers, wheels and axles	Bogland
The Senses		Heat	Grassland
A Healthy Life/Food Pyramid		Temperature/changes in temperature	Desert
Plant & Animal Life	Mixing things with water	Heat from the sun	Tundra
A Year in the Life of a Tree		Keeping warm	Caring for our Local Environment
Minibeasts		New sources of energy	Reduce, Re-use, Recycle
Plants need sunlight to live		Magnetism Basic Magnetism Predicting magnetic attraction of objects Push, pull factors	

St. Paul's NS – Science Programme – Rang 4

<u>Living things</u>	<u>Materials</u>	<u>Energy and forces</u>	<u>Environmental awareness and care</u>
Human Life	Materials and change	Sound	Science and the Environment
Structure and function of teeth	Conductors or insulators of heat	Vibrations	Caring for the environment: Reduce Re-use Recycle.
Respiratory System	Separating materials	Transmitting sound	Ponds
Pulse before and after exercise		Electricity	
		Static Electricity	
Plant & Animal Life			
Structure of the flower		Forces	
Light energy from sun	Friction. Objects on various surfaces		
Food chains	Brakes: slowing down, stopping		
Life Cycles – Frog/Butterfly	Levers Making see-saw		
Planting seeds, soil, temperature, light, Moisture		Pushing force of water. Floating & sinking	

St. Paul's NS – Science Programme – Rang 5

<u>Living things</u>		<u>Materials</u>		<u>Energy and forces</u>		<u>Environmental awareness and care</u>						
Plant & Animal Life		Properties of Materials		Sound		Science and Environment						
Interdependence	food chain	Solids liquids, gas: Identify materials into these categories.	flexibility	Sound is a form of energy		Applications of science in environmental e.g., , etc.	microwave					
	food web			Different sounds from different materials			projector					
Sun as a source of energy – photosynthesis				Group materials according to properties e.g.	transparency		Design a different woodwind instrument.		conveyor belt			
Group and compass according to similarity and difference					magnetism		Explore how sound travels through materials		preserving			
Study some major group of Living thing	Mammals			How materials are used according to properties e.g. bridge	space		Electricity		Positive uses of science / Adverse uses of Science.	purifying		
	insects						Properties of gas e.g.	mass		Construct simple circuits to explore current electricity		medicine
	reptiles									Study de cay and survival of materials e.g.	pressure	Understand simple electrical appliances
	amphibians	biodegradable	Understand the dangers of fuses etc									
	flowering		recyclable	Heat								
	fungi			non-biodegradable	Heat is transferred in different ways e.g.							
bacteria	Air is composed of different gases		water		metals							
Construct a key to identify a species.						air						
Life process awareness	reproduction			A variety of sources of heat e.g.		solar						
	breathing					fossil fuels						
	nutrition			Heat transfer e.g.		friction						
Investigate the factors that affect growth	water					conduction						
	light					convection						
	soil temperature					radiation						

St. Paul's NS – Science Programme – Rang 6

<u>Living things</u>	<u>Materials</u>	<u>Energy and forces</u>	<u>Environmental awareness and care</u>
Human Life	Materials and Change	Light	Environmental Awareness
The Circulatory System	heating and cooling	a form of energy	natural environments
Food / Nutrition	conductors and insulators		built environments
The Digestive System	mixing materials		Ecosystems
(Reproductive Systems)	with light/water	Splitting of Light	Resources
Air / Breathing	materials and force/oxygen/separation	spectrum	renewable/ non-renewable
Body's Defences		mirrors	using earth's resources
		Periscopes	conservation
			Application of Science and technology
		<u>Dangers</u>	home
		to the eyes	school
		to the skin	work-place
		Magnetism	Contribution of scientists to society
		properties	
		making a magnet	
		uses	
		static	Human activities and the environment
		<u>Electricity</u>	recycling
		current	pollution
		circuits	we own the environment
		Dangers of Electricity	
		Forces	
		how things move	
		Friction and movement	
		Gravity	
		Levers and pulleys	



Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated over a period of time including two in-service days, one in-school planning day and a number of staff meetings during the school years 2004-2005, 2005-2006 and 2006-2007. All teaching staff and principal were involved in the initial stages; while post holders and principal completed the curriculum planning on SPHE. The main responsibility for the curriculum planning in SPHE is with the post holders, Ms Margaret Bernard (SPHE), Muirne Bennis and Pádraig O'Brien (School Development Planning).

(b) Rationale

To benefit teaching and learning in our school by creating a core curriculum in discrete lessons in SPHE for each class level

To provide a coherent approach to the teaching of SPHE across the whole school

To identify school policy in programme areas such as RSE, Stay safe

Vision and Aims

(a) Vision

SPHE should foster personal development, health and well being of each child in St Paul's NS.

(b) Aims

We endorse the aims of the Primary School Curriculum for SPHE

- To promote the personal development and well-being of the child
- To foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

This SPHE plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Contexts for SPHE
3. Approaches and methodologies
4. Assessment
5. Children with different needs
6. Equality of participation and access

Organisational planning

7. Policies and programmes that support SPHE
 - 7.1 Policies/Programmes
 - 7.2 Substance Use Policy
 - 7.3 Relationships and Sexuality Education/Stay Safe Programme
 - 7.4 Child Protection
8. Homework

9. Resources

10. Individual teachers' planning and reporting

11. Staff development

12. Parental involvement

13. Community links

1. Strands and strand units

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

SPHE is planned in such a way that the child will receive a comprehensive programme in SPHE over a two-year period. The strand units not covered in year one must be included in the teacher's planning for the following year. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information.

Overview of content for SPHE over two years:

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-identity	Taking care of my body
	Safety and Protection	Growing and Changing
	Making decisions [3 rd to 6 th Class]	
Myself and others	Myself and my family	My friends and other people
		Relating to others
Myself and the wider world	Developing Citizenship	Media Education

- Teachers are to make themselves familiar with the content objectives for their own class
- Familiarity will be maintained if teachers change classes or if new teachers join the staff through receiving SPHE school plan including a core curriculum for each class standard.

2. Contexts for SPHE

SPHE will be taught through a combination of contexts

- Positive school climate and atmosphere
- Discrete time
- Integration with other subject areas

Positive school climate and atmosphere

- The values and principles of St Paul's NS, as outlined in our mission statement, will be upheld through teachers' example, practice and encouragement of such characteristics in our children.
- Each new teacher/support staff is given an edited version of the copy of the school plan which includes the mission statement on the first page.
- Families of junior infants are given a school-information booklet which includes the mission statement on the inside cover.
- In order to create a positive school climate and atmosphere we need to:
 - Build effective communication within the school
 - Cater for individual needs of the children
 - Create a health-promoting physical environment
 - Develop democratic processes
 - Enhance self-esteem
 - Foster respect for diversity
 - Foster inclusive and respectful language
 - Develop appropriate communication between home and school (*See home-school links policy*)

- Develop a school approach to assessment (*See Assessment section of this plan*)

Discrete time

Discrete time will be timetabled ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours where feasible or appropriate.

- The topics which will be addressed through discrete time are listed in our SPHE core curriculum
- SPHE will be written into each individual teacher’s timetable
- Discretionary time will be used for SPHE as it is an integral part of school life and all the skills and practices of SPHE will be used incidentally throughout the school day e.g. conflict resolution on yard, bullying, waste-management
- When drafting timetables for withdrawal of pupils for supplementary teaching, teachers will include these pupils for as much of the SPHE programme as possible

Integration

At each class level, teachers will integrate SPHE with as many other curricular areas as possible e.g. geography, science, religion, art, PE, English. Many aspects of SPHE can be dealt within the context of relevant subject areas.

3. Approaches and methodologies

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

The following active learning strategies promoted in the school?

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Information and communication technologies
- Looking at children’s work: portfolios, projects ...

The following approaches and methodologies are used for SPHE

- Talk and discussion
- Skills through content
- Collaborative learning
- Problem-solving
- Use of the environment

4. Assessment

- The school assess the child’s progress in SPHE by *teacher observation, classroom atmosphere, teacher designed tests and tasks, portfolios, projects, self-assessment by pupils*
- As SPHE is an integral part of the revised curriculum information regarding the child’s abilities, strengths and overall progress in SPHE is shared with the pupil and parents, e.g. parent teacher meeting, homework journal

5. Children with different needs

- Teachers support and ensure the participation of children with special needs through the inclusive model. All programmes are adapted to suit the needs of individual children

- The supplementary teaching team and class teacher support the inclusive model of education by including all pupils and can create specific lessons for children with special needs. These lessons will help cater for the individual needs of these children in line with our SPHE policy.
- The role and responsibility of the special needs assistant (SNA) in relation to SPHE is to support and assist the special needs child reach their full potential. The SNA has a particular responsibility to ensure that the special-needs child receives a full education in SPHE.
- The resource materials used by children with learning difficulties or special needs are an adaption of the resources for the whole school as outlined in our SPHE plan.

6. Equality of participation and access

- Equal opportunities are given to boys and girls to participate in discussion, debate, presentation etc
- Since we have over thirty different nationalities in our school diversity within the school community is recognised and valued e.g. international children's wall chart, specialised teaching of English to international children
- Because of our inclusive policy all children have access to services, facilities, and amenities in the school environment.

7. Policies and programmes that support SPHE

7.1 Policies/Programmes

- SPHE links with the following school policies/programmes – Substance Use, RSE, Stay Safe, Action for Life, Child Protection, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating, Care of the Environment.
- [Food Dudes programme to be run in October 2018](#)
- [LEAF project to be run during school year 2018-19 – one class only can apply](#)

7.2 Substance Use Policy

- Our substance Use Policy was ratified by BOM at their meeting on April 5th 2005
- Substance misuse is one of the topics that will be addressed in discrete time

7.3 Relationships and Sexuality Education (RSE)/Stay Safe

- RSE/Stay Safe is addressed in the context of SPHE and the topics to be covered in discrete time are listed in our core curriculum.
- An outside speaker is engaged to deal with the sensitive areas of the RSE elements of SPHE for 5th and 6th class children
- Children/parents have the opportunity to opt out of these lessons and are withdrawn from class if they are class lessons.

Dealing with questions

- If children have questions they are answered honestly and sensitively bearing in mind the ethos of the school.

Confidentiality

- Where a child discloses alleged abuse to a staff member, the person receiving that information should listen carefully and supportively. Great care must be taken not to abuse the child's trust. This should not be a formal interview.

The following advice is offered:

- Listen to the child.
- Do not ask leading questions or make suggestions to the child.
- Offer reassurance but do not make promises.
- Do not stop a child recalling significant events.
- Do not over-react.

- Confidentiality should not be assured - explain that further help may have to be sought.
- Record the discussion accurately noting
 - *What, where and when?*
 - *Descriptions and possible sketches of physical injuries.*
 - *Explanations of injuries using direct quotations if appropriate.*
 - *Retain the record securely*
- e. *The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.*
- f. *The DLP (Geraldine Stackpoole) should then be informed and given relevant records.*
- g. *If the suspected abuser is the DLP then the suspicion and any records will be passed on to the Chairperson who will proceed as per guidelines.*

Parental concerns

- If parents are concerned about any aspect of the school's programme for the RSE elements of SPHE they are welcome to ask questions and to opt out if they so wish

Teachers' concerns

- If teachers are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss this with the principal
 - If teachers are uncomfortable with any RSE elements of SPHE they have the right to withdraw and the school must provide alternative arrangements to ensure the programme is covered.

7.4 Child Protection

This school follows the Department of Education and Skills Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

- DLP for school is the Geraldine Stackpoole (post holder – Health & Safety)
- Procedures are in place to inform present/new staff about the guidelines through edited school plan handed out to all school teachers on 7th September 2006 and are referred to at the first staff meeting of each year
- All staff are familiar with the procedures for dealing with incidents relating to child protection through staff meetings and curriculum days
- Parents informed that the school will follow the recommendations as laid down in the guidelines as all policies are on the school website

8. Homework

- If SPHE homework is prescribed, it reflects the active learning approach as described in the curriculum

9. Resources

- Resources/materials to be used in SPHE include:
 - Walk Tall
 - Be Safe
 - Bí Folláin
 - Intercultural Education
 - NWHB
 - NEWB
 - RSE
 - Development Educational Resources from Trocaire, Planet Earth etc.
- Resources are stored centrally in Margaret Bernard's (post holder) prefab.

10. Individual teachers' planning and reporting

- The principal in consultation with staff, including SDP special-duty teachers (M Bennis and P. O'Brien) and SPHE special duties teacher (M Bernard), meet on an ongoing basis to create and review whole-school plan and curriculum documents for SPHE both short-term and long-term. Staff have met on three different occasions to discuss SPHE policy, planning and reporting. Each teacher should have a long and short-term plan.
- The Cúntas Míósúil serves as a review document for SPHE and shows what areas of SPHE have been covered

11. Staff development

- A special-duties post has been formulated to cater for staff development in all areas of the curriculum. Any information on SPHE-related courses are circulated to staff and put on display in the staffroom

12. Parental involvement

- Parents can contribute to the development and implementation of SPHE in the school providing themselves as outside agencies to help develop and SPHE programme e.g. lollipop lady, nurse, professionals etc
- Parents of all children are invited to elect a parents association from which two delegates sit on the Board of Management
- Parents are involved in reviewing aspects of SPHE within the school through the Board of Management, discussion with teacher, and policy formation

13. Community links

- Members of the local community play a role in supporting the SPHE programme by talking to parents, parents association, sharing expertise with staff, guest speakers, visiting classrooms, assembly
- The local Health Promotion Unit of the local Health Board can deliver promotional materials to the school

Success criteria

- **How will we know that the plan has been implemented?**
 - *If teachers' preparation is based on the core curriculum and the cúntas míósúil reflects this*
 - *Procedures outlined in this plan consistently followed*
- **How will we know that the plan has achieved its aims?**
 - *Feedback from whole-school community*
 - *Whole-school inspection*

Implementation

(a) Roles and Responsibilities

The plan will be supported, developed and implemented by teachers, pupils and the whole-school community

The principal and special duties teachers (SDP and SPHE) will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings

The plan be monitored and evaluated once-a-year by post holder

(b) Timeframe

The plan will be implemented by 7th December 2006

Review

(a) Roles and Responsibilities

The following are involved in the review

- *Teachers*
- *Pupils*
- *Parents*
- *Special-duties teachers/plan co-ordinator*

- *BoM/DES/Others*

SPHE special-duties teacher has responsibility for co-ordinating the review.

- *This plan was discussed at the staff meeting on September 30th 2005 – element discussed: Green School*
- *This plan was updated and entered into the school plan on 30th November 2006.*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
- *This plan was reviewed and ratified at our staff meeting on June 6th 2008*
- *This policy was discussed at our staff meeting on September 10th 2018 – Food Dude Programme*
- *This policy was discussed at our staff meeting on September 24th 2018 – Food Dudes, LEAF Project; RSE*
- *Date for next review: 2010-2011**
 - *Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed of updates*

St. Paul's NS – SPHE Programme – Naíonáin Shóisearacha

Strands	Strand Units 2018-19	Topics	Strand Units 2019-2020	Topics		
MYSELF	Self-identity	1	Name, age, colour of hair/eyes, month of birthday, fingerprint	Taking care of my body	1	Hygiene, Bathroom, Teeth
		2	Things I am able to do		1	Sleep and Exercise
		3	Things I like/don't like		3	Use of hands/feet/eyes/ears/mouth
		4	5 senses		1, 7, 8	Nutrition/Healthy Lunch
	Safety and Protection	1, 2	Personal Safety	Growing and Changing	9	Food categories – fruit/vegetable/meals
		6	Safety in classroom/yard		1	Healthy Lifestyle
		4,6	Road safety		2	How I have grown (physical/social/intellectual); Compare
		6	Fire safety		4	Spring – new life – baby animals (farm animals – calf, chicken, foal, lamb)
		6	Water safety		6	A Baby's Needs
		6, 7	Home Safety		7	Feelings – identify emotions in a story
MYSELF AND OTHERS	Myself and my family	1-3	My Family	My friends and other people	1	My Friends
					2, 3, 5	How to be a friend
		6, 7	Bullying			
		Relating to others	1	Classroom Rules – Turn taking, listening, etc		
			2	Good manners – social stories and practice		
			2	Answering the phone		
MYSELF AND THE WIDER WORLD	Developing Citizenship	1	School Name and Class	Media Education	1	Identify sources of information
		3, 4	Class Rules		2	Favourite television programme
			School principal, secretary, caretaker/ tour of school		3	Discuss characters of stories/big books
		5	Local lollipop lady(visit), shopkeeper, guard, nurse		4	Look at TV ads – identify real and imaginary
		5	Dentist, doctor, postman			

St. Paul's NS – SPHE Programme – Naíonáin Shinsearach

Strands	Strand Units 2018-19	Topics	Strand Units 2019-2020	Topics
MYSELF	Self-identity	<i>All About Me</i>	Taking care of my body	<u>Body Parts</u>
		<i>Physical Features –Hand/Finger print</i>		<i>Hygiene –Washing of hands; Toilet Manners</i>
		<i>Introducing oneself</i>		<i>Dentist – Brushing Teeth</i>
		<i>Mistakes</i>		<i>General Hygiene</i>
		<i>Minding Property</i>		<i>Healthy Lunches/Eating</i>
		<i>Dilemma – making and justifying decisions</i>		<i>Fruit and Vegetables</i>
	Safety and Protection	<i>Personal Safety</i>	Growing and Changing	<i>Baby Box – Photos/personal baby items</i>
		<i>School/Class Rules</i>		<i>What can I do now that I couldn't do then (physical & intellectual)</i>
		<i>Stranger Danger</i>		<i>Spring</i>
		<i>Road Safety – Term 2</i>		<i>Life Cycle of Butterfly</i>
		<i>Fire Safety – Term 1</i>		<i>Feelings</i>
		<i>Water Safety – Term 3</i>		
MYSELF AND OTHERS	Myself and my family	<i>Family – identification</i>	My friends and other people	<i>Friendships – in class/yard</i>
		<i>Home – who lives in my house: Family</i>		<i>How to be a good friend – hand of friendship</i>
		<i>Family Activities/Celebrations</i>		<i>Sharing</i>
		Relating to others	<i>Classroom Manners</i>	
	<i>General Manners</i>			
MYSELF AND THE WIDER WORLD	Developing Citizenship	<i>Who works in my neighbourhood</i>	Media Education	<i>Favourite TV programme</i>
		<i>Visitor – doctor, garda</i>		<i>Discuss characters of stories and Big Books</i>
		<i>Respect for Elders/Adults</i>		<i>How to pass on a message</i>
				<i>Look at a poster/newspaper/book/card and identify information it tells us</i>

St. Paul's NS – SPHE Programme – Rang 1

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<i>Physical features/personalities</i>	Taking care of my body	<i>Good/Bad things to put in body</i>
		<i>What makes me a good friend</i>		<i>Different parts of body; senses</i>
		<i>Things I like/am good at</i>		<i>Healthy Body/Exercise</i>
		<i>Making Decisions – given scenarios</i>		<i>Baby to young child</i>
	Safety and Protection	<i>Safety at home & at school</i>	Growing and Changing	<i>Spring – new animals, babies</i>
		<i>Things safe/not safe to stay with</i>		<i>Feelings</i>
		<i>Safe Cross Code</i>		
		<i>Swimming Safety</i>		
MYSELF AND OTHERS	Myself and my family	<i>Where children fit in family</i>	My friends and other people	<i>What makes good friends</i>
		<i>Why families are important</i>		<i>Who are their friends and why</i>
		Relating to others	<i>Sharing</i>	
			<i>Group Work</i>	
MYSELF AND THE WIDER WORLD	Developing Citizenship	<i>Who helps us in school: secretary/caretaker/principal</i>	Media Education	<i>Importance of newspaper, radio, television etc</i>
		<i>What is a community</i>		
		<i>Why is living in community important</i>		
		<i>Recycling; saving energy</i>		

St. Paul's NS – SPHE Programme – Rang 2

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	Self-Awareness: - Senses: - Myself:	Taking care of my body	Hygiene: Skin Care, Body Care, Dental care, Hair, eye, ear, nose
		Developing Confidence: - Friends - Being Assertive - Intercultural Education		Food & Nutrition
		Making Decisions	Growing and Changing	fruit, seeds, plants; animal; human body
		- Friends		New Life
		- Bullying		Feelings and Emotions
		- Learning to use my own brain		
	Safety and Protection	Personal Safety		
		Road Safety		
		Fire Safety		
		Water Safety		
Safety at school				
MYSELF AND OTHERS	Myself and my family	My Family	My friends and other people	Influence of Friends
		Home, stories, animals, sharing, caring, jobs at home	Relating to others	Good manners Trust and Co-operation
MYSELF AND THE WIDER WORLD	Developing Citizenship	Identify people in school – staff, names, visitors	Media Education	Messages, Printed message, fact/fiction, broadcasting
		Class Rules		Advertising
		After school activities: in school/outside school		TV programmes

St. Paul's NS – SPHE Programme – Rang 3

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> • Images of me – mirror in box • Scenarios – thinking hats • You are unique too – Walk Tall Pg 54-55 • Interviewing peers, professions • Let no one steal your dreams • Initial of name - stand for something positive • Discuss race, colour • Hot seating – celebrities, teachers, self 	Taking care of my body	<ul style="list-style-type: none"> • Health and well being • Personal hygiene • Substances
	Safety and Protection	<ul style="list-style-type: none"> • Stay safe pg 18 • Travelling – bus/planes/cars – belt up • Water safety • Safety in school • Safety at home – special occasions 	Growing and Changing	<ul style="list-style-type: none"> • What makes me me • Ladder – characteristics, parents, teenagers • Recognising changes growing up – dealing with situations • Personal space – story • Alive-O: Birth, new life, pg 16 Advent • Circle Time: emotions; Walk Tall Pg 63
	Making Decisions	<ul style="list-style-type: none"> • Walk Tall – choices page 120 • Thinking hats – taking responsibilities • Circle time – role play • Earthlink pg 74 		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> • Belonging to a group • Alive-O: family, school, wider community • My Family, friends • A day in the life of a family member – diary • Lifestyles of families; Earthlink pg 60, 78 	My Friends and other people	<ul style="list-style-type: none"> • Friendships – circle time • Values – Alive-O • Bullying (stay safe pg 6, 8) • Register – dealing appropriately with children, adults • Rainbow programme – dealing with loss
			Relating to others	<ul style="list-style-type: none"> • Yellow book – community • Verbal & non-verbal • Conflict situations
MYSELF AND THE WIDER WORLD	Developing Citizenship	<ul style="list-style-type: none"> • Junior Achievement – roles • School Events – sense of belonging • Environment • Comenius • Stereotyping 	Media Education	<ul style="list-style-type: none"> • Christmas – understanding campaigns • Media expert – streets ahead – Expert at English • Newspapers – different opinions; compare • Adverts – develop their own • Stars and the influences on morals

St. Paul's NS – SPHE Programme – Rang 4

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> • Explore factors that influence self image • Identify realistic personal goals/ targets long and short term • Become more confident in coping with change • Become increasingly responsible and autonomous 	Taking care of my body	<ul style="list-style-type: none"> • tobacco/ alcohol and drugs • health professionals • physical changes (body) • personal hygiene • food pyramid • food hygiene • bacteria and viruses
	Safety and Protection	<ul style="list-style-type: none"> • Rules/ regulations school law • Personal responsibility for safety • Medicines prescribed • Accidents home- kitchen/ school and prevention 	Growing and Changing	<ul style="list-style-type: none"> • Appreciate need for time and space • Independence building trust-jobs responsibility • Stages/sequences of human baby • Caring for a baby-needs love / diet etc • Express feelings appropriate- classroom etc • Recognise/ distinguish between needs and wants
	Making Decisions	<ul style="list-style-type: none"> • Factors that influence personal decisions-peers and media • Devise simple decision making strategies 		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> • Explore different types of family structures- single mothers, adopted , fostered • Changes families undergo- planned/ unplanned changes- death, moving house, • Importance of family- love, support etc 	My Friends and other people	<ul style="list-style-type: none"> • Friendships- forming/loss/disharmony • Consideration for others views/ beliefs/ feelings • Bullying- types/dealing with/ reconciliation
			Relating to others	<ul style="list-style-type: none"> • Types/ appropriate behaviour in different settings home/ school • Conflict/ resolving it- variety of situations • Reconciliation- moving on / learning
MYSELF AND THE WIDER WORLD	Developing Citizenship	<ul style="list-style-type: none"> • Counteracting stereotypes • Children's rights/responsibilities • Comenius • Examine justice and fairness/ racisms and discrimination • School environment- litter/ green schools 	Media Education	<ul style="list-style-type: none"> • How information is transmitted through various media • Authenticity and reliability of information-internet papers • Advertising/ marketing

St. Paul's NS – SPHE Programme – Rang 5

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> • Uniqueness • Personal experiences • Personal goals • Factor affecting 	Taking care of my body	<ul style="list-style-type: none"> • The food pyramid • Function and sources of nutrients • Importance of water in our bodies • Healthy and unhealthy behaviour e.g. substance abuse
	Safety and Protection	<ul style="list-style-type: none"> • Rules and regulations at home, in school and in society. • Situations that may threaten personal safety. 	Growing and Changing	<ul style="list-style-type: none"> • RSE talk
	Making Decisions	<ul style="list-style-type: none"> • Types of decisions • Ways of deciding (factors that influence decisions) • Consequences of decisions 		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> • Explore varying types of family • Characteristics of belonging to a family • Rules and regulations to promote harmony • Factors that affect family life 	My Friends and other people	<ul style="list-style-type: none"> • Qualities of a friend • Friendship groups-what constitutes a healthy group • Problems that can arise in friendships • Bullying- cause and effect. Who to confide in
			Relating to others	<ul style="list-style-type: none"> • Practising ways of communicating with others e.g. introductions, expressing feelings and opinions • Responses to conflict situations
MYSELF AND THE WIDER WORLD	Developing Citizenship	<ul style="list-style-type: none"> • Communities • A sense of belonging • Sense of pride in a community • Having a sense of identity 	Media Education	<ul style="list-style-type: none"> • Various ways of conveying info. • The role of bias • Different forms of advertising, its purpose and the message it promotes- children will watch selection of television advertisements

St. Paul's NS – SPHE Programme – Rang 6

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> Identify personal goals 	Taking care of my body	<ul style="list-style-type: none"> Alcohol, anti-smoking Immune system-formation of antibodies Healthy diet and food pyramid
	Safety and Protection	<ul style="list-style-type: none"> Procedure if someone is being bullied 	Growing and Changing	<ul style="list-style-type: none"> RSE Transfer from primary to secondary Portrayal of love in the media
	Making Decisions	<ul style="list-style-type: none"> Identify sources of help in solving problems 		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> Compare and contrast life styles in different countries 	My Friends and other people	<ul style="list-style-type: none"> Bullying Inclusion and integration of all children
			Relating to others	<ul style="list-style-type: none"> What I expect of the teacher Conflict and resolution

Visual Arts

Introductory Statement and Rationale

(a) Introductory Statement

State how the plan was formulated over the school years 2001-2007/8 during curriculum days, in-service days, school-planning days and staff meetings

(b) Rationale

To benefit teaching and learning in our school

To conform to principles of learning outlined in the Primary School Curriculum

To review the existing plan for visual arts in light of changed emphases and new methodologies outlined in the Primary School Curriculum

To plan a core curriculum for each standard

To extend the development of visual arts education with outside agencies e.g. theatre groups, art galleries etc

Vision and Aims

(a) Vision

We seek to assist the children in our school in achieving their potential by engaging them in as many experiences in visual arts throughout their time in St Paul's NS, keeping in line with our school ethos

(b) Aims

We endorse the aims of the Primary School Curriculum for visual arts

- To help the child develop sensitivity to the visual, spatial and tactile world, and to provide for aesthetic experience
- To help the child express ideas, feelings and experiences in visual and tactile forms
- To enable the child to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design and communicate with different art materials
- To promote the child's understanding of and personal response to creative processes involved in making two and three-dimensional art
- To enable the child to develop the skills and techniques necessary for expression, inventiveness and individuality
- To enable the child to experience the excitement and fulfilment of creativity and the achievement of potential through art activities
- To foster sensitivity towards and enjoyment and appreciation of the visual arts
- To provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her own work

This Visual Arts plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Children with different needs
3. Linkage and integration
4. Assessment and record keeping
5. Equality of participation and access
6. Timetable
7. Displays
8. Resources and ICT

- 9. Health and safety
- 10. Individual teachers' planning and reporting
- 11. Staff development
- 12. Parental involvement
- 13. Community links

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant class level as well as the content of the core curriculum of St Paul's NS
- Teachers choose a range of activities for all strands for each class
- Teachers plan to that there is a balance between 2D and 3D strands and between making and doing and looking and responding to art taking into account that Looking and Responding can be a stand alone lesson
- Teachers ensure that there is continuity and progression from class to class by following the recommended content for their class level from the school core curriculum
- The school creates opportunities for children
 - to look at and respond to their natural and living environment through exploration of line, shape, form, colour and texture within the classroom as well as the local outside environment
 - to see how artists, craftspeople and designers work with, within and in response to their environments through looking and responding to work of artists, to the design in the locality (buildings, clothes, school items etc) and visits to art galleries
 - to look at and respond to art works and to make connections between what they observe and their own work
 - to look at and respond to their own art and the art of their peers, including six whole-school displays; one per strand
- Activities in the strand unit Making & Doing naturally lead to activities in the strand unit of Looking & Responding
- Through whole-school, class groups and individual planning the programme is structured so that the subject matter for art stems from the children's life experiences, from their imagination and from observations
- We ensure that children have a choice in materials they may select for their own use in making art
- Children have opportunities children have to use other media, especially IT, in addition to the six strands
- Children are given plenty of opportunities to develop sensitivity, informally and in context, to the qualities of
 - line
 - shape
 - form
 - pattern and rhythm
 - colour and tone
 - texture and spatial organisation
- Children experience a variety of approaches, e.g. receive a stimulus and then create, experiment, discover, engage in whole class work, individual work, pairs, groups, projects
- Local, national, international artists are all included in looking and responding to artists work
- In each lesson time is spent on stimulus, activity and evaluation

2. Children with different needs

- Teachers support and ensure the participation of children with special needs. There is an inclusive education policy in our school and teachers differentiate within the subject to cater for their needs
- Children with exceptional ability/talent encouraged also

3. Linkage and integration

- Visual arts lends itself to integration with other subjects – either to one subject or through theme-based activities. These are recorded under each subject area and the themes are commented on in the cúntas míosúil
- Linkage occurs across the strands
- Language:
 - The school creates opportunities for pupils to discuss and talk about their own and others' work in visual arts
 - We enable children to develop a visual vocabulary for looking at and critiquing the visual arts through using the looking and responding questions/guidelines included in the core curriculum as a resource

4. Assessment and record keeping

- Teachers assess on completion of a strand through
 - Teacher observation
 - Teacher-designed tasks
 - Work samples, portfolios, projects
- The information gained from the assessments is used by the class teacher to inform future planning and to assess the development of the children.
- This information is shared with parents at parent-teacher meetings and end of year reports and throughout the year through art displays on corridor and in halla etc
- Art is recorded in the yearly report
- All records are kept for a period of ten years.

5. Equality of participation and access

- Every child participates in visual arts activities. Each family is asked to pay a contribution for visual art resources and for visits to visual arts exhibitions, theatre groups etc. Non-payment of such contributions does not exclude children from participating.

6. Timetable

- Time is allocated at each level for visual arts according to the 2000 primary curriculum. Time can be blocked for project work when relevant. Discrete time can also be used for Visual Arts.
- We aim to cover the six strands as equally as possible. This is not over-restrictive allowing for flexibility for individual teacher's, class's or project needs. However all six strands will be covered each year. All classes in the school will work on certain strands at the same time. An exhibition will be held at the end of the month for the whole school. Each teacher will be responsible for displaying and removing his/her class's work. Teachers can chose to do a month's work on the strand or just one lesson. Themes and timescale are included in the core curriculum below. Suggested themes are not obligatory.

7. Displays

- ***In school***
 - In the classroom, school corridor/hall, on window of school etc.
- ***Outside school***
 - In the church (sacraments), local library (competitions) etc.
- ***Other ways***
 - Website etc.
 - The school has organised and will continue to organise open days where parents/community/others can be invited to view children's work – particularly after working with an artist in residence

8. Resources and ICT

- Centrally stored resources are stored in a press downstairs in Phase 1. Mary Ryan (post holder) takes charge of these. These resources are listed below and must be signed out.

- Each teacher also stores materials and resources in their classroom.
- Materials are purchased by individual teachers at the beginning of each year. Money is collected from each family at the end of the previous year.
- If anybody wishes to add any resource/materials to a wish list for visual arts they can make this request to the co-ordinator for visual arts, Marion McNamara

ICT

- Children use ICT for visual arts in the following areas: *Microsoft Paint and other programmes, use of fonts, clipart, digital camera etc*
- Children use the Internet for virtual tours of galleries, museums etc. It is also used as a resource by teachers to locate famous artists, painters, sculptors etc (history of art) and their works
- All software appropriate to visual arts is located in the press in the computer room. Pat Kennedy is responsible for this.
- Use of the internet is governed by user safety policy which is both familiar to teachers and children alike. The internet system in our screened and protected from inappropriate sites.

9. Health and safety

- Teachers always remind children of health and safety issues pertaining to the visual arts, e.g. *use of scissors, toxic paint and inhalation of glues etc.* Children are always supervised during these lessons.

10. Individual teachers' planning and reporting

- The whole school plan, teacher's pack and the curriculum documents for visual arts provide information and guidance to individual teachers for their long and short-term planning.
- Teachers plan by using both a strand and thematic approaches
- The Cuntas Míósúil serves as a means of recording the strands covered on a monthly basis by each class teacher and standard; and helps inform future planning by both individuals and the whole-school. They also serve as a means to monitor the visual arts plan.

11. Staff development

- Aisling Geary, Staff Development Officer, informs staff of any courses etc that are available in the curricular area of visual arts. These are posted on the staffroom notice board. Mrs McNamara informs teachers on an on-going basis of any new or interesting artistic displays in the Limerick area e.g. Dooradoyle Library, Pery Square, Hunt Museum, Belltable etc.
- Time is allocated at staff meetings to discuss aspects of the visual arts programme.

12. Parental involvement

- Parents are involved in supporting the visual arts plan through encouragement of their children, visiting school displays and by displaying works at home
- The visual arts plan is communicated to parents through board of management and inviting parents into displays
- Parents can support their child in fostering interest in the visual arts by encouraging children to participate in all related activities by displaying their work and by inculcating a genuine appreciation of artistic talent in the wider world.

13. Community links

- The Limerick County Council provides opportunities for the school to participate in the Artist-in-Residence scheme. We have already participated twice in this scheme. It gives the opportunity for local artists to work and share their ideas and experiences with children in the primary school.
- Children display their work locally in the church, art gallery of Dooradoyle library and on our website which can be viewed www.stpaulsdooradoyle.com. Children are brought to view and appreciate the visual aspect of the locality e.g. *riverbank, gallery, school and its immediate environment*

Success criteria

- **How will we know that the plan has been implemented?**
 - *Teachers' will prepare their visual arts programme based on the school plan and will follow the outlined core curriculum.*
- **Will we know that the plan has achieved its aims through**
 - *Feedback from teachers/parents/pupils/community*
 - *Feedback from inspectors' suggestions/report*

Implementation

(a) Roles and Responsibilities

The plan will be supported, developed and implemented by the visual arts co-ordinator, Marion McNamara.

Marion McNamara, principal and staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings

It will be monitored and evaluated each year

(b) Timeframe

September 2005.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the visual arts curriculum in the school.

(a) Roles and Responsibilities

Those involved in the review

- *Teachers*
- *Pupils*
- *Parents*
- *Post holders (Muirne)/plan co-ordinator (Marian McNamara)*
- *BoM/DES/*

Marion McNamara has the responsibility for co-ordinating the review.

-
- *This plan was discussed and ratified at the staff meeting on June 15th 2007 – element discussed: looking and responding*
 - *This plan was updated and entered into the school plan on 9th November 2007.*
 - *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
 - *This plan was mentioned at our staff meetin on November 20th 2017 – upcoming activities in school*
 - *This policy was discussed at our staff meeting on September 24th 2018 – Whole School response to an artist to be undertaken during first term of school year 2018-19*
 - *Date for review: 3rd term of school year 2008-09**

**Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed*

Looking and Responding Plan

Exhibitions in School:

All classes in the school will work on the following strands at the same time. An exhibition will be held at the end of the month for the whole school. Each teacher will be responsible for displaying and removing his/her class's work. Teachers can choose to do a month's work on the strand or just one lesson. Suggested themes are not obligatory.

- October: Paint and Colour (Suggested Theme – Bonfires/Halloween)
- November: Print/Batiks
- February: Clay
- March: Fabric and Fibre (Suggested Theme – Spring)
- April: Construction (Suggested to link to curriculum at that time)
- May: Drawing (Suggested Theme – Summer)

Artists:

Work from the following six artists will be displayed in the school over the year

- Van Gogh
- Monet
- Jack Yeats
- Edward Leech
- Salvador Dali
- Breughl

Aim – that children will become familiar with artists and prints.

Displays will consist of the following

- About 8 prints framed and placed in specific areas of the school – like a gallery effect.
- Each print will be named and a little piece of information will be also on display.
- Also any extras related to the painting will be made available (e.g. CD of 'Starry Night' by Van Gogh)
- There will be two displays at a time – one in each phase of the school.
- The display will last for 6 weeks (i.e. 2 per term) and then they'll swap phases
- Teachers can take the print to their classrooms to undertake a 'looking and responding' lesson.
- Other artists will also be on display around the school e.g. Caravaggio, Jean Paul Millet.

Exhibitions:

Children will visit at least one art exhibition each year e.g.

- City Gallery – Pery Square
- Hunt Museum
- Library
- Limerick Print Makers (invite school children every now and then)
- Some exhibitions provide artists to interact with the children.
 - It is recommended that the teacher visits beforehand and draws up a questionnaire for the class.
 - Aim that children understand and see examples of portrait, landscape, impasto, oil painting, watercolours and acrylic.
 - It also opens art up – children will experience that art is not just paintings.

Architecture

- Georgian Houses in Limerick
- Bridges in Limerick
- Celtic Gardens in Adare
- Bunratty Folk Park
- Pery Square

Photography: (specific class level to be decided)

Buy disposal cameras and have an exhibition of children's work

Artists in School

- Artist in Residence (we can apply again in 3 years)
- Theatre Companies
 - West Midlands
 - Clan Cluana
 - Cora Fenton
 - Spring Onion Puppet Theatre
 - Visit to school plays e.g. Catherine McAuley, Scoil Carmel

Resources in Mary Ryan's classroom **(visual arts co-ordinator)**

- Kids Craft folders 1 and 2
- Books on the artists Picasso x2
Monet x2
Van Gogh
Kandinsky
- ESB environmental photography awards 2002
- 265 things to make and do (seasonal etc)
- Amazing art attack stuff
- Crafts for kids (seasonal)
- The doodle book
- Paintings on rocks for kids
- The book of Kells painting book
- Step by step beadwork
 - Creative lettering
 - Printing
 - Mosaics
 - Origami
 - Paperfolding
 - Handmade cards
 - Paper mache
- Art masterpieces to colour
- Culture encyclopaedia art
- Variety of colouring books
- Calendars/pictures/postcards
 - The impressionists
 - Van Gogh
 - Monet

Picasso
Lemmen (pointalism)
Caliari
Stonehenge
Bacio
Klimt
Rafael

Resources in the Central Art Press

Visual Art

- Discover art at Dublin City Gallery, The Hugh Lane
- Draw 50 animals
 - Horses
 - Dinosaurs and other prehistoric animals
 - Flowers trees and other plants
 - Cats
 - Endangered animals
- Fun to do beads, badges and bangles
- Raymond Briggs “Father Christmas” colouring book.
- Reading 20th century Irish art
- Art explosion
- Discovering art 1
- Art and craft adventure 2
- How do you do?
- Paper crafts
- Lollipop stick crafts for children
- Doodle design
- Out and about
- Folders with various templates and art ideas for every season
- I am an artist DVD

Drama/plays

- The innkeepers daughter (Christmas)
- Woops a daisy angel (Christmas)
- The shepherds story (Christmas)
- Lets have a party (Christmas)
- Bald eagles Christmas (Christmas)
- Marion’s self-written Christmas plays
- The night before Christmas
- Mummy’s boy
- Collections
- Six winning plays
- On the fiddle
- Primary plays books 1 and 2
- The corner shop
- The truth about the tooth
- Terri
- Goodbye Kyrollis
- The selfish giant

Clay

- Rolling pins
- Cutters

Printing

- 5 ink rollers
- Rubber stamps
- Sponges in various shapes

Fabric and Fibre

- Beads
- Wooden shapes
- Weaving cards
- Quilling paper
- Small amount of felt

Paint and colour

- Small selection of acrylic paints



Music

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over the school years 2002-2008 over 3 curriculum-in-service days, meetings between post holders Eileen Fitzgerald (music) and Muirne Bennis (school planning), and meetings between principal both post holders.

(b) Rationale

We teach music to provide children with opportunities to engage with a wide range of musical styles and traditions, to become involved in moving, dancing, illustrating, story telling and making drama. Our Music Curriculum introduces children to music reading and writing, to song singing and to playing classroom instruments.

The reason(s) why it was decided to focus on this area for development e.g.

To benefit teaching and learning of music in our school

To provide a coherent approach to the teaching of music across the whole school

To review the existing plan for music in light of the 1999 Primary School Curriculum

To create a core curriculum for all aspects of music for all class levels

Vision and Aims

(a) Vision

We seek to assist the children in our school in achieving their potential through developing his/her talents in the area of music

(b) Aims

We endorse the aims of the Primary School Curriculum for Music

- To enable the child to enjoy and understand music and to appreciate it critically
- To develop the child's openness to, awareness of and response to a wide range of musical genres, including
- Irish music
- To develop the child's capacity to express ideas, feelings and experiences through music as an individual and
- in collaboration with others
- To enable the child to develop his/her musical potential and to experience the excitement and satisfaction of
- being actively engaged in musical creativity
- To nurture the child's self-esteem and self-confidence through participation in musical performance
- To foster higher-order thinking-skills and lifelong learning through the acquisition of musical knowledge,
- skills, concepts and values
- To enhance the quality of the child's life through aesthetic musical experience
- To provide children with opportunities to perform using their musical talents e.g. Christmas Concerts, school band, school choir, national children's choir, sacraments of confirmation and communion, church music competitions, community singing

This Music plan will be addressed under the following headings

Curriculum Planning:

1. Strands and strand units
2. Approaches and methodologies
3. Linkage and integration
4. Assessment and record keeping
5. Children with different needs
6. Equality of participation and access

Organisational Planning:

7. Timetable
8. Resources and ICT
9. Health and safety
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for their class level as well as the core curriculum for St Paul's NS
- Familiarity of the music programme is maintained when teachers change class or if new teachers join the staff through the core curriculum and school plan
- Continuity, progression and consistency from class to class is ensured through following the curriculum, core curriculum and school plan
- Teachers are familiar with the musical concepts and the three strands including Listening & Responding, Performing and Composing, ensuring that they are comprehensively covered and afforded equal importance

2. Approaches and methodologies

- All children are actively engaged in music education in our school
- Most teachers are actively involved in music education in our school. In some cases teachers with particular musical talent will teach music in other classes while that teacher teaches another curricular area e.g. PE which, along with teachers sharing ideas, skills and resources creates a positive musical environment
- A variety of approaches and methodologies are used to foster active enjoyable participation in the music curriculum
- Opportunities are provided to enhance children's lives through music through performing in national children's choir and other choir performances

Listening and responding

- Children are provided with opportunities to listen and respond to music both in the classroom and at other venues/events e.g. Music in the Classroom. Teachers ensure that children experience a wide range of musical styles, traditions and cultures as evident in the selection of pieces for the core curriculum
- The teacher provides opportunities for active listening and responding through e.g. questioning, prompting suggesting, listening to short examples repeatedly, responding in some of the following ways:
 - Moving
 - Talking about ...
 - Listening for specific instruments and/or specific features
 - Drawing and painting
 - Following/creating a pictorial score of music
 - Writing in response to music
 - Composing
 - Singing or playing along with music
 - Musical games and/or action songs e.g. Spot the rhythm, Identify Nursery Rhyme, Beat Detective, Hide the Rhythm

- Children are provided with opportunities to work in different groupings, e.g. whole group, small groups, pairs, individually
- Children are provided with opportunities to work collaboratively/co-operatively
- Children are provided with opportunities to offer varying and creative solutions to presented problems
- Opportunities provided for live performances include Christmas Concerts, Choir performances (Christmas Party; Carol Singing in shopping centre, St Paul's Nursing Home, Sacraments; National Children's Choir), Band Performances (Christmas Party, Assemblies)
- A broad range of materials is provided for listening and responding e.g.
 - Recorded music on video, audio tape, CD or music technology
 - Tuned and untuned percussion instruments
 - Environmental objects, such as assortments of metals, wood or fibres
 - Instruments of child/children in the class
 - Melodic instruments – recorder, tin whistle, piano, guitar, etc.
 - Performance of a group, ensemble, band, choir, orchestra visiting the school or at another venue.

Performing

- In the Performing strand all the following are emphasised
 - Active enjoyable participation
 - Development of skills, understanding, knowledge
 - Fostering of children's attitude and interests
 - Development of creativity.
- Effective singing skills are developed through
 - Different Methodologies of teaching
 - Conducting
 - Improving vocal quality
 - Vocal exercises
 - Encouraging the following - part singing, teaching rounds, partner songs (duet) and part songs
- Approaches to music literacy include pictorial representation of rhythm, stick notation, tonic solpha and reading music for tin whistles
- Children are provided with opportunities to play untuned and tuned percussion instruments in all classes. Acting on recommendations in the last Tuairisc Scoile, 2001, we have implemented a programme of tin whistle playing from Rang III upwards.
- Children have many opportunities to perform for an audience
 - Within class
 - Other classes
 - Parents and Wider community (as listed above)

Composing

- Children encouraged to compose music as part of the Composing strand through
 - Composing melodic composition by using some sort of tuned instrument
 - Children from Juniors to 6th use numbers to compose short pieces (refer to core curriculum)
 - Children from 4th to 6th compose by putting a melody to a rhythm
 - Children from 4th to 6th compose melodic tunes on a melodic instrument
- Children are given opportunities to compose a rhythmic piece by using vocal sounds, body sounds, and percussion instruments

Programmes School Participates

- Music Generation
- Peace Proms

3. Linkage and integration

- There is natural linkage across the strands of the curriculum – Listening and responding, Performing, and Composing – particularly if the main emphasis of the lesson is song singing.

- Music is a subject that lends itself easily to integration across the curriculum

4. Assessment and record keeping

- Assessment informs the teaching and learning of music by determining the skills the children already have and enabling teachers to identify what needs to be reinforced, consolidated or the next skill to be taught
- Children's overall musical ability, interest and participation level is assessed as well as individual aspects of each strand
- Teacher observation is the main assessment tool
- Other assessment tools used are
 - Teacher-designed tasks
 - Recordings of the children's work
 - Graphic/pictorial scores.
- Assessment is recorded in teachers' notes and in the end of year report
- This is communicated to parents in the end-of-year report

5. Children with different needs

- All children participate in classroom music. Teachers adapt and differentiates the curriculum according to the needs and talents of the children and a special-needs assistant provides support to some children if necessary/allocated

6. Equality of participation and access

- All children are given equal access to the curriculum.
- The music class can be used as an opportunity to integrate the culture of all pupils e.g. international pupils

Organisational Planning:

7. Timetable

- Time is allocated as per the Primary school curriculum. In this curriculum, music is included in the time allowance for arts education.
- **Music Generation** is timetabled for 3rd to 6th classes

8. Resources and ICT

- An inventory of resources, equipment and instruments is available for music and is included below.
- Eileen Fitzgerald, post holder, is responsible for music resources and they are kept in 3 central areas, press in computer room, Eileen Fitzgerald's Room and Marie Allis' room. Resources must be signed out.
- A new list has been compiled in 2008
- Funding for the music resources comes from funds raised by the school carol singers each Christmas and resources are then purchased centrally by Eileen Fitzgerald.

ICT

- Software is available for music and can be identified in the inventory of ICT resources compiled by Pat Kennedy, post holder ICT. The internet is also available as a resource. The code of practice to ensure safe internet usage is recorded in the ICT Acceptable Usage Policy

9. Health and safety

- Teachers always do their utmost to provide safe learning environments across all areas of the curriculum. Consideration is given to the following when planning for music:
 - Safety of children moving around the classroom
 - Storage facilities

- Access to, and transport of, equipment/instruments
- Ventilation of the classrooms
- Amount of space for children to sit or stand when doing choral or instrumental work
- Appropriate volume levels when using audio equipment and instruments.

10. Individual teachers' planning and reporting

- The whole-school plan, core curriculum and the curriculum documents for music provide information and guidance to individual teachers for their long and short term planning
- Teachers plan using the objectives as laid out in the strands and strand units
- Each teacher will record their month's work in their Cuntas Míosúil which will serve in reviewing and developing the whole school plan/individual preparation for following years

11. Staff Development

- Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with music. Resources are available in different centres as listed above
- Eileen Fitzgerald (post holder) and John Tuohy (principal) will take responsibility for monitoring developments.
- Staff are consulted about the purchasing of instruments and materials for music
- Information about in-service courses, school visits, musical events are communicated to all by Eileen Fitzgerald (post holder – music) and Aisling Geary (post holder – staff development)
- Teachers are encouraged to attend in-service courses.
- We are looking at opportunities for staff with expertise in the areas of music to share their ideas with other staff members e.g. co-operative teaching.
- Time is allocated at staff meetings to discuss aspects of the music curriculum
- It would be the aim of the school plan to provide advice and help on the preparation and implementation of the music curriculum to all staff e.g. to write out a piece of music, to change the key of a piece of music, to locate pieces of music
- There are opportunities for team-teaching in music e.g. National Children's Choir; Mrs O'Mahony, Liam Walsh and Mr Carroll teaching the words of NCC songs
- There are opportunities for whole school engagement with particular strands e.g. Garda Band concert, Christmas Carol Service, Assembly, Orchestra performance; Christmas/Nativity Plays

12. Parental involvement

- Parents can and do support their children in fostering an interest in music through attendance at concerts/performances/choir, encouragement of tin-whistle practice, giving permission to attend out-of-school music days (e.g. music in the classroom) and general encouragement of their child's talent
- Parents are invited and encouraged to view the children's performances in music wherever possible e.g. Carol singing, Christmas Concerts, Sacraments

13. Community links

- We would encourage members of the local community to become involved music in our school e.g. Garda Band attending for concerts; Music in the classroom as done in UL each year

Success criteria

This plan will make a difference to the teaching and learning of music in our school because teachers will use it to inform their planning and teaching. The following criteria will indicate success.

- **We will know that the plan has been implemented if**
 - Teachers' preparation is based on this plan
 - Procedures outlined in this plan consistently followed
- **Means of assessing the outcomes of the plan include**

- Teacher/parent/pupil/community feedback
- Cuntas Míósúil
- Inspectors' suggestions/report
- **We will know if the plan has enhanced pupil learning if**
 - Children have a positive attitude and appreciation of music
 - Children have an interest in expression through music
 - Children engage in listening and responding, performing and composing music
 - Children have explored sound including vocal sound, body percussion, instruments and environmental sounds
 - Children have listened and responded to music from a wide variety of genres and cultures in a variety of ways
 - Children sing songs appropriate to their vocal range from a wide variety of genres and cultures
 - Children play a variety of instruments
 - Children experience a variety of ways of recording music which may include graphic, pictorial, ICT and traditional music notation
 - Children improvise and create music using a variety of sound sources
 - Children talk about, evaluate and record their work.

Implementation

(a) Roles and Responsibilities

How and by whom will the plan be supported, developed and implemented

Eileen Fitzgerald (post holder for music) and John Tuohy (principal) will co-ordinate the progress of the plan, through the cuntas míósúil and interaction with staff; and will encourage and accept feedback on its implementation and report to staff on findings during staff-meetings and staff meetings.

How, by whom, how frequently will the plan be monitored and evaluated?

The plan will be monitored by Eileen Fitzgerald and evaluated by the whole-staff annually

(b) Timeframe

The plan will be implemented by April 2008

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the music curriculum in the school.

(a) Roles and Responsibilities

Those involved in the review are

- *Teachers*
- *Pupils*
- *Parents*
- *Post holder – Eileen Fitzgerald (music) – co-ordinator of plan/review*
- *Post holders – Muirne Bennis & Pádraig O'Brien (school plan)*
- *BoM/DES.*

-
- *This plan was ratified by the staff at the staff meeting on February 8th 2008*
 - *This plan was updated and entered into the school plan on 26th January 2008*
 - *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
 - *This plan was discussed at staff meeting of September 7th 2015 – Music Generation pilot programme announced*
 - *This plan was discussed at staff meeting of February 29th 2016 – Music Generation arrangements*

- *This plan was discussed at staff meeting of June 8th 2016 – Music Generation announced to continue the following school year*
- *This plan was discussed at staff meeting of January 23rd 2017 – Music Generation feedback was received from staff and all was very positive*
- *This policy was discussed at our staff meeting on September 24th 2018 – Peace Proms Concert*
- *Date for review: 2010-2011**
**Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed of updates*

Listening and Responding through Movement

<u>Junior Infants</u>	<u>Senior Infants</u>	<u>1st Class</u>	<u>2nd Class</u>
<ul style="list-style-type: none"> • <i>Flight of the Bumble Bee</i> • <i>An Dreoilín</i> • <i>Reel – Summer CD 13</i> • <i>We like to Boogie</i> • <i>Ademius</i> 	<ul style="list-style-type: none"> • <i>Dance of the Sugar Plum Fairy</i> • <i>Ademius</i> • <i>Reel – Summer CD 13</i> • <i>Disco Duck</i> 	<ul style="list-style-type: none"> • <i>Chinese Dance</i> • <i>Walking in the Air</i> • <i>Chicken Reel</i> 	<ul style="list-style-type: none"> • <i>Rwandan Drumming</i> • <i>The Aviary</i> • <i>Riverdance</i>
<u>3rd Class</u>	<u>4th Class</u>	<u>5th Class</u>	<u>6th Class</u>
<ul style="list-style-type: none"> • <i>Peter and the Wolf</i> • <i>The Syncopated Clock</i> • <i>St Patrick's Day</i> 	<ul style="list-style-type: none"> • <i>Consider Yourself</i> • <i>My Heart Will Go On</i> • <i>Fossils</i> 	<ul style="list-style-type: none"> • <i>Rakes of Mallow</i> • <i>Andante</i> • <i>Rachaimid a Bhean Bheag</i> 	<ul style="list-style-type: none"> • <i>Ripples in the Rockpools</i> • <i>Dance of the Flutes</i> • <i>The Radetzky March</i>

All pieces from 1st-6th taken from Music Box

Performing – Song Singing

<u>Junior Infants</u>	<u>Senior Infants</u>
<ul style="list-style-type: none"> • <i>Mo Lollipop – Treo Nua</i> • <i>When it's Winter time – AO</i> • <i>Twinkle, twinkle (2 verses) – MS</i> • <i>We wish you a Merry Christmas – MB</i> • <i>If you're happy and your know it – MS</i> • <i>Ten Little Fingers – MB</i> • <i>Trotting up and Down – MB</i> • <i>Music Man – Heads, Shoulders, Knees and Toes CD</i> • <i>Chick, Chick, Chicken – Old MacDonald CD</i> • <i>Na Baill Bheatha – Music Made Easy CD</i> 	<ul style="list-style-type: none"> • <i>Leipreachán 'na shuí faoin gcrann – MS</i> • <i>The Farmer (Autumn Lesson) – AO</i> • <i>Noah's Ark – MB</i> • <i>Tommy Thumb</i> • <i>The Animals went in Two by Two – MS</i> • <i>Santa Claus is coming to Town – MB</i> • <i>My Aunt Came Back – MB</i> • <i>Ceann, Gualainn, Glúin is Cos – Treo Nua</i> • <i>Bingo</i> • <i>Jack in the Box – MB</i>
<u>1st Class</u>	<u>2nd Class</u>
<ul style="list-style-type: none"> • <i>Oisín agus Bó – MB</i> • <i>Together Again – AO</i> • <i>Molly Malone – MB</i> • <i>Away in a Manger – MB</i> • <i>A Spoon Full of Sugar – MB</i> • <i>Grandfather Clock – MS</i> • <i>I Just Can't Wait to be King – Lion King CD</i> • <i>Zip a dee do dah – Hit Songs CD, No 11</i> • <i>When the Saints Go Marching In – MB</i> • <i>The Hokey Pokey – MS</i> 	<ul style="list-style-type: none"> • <i>Amhrán na Traenach – MB</i> • <i>Circle of Friends – AO</i> • <i>Somewhere over the Rainbow – MB</i> • <i>The Bare Necessities – MB</i>
<u>3rd Class</u>	<u>4th Class</u>
<ul style="list-style-type: none"> • <i>Beidh Aonach Amárach – MB</i> • <i>Christ is my Light (page 23) – AO</i> • <i>I Whistle a Happy Tune – MB</i> • <i>Bright Eyes – MS</i> 	<ul style="list-style-type: none"> • <i>Báidín Fheilimidh – MB</i> • <i>Within God's Creation – AO</i> • <i>Winter Wonderland – MB</i> • <i>Edelweiss – MB</i>
<u>5th Class</u>	<u>6th Class</u>
<ul style="list-style-type: none"> • <i>Óró 'sé do Bheatha Bhaile – MB</i> • <i>The Salvation Song – AO</i> • <i>I'm Singin' in the Rain – MB</i> • <i>Hey Jude – MS</i> 	<ul style="list-style-type: none"> • <i>Mo Ghile mear – MB/NCC</i> • <i>Confirm Us Today – Alive-O</i> • <i>I'd do Anything – MB/NCC</i> • <i>Amhrán na bhFiann – Inis Dom</i>

MB = Music Box, MS = Music for Schools CD, AO = Alive O; NCC – National Children's Choir

Performing – Tin Whistle (3rd-6th Class)

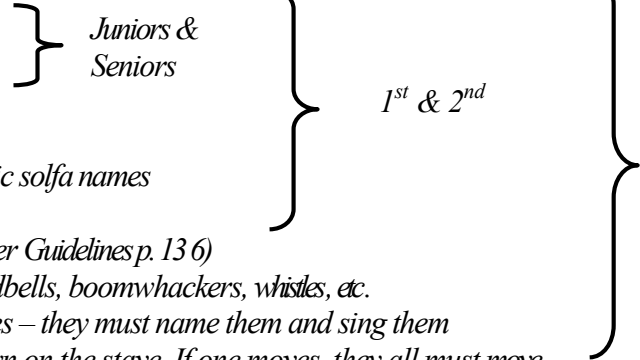
Notes are introduced in the following order:

- B
- A
- G
- C
- F#
- D
- High D

Pitch Notation

Steps involved in teaching pitch notation

1. Teach song
2. Show contour (shape) of song using hands
3. Show song on lines using blobs
4. Introduce names of notes e.g. soh, mi.....
5. Sing the song and substitute words for tonic solfa names
3rd-6th
6. Teach Handsigns for the notes (see Teacher Guidelines p. 13 6)
7. Play the songs on the instruments e.g. handbells, boomwhackers, whistles, etc.
8. Present blobs to children without any clues – they must name them and sing them
9. Explain that the notes can move up or down on the stave. If one moves, they all must move.



Songs for Pitch Notation

<u>Juniors & Seniors</u>		<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th & 6th</u>	
<u>High/Low</u>		<u>s-m</u>	<u>l-s-m</u>	<u>l-s-m-d</u>	<u>l-s-m-r-d</u>	<u>l-s-m-r-d(d-r-m-fs-l-t-d')</u>	
<ul style="list-style-type: none"> • Suas • Síos • Star Light 	<ul style="list-style-type: none"> • 1, 2, 3, 4 • High and Low 	<ul style="list-style-type: none"> • Touch Your Shoulders • Aon Dó 	<ul style="list-style-type: none"> • Bounce • Apple Tree 	<ul style="list-style-type: none"> • Hob Shoe • Hob • Bells in the Steeple 	<ul style="list-style-type: none"> • Hot Cross Buns • Mississippi Boatman Song 	<ul style="list-style-type: none"> • Seinn and Tamboirín • Here Comes a Bluebird 	<ul style="list-style-type: none"> • Rocky Mountain • Capall ag Sodar

Rhythm

<u>Rhythm</u>	<u>Juniors & Seniors</u>	<u>1st & 2nd</u>	<u>3rd & 4th</u>	<u>5th & 6th</u>
Graphic Notation	(pictures)			
(Stick Notation)		Π Z		
(Standard Notation)		/ □		
(Say)	Cat Kitten Ant Beetle Sean Máire Train Engine	ta ti-ti rest 1 beat 1/2 beat	ta-aa ta-aa-aa 2 beats 3 beats	ta-aa-aa-aa 4 beats

Composing

Composing Melodic Compositions

Composing a melodic composition means composing a piece of music that has a tune to it. Therefore to do this one would need some sort of tuned instruments that can play notes. Boomwhackers, bells, chime bars,

tin whistles, recorders or a keyboard are some of the instruments that could be used. Always encourage the children to give their composition a title. Here are some ways of approaching a melodic composition:

1. **Use numbers to compose (Juniors-6th):** e.g. 1 2 3 4. Present these numbers on different lines using different combinations e.g.:

1 2 3 4
4 2 3 1
2 4 1 3
4 3 2 1

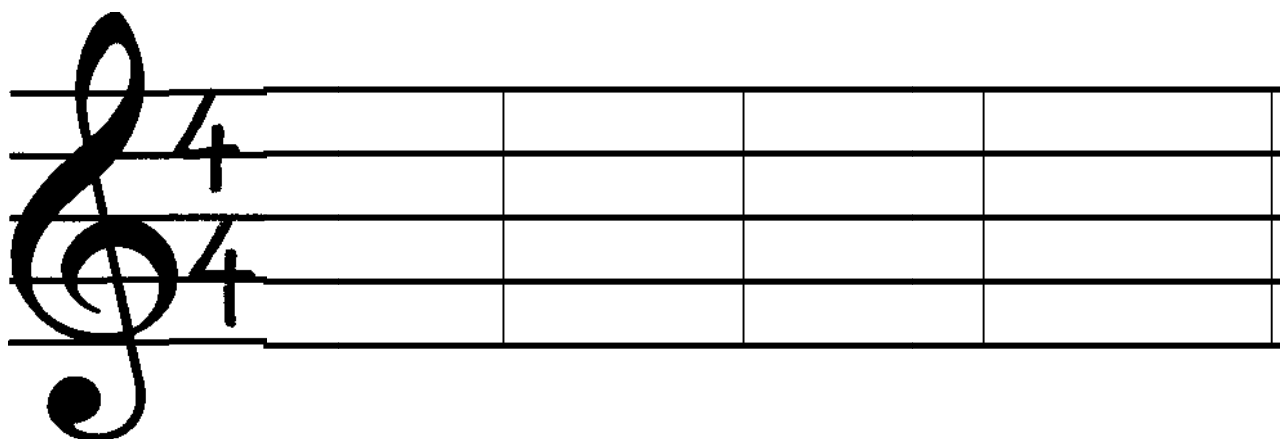
Select four different chime bars, one for each number. Each child plays the chime bar on his/her number. There are a number of ways that this activity can be varied:

- *Play the whole number sequence through twice. On the first playing strike the chime bar once, on the second playing strike it twice.*
 - *Play the sequence as it is. Repeat the whole sequence, but this time play it going down/backwards/diagonally etc....*
 - *Compose a spooky composition by using a combination of black and white chime bars.*
 - *Replace one number e.g. number 3 with another instrument such as a triangle, tambourine etc...*
 - *Add a melodic ostinato. The ostinato most suitable for the above composition would have 2 or 4 beats e.g. one person playing C E C E over and over again while the others play the composition.*
 - *Vary the dynamic each time e.g. play loudly once, and then play softly etc...*
2. **Put a melody to a chant (4th-6th).** Select any chant and select some melodic instruments to compose a tune to accompany the chant e.g.

John had great big waterproof boots on
John had a great big waterproof hat.
John had a great big waterproof mackintosh
'And that', said John, 'Is that!'

You could select 5 chime bars (C D E G A) and compose a tune to sing this chant to. The rhythm of the chant will be based on the number of syllables in each word.

3. **Compose melodic tunes on a melodic instrument (4th-6th)** such as the tin whistle or recorder, if the children are learning these instruments. It would be important to give the children clear guidelines when composing a tune e.g.



The children could compose using the staff shown above and beginning with only one note tunes, based on the note they are learning on the tin whistle/recorder. As they progress on the tin whistle/recorder they can compose tunes on the new notes. Always encourage them to give their tune a title. This makes it more real for them

Music Resources (January 2008)

- New keyboard – Yamaha (Ms Allis’s Room)
- Old keyboard (Ms Allis’s Room)

The following are stored in steel press in Computer Room

- Black Percussion Bags x2
- Red Percussion Box
- Sets of Chime Bars x7
- Sets of Glockenspiel x4 (new)
- Sets of Tuned Handbells x2
- Sets of Bongo Drums x5
- Boomwhackers x1
- Ocean Drum
- Thunder-maker
- Octachime
- Music for Schools (Songs for all classes)
- 20 Things to Do with a Song (rhythm)
- Introducing melody leading to composition (new)
- Whistle along – Tin Whistle Tutor with CD
- Three Singing Pigs 4-7 years (stories, compositions)
- Three Rapping Rats 7-9 years (stories, compositions)
- Listening to Music 5+ (elements – juniors to 2nd)
- Listening to Music 7+ (elements – 3rd up)
- Listening to Music 9+ (history)
- Music in the Classroom CD’s and teachers’ manual (all ages)
- abc# exploring classical music (senior classes)
- Let’s go Shoolie-shoo 5+ (dance, music) (new)
- Ring-a-ding-ding 7+ (poetry, tuned percussion)
- Alligator Raggedy Mouth 7-11 years (poetry, rhythm)
- Flying a Round (rounds, partner songs) (new)
- Book of 100 rounds (1st-6th)
- Banana Splits 7+ (graded part songs, partner songs) (new)
- Banana Splits CD (new)
- Learning to Read and Spell using Music (new)
- Instruments of the orchestra (pack, poster, tape)
- Music stands for School Band x6 (new)
- New Music Box for all Classes

National Children's Choir

The year, 1985, was European Music Year which commemorated the tri-centenary of the birth of the composers Bach, Handel and Scarlatti. Mr. Sean Creamer, then inspector of music for primary schools, set up the National Children's Choir to promote choral-singing for school children. This choir is all-inclusive, non-competitive and takes place every second year.

We, in St. Paul's N.S., affiliated with this choir in 1994. We have participated each year since that time. The children have benefitted greatly from the range of songs that have been taught: amhrain Ghaeilge; songs from opera, operetta, shows and oratorio; art songs, folk songs, spirituals, hymns, partner songs and rounds. Some are sung in unison and others in two- and three-parts. At the end of the school year, all of the children in the area perform these songs in concert at the University Concert Hall in UL. A small group of children then perform in the National Concert Hall in Dublin. To date, eight hundred children approximately have participated in and benefitted from this very worthwhile and challenging experience.

Many teachers and staff members have been involved during this time, directly or indirectly, teaching the songs, encouraging children to learn the words, making flags, selling tickets, hosting visiting schools, facilitating rehearsals and supporting the concert itself. It is a whole-school activity.

Drama

Introductory Statement and Rationale

(a) Introductory Statement

This plan is in the process of being formulated by all staff. Drama is a new and specialist subject and we are currently researching and choosing trial lessons. We are allowing a year for this process with a review at our next school development planning day after which we will complete the whole-school drama plan.

To date we have had three in-service days for drama namely

- In-Service Drama – Day 1: 15/01/2007
- In-School Planning – Drama: 21/02/2007
- In-Service Drama – Day 2: 23/03/2007

During the in-school planning day we choose 10 lessons per class standard and developed 4 of these lessons fully. These lessons are suggestions for teachers and are included below. Teachers have the freedom to suggest and try other lessons from other sources before we decide on the core

We have also purchased a number of books as listed with lesson suggestions which some standards are using for trial lessons:

- Step by Step: Joanna Parkes & Sarah Fitzgibbon
- Teaching Literacy through Drama: Patrice Baldwin & Kate Fleming
- The Toymaker's Workshop: Jo Boultron and Judith Ackroyd
- Drama Lessons for five to eleven olds: Jo Boultron and Judith Ackroyd
- Drama and the Traditional Story for the Early Years

Each teacher also received a drama pack on in-service day 2 and has access to the lessons on the school pack through a cd issued to all staff in September 2008

(b) Rationale

We teach drama as it can make a unique contribution to the development of the child. Its purposes, and the particular character of its activity, provide the means by which the child can achieve an enhanced awareness of self and can experience a unique mode of learning.

Vision and Aims

(a) Vision

We seek to assist the children in our school in achieving their potential through developing his/her talents in the area of drama in line of our school ethos

(b) Aims

We endorse the aims of the Primary School Curriculum for drama

- To enable the child to become drama literate
- To enable the child to create a permanent bridge between make-believe play and the art form of theatre
- To develop the child's ability to enter physically, emotionally and intellectually into the drama world in order to promote questing, empowering and empathetic skills
- To enable the child to develop the social skills necessary to engage openly, honestly and playfully with others

- To enable the child to co-operate and communicate with others in solving problems in the drama and through the drama
- To enable the child to understand the structures and modes of drama and how they create links between play, thought and life
- To enable the child to acquire this knowledge of drama through the active exploration of themes drawn from life (past and present), whether they have their source in other curricular areas or in general areas relevant to the child's life
- To enable the child to begin the process of translating a knowledge of drama into the active exploration of life themes from drama literature, leading to the appreciation of world drama culture
- To form the criteria with which to evaluate the drama texts, written or performed, to which he/she is continually exposed.

This Drama Plan will be addressed under the following headings when we are compiling it.

Curriculum Planning:

1. **Strand and strand units**
2. **Approaches and methodologies**
3. **Children with different needs**
4. **Linkage and integration**
5. **Assessment and record keeping**
6. **Equality of participation and access**

Organisational Planning:

7. **Timetable**
8. **Resources**
9. **Health and safety**
10. **Individual teachers' planning and reporting**
11. **Staff development**
12. **Parental involvement**
13. **Community links**

Approaches and Methodologies

Every teacher is aware of the elements of drama and has a sufficient knowledge of the different methodologies in order to incorporate them into a cross-curricular approach to drama.

Assessment

We recommend that children are assessed by teacher observation and checklists under the strand units i.e. Exploring and Making Drama e.g. how well the children participate, are they using space, belief, tension etc; Reflecting on Drama e.g. on completion of drama is the child able to reflect on it and relate it to his/her experiences, teachers can also keep a portfolio of children's' responses using art work, writings etc ; Co-operating and communicating in Making Drama e.g. are they communicating with others (in small groups, in pairs and in whole class). Drama naturally lends itself to integration and these assessments will also be made through other basis.

Appendix 1

Elements in Drama	How the elements might look ...
Belief	How can the child be encouraged to enter into the drama with full belief? <i>Evident in the child's trust</i>

	<i>in and ease with make-believe play</i>
Role and Character	How will the child move from role playing to entering into character? <i>Taking on the characteristics, attributes and thought process of another person</i>
Action	What is happening in the drama? <i>Action in drama comes from the interaction between characters and situations in which they find themselves in the drama</i>
Place	Where is the action taking place? How is real place and space used to represent this?
Time	When is the action taking place? <i>The fictional past and fictional future will have a bearing on the drama</i>
Tension	How will tension drive forward the action of the drama? <i>The characters will be faced with choices, desires and uncertainties. Such tension causes characters to make decisions and moves the drama forward</i>
Significance	What is the relevance of the drama to the child's life? In what way can the child relate to the drama?
Genre (Fifth and Sixth Classes only)	Is the drama naturalistic, absurd, tragic, comic or fantasy? <i>Genre is the style of the drama</i>

This plan was discussed at our staff meeting on September 26th 2008 – staff reminded to be aware of the elements of drama, the strategies involved and to be aware of discrete drama time, i.e. it is not just a methodology.

Drama – St Paul’s School

This is a list of suggestions rather than core curriculum. A core curriculum will be formed after a full year of trying out some of these ideas or teacher’s own ideas. Please also note that 5 drama books have been purchased and teachers can use drama lessons from these also

Drama – Junior Infants

<u>Topic</u>	<u>Development</u>
Tall Trees - Poem (1 st 3 lines)	
Autumn – Trees, Migration, Hibernation, Weather, (SESE)	
The Gruffalo – (Big Book)	
“Where’s My Teddy” – Poem	
The 3 Little Pigs – (Big Book)	
My Puppy – Poem (3 lines)	
The Bear Hunt – Big Book	<ol style="list-style-type: none"> 1. Mime of Bear Hunt Teacher-in-Role: Preparation for bear hunt; discussing solutions to passing through each obstacle Create Sounds and Movements 2. Review lesson 1 A new bear hunt – following children’s suggestions Still images of different scenarios Character Profile of the bear (role on the wall) 3. Read the story and compare Mime of narration Hot Seating of bear Character profile of bear in story – compare to lesson 2
Once Upon a Time – Big Book	<ol style="list-style-type: none"> 1. Read Story Still Images of different stories mentioned 2. Mime – Children in groups, character is assigned; the mime a scene from the book; class guess which scene 3. Teacher in Role; class are a collective character for the following: <ul style="list-style-type: none"> • Mammy talking to Goldilocks – why is their porridge on your dress • King and King’s men planning to find Humpty Dumpty • Misunderstood wolf from 3 little pigs trying to be accepted 4. Hot Seating Character Profiling
Flight of the Bumble bee – Music	<ol style="list-style-type: none"> 1. Play Music <ul style="list-style-type: none"> • Visualisation • Movement to music in role 2. Teacher in role; bees want to fly but are encountering obstacles – look for solutions Mime to narration based on the solutions 3. Writing in profile - I am a bee
A Village Under Threat	Drama Guideline – pg 24 (4 Lessons)

Drama – Senior Infants

<u>Topic</u>	<u>Development</u>
I'm Going on a Bear Hunt – Eng/Hist	<ul style="list-style-type: none"> • Defining Space • Still imaging • Children/Teacher in role • Hot seating • Mimed Narration • Writing in Role • Character Profiling
Sugar Plum Fairy – Music	<ul style="list-style-type: none"> • Mime • Visualisation • Teacher/Children in Role • Writing in Role • Role on the Wall
Chicken Licken – Eng/Hist	<ul style="list-style-type: none"> • Defining Space • Still imaging • Children/Teacher in role • Hot seating • Mimed Narration • Writing in Role • Character Profiling
Waking up – Poetry	<p>Starting with lines and working from there:</p> <ul style="list-style-type: none"> • Group Improvisation • Thought Tracking • Still Imaging • Mimed Narration
Road Safety – SPHE/Geog	<ul style="list-style-type: none"> • Visualisation • Mime to Narration • Teacher/Children in Role • Still Imaging
Feelings/Emotions – SPHE	<ul style="list-style-type: none"> • Improvisation in pairs/small groups • Teacher/Children in Role • Hot seating • Mime to Narration • Thought Tracking

Spring – SESE	<ul style="list-style-type: none"> • Visualisations • Still Imaging • Thought Tracking • (Animals) Sound Tracking
A little Talk – Poetry	<p>Starting with lines and working from there:</p> <ul style="list-style-type: none"> • Group Improvisation • Thought Tracking • Still Imaging • Mimed Narration
The Sad King	Drama Guidelines Pg 27
Little Red Hen – Eng/Hist	<ul style="list-style-type: none"> • Defining Space • Still imaging • Children/Teacher in role • Hot seating • Mimed Narration • Writing in Role • Character Profiling

Drama – 1st Class

<u>Topic</u>	<u>Development</u>
Food	
Oisín in Tír na nÓg	
Shopping	
Goldilocks and the 3 Bears	
Sport	<p>Introduction</p> <ul style="list-style-type: none"> • Simon Says <p>Development</p> <ul style="list-style-type: none"> • Brainstorming sports they play • Mime different sports • Still images of different sports – previous and following images • Developing into dealing with an injury • Acting out a celebration and commiseration of game/match
Four Seasons – Music	<p>Introduction</p> <ul style="list-style-type: none"> • Talk about classical music <p>Development</p> <ul style="list-style-type: none"> • Play Vivaldi’s ‘Spring’ – Four Seasons • Children close their eyes, imagine a picture and draw it • Mime to Music (different events during Spring) • Use a variety of music
Selfish Giant	
Emotions	
Animals	<p>Introduction</p> <ul style="list-style-type: none"> • Warm up Games • Children move like different animals <p>Development – Pets</p> <ul style="list-style-type: none"> • In 2s children are owners and pets <ul style="list-style-type: none"> ○ Owners demonstrate some things they do when looking after their pets – Discuss ○ Pets explain different things its owner does for it and things it doesn’t like that it’s owner does • Child tries to persuade parents that a pet is worth having • In a pet shop – pet-shop owner tries to sell pets (merits/advantages etc) • 2 animals talking to each other about their owner
People at Work	<p>Introduction</p> <ul style="list-style-type: none"> • Feely Bag – items from people in different jobs • Brainstorming the job <p>Development</p> <ul style="list-style-type: none"> • Character in Role (Teacher) – Children ask character questions • Still Images – children are assigned a job in groups

Drama – 2nd Class

<u>Topic</u>	<u>Development</u>
The 3 Little Pigs	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Warm up • Recall original story. • Introduce alternative story- <i>The True Story of the Three Little Pigs</i> • Compare and Contrast • Teacher in Role • Character Profiling-Wolf in Children’s Version <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> • Warm Up • Visualisation- Imagine setting, place, or what character and scene looks like. • Character Profiling- Wolf in Alternative version • Role on the Wall <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Warm up • Still imaging • Mime to Narration • Writing-Article-Write from Wolf’s point of view/Pigs point of view-5 W’s-Who, What, When, Where, Why? <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • Warm up • Children in Role-Reporter • Writing-Storybook Thinkers • Writing-<i>I Believe the Wolf/Three Little Pigs</i> • Freeze Frames-Before, Now and After (Eyes closed)
The Horrible House on Haunted Hill	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Warm Up • Introducing Poem/Song • Mime to a Narration • Teacher in Role <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> • Warm up • Visualisation

	<ul style="list-style-type: none"> • Still imaging and Thought Tracking <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Warm up • Music Composition • Children in Role <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • Warm up • Oral Paired Work- Conversation between two characters/items in the house • Writing in Role
Lizzie's Lion	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Warm Up • Introducing Poem/Song • Focus on 1st half of poem • Teacher in Role <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> • Warm Up • Still Image • Mime to a Narration <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Warm Up • Focus on 2nd half of poem • Actions to accompany poem <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • Warm Up • Whole poem reading/recital • Conscience alley- Robber, Lizzie or Lion

Drama – 3rd Class

<u>Topic</u>	<u>Development</u>
Mr Nobody	<ul style="list-style-type: none"> • Develop voice projection through poetry • Develop facial expression through poetry
Boy in Striped Pyjamas	<ul style="list-style-type: none"> • Thought Tracking
High King of Ireland	<ul style="list-style-type: none"> • Teacher in Role
Deirdre of the Sorrows	<ul style="list-style-type: none"> • Feeling in a legend • still image/conscience alley
Role Play	<ul style="list-style-type: none"> • Using story
Role Play	<ul style="list-style-type: none"> • School Long Ago
The Famine	<ul style="list-style-type: none"> • Still image of the Coffin Ships • Role Play of arriving in Ellis Island
Anne Frank	<ul style="list-style-type: none"> • Hot Seating
Norman Ireland	<ul style="list-style-type: none"> • Still image • Character profile & conscience alley
Columbus	<ul style="list-style-type: none"> • Hot seating

Drama 4th Class

<u>Topic</u>	<u>Development</u>
Explorers Shackleton, Mallory	<ul style="list-style-type: none"> • Discussion, planning trip before during and after • Mime/ still image • Role play • Conscience alley turn back keep going on adventure • Writing in role character profiling • Dramatise a piece • Make up a track
Environmental-Rainforest Drama birds, animals, trees accompanying music soundtrack	<ul style="list-style-type: none"> • Hidden brief -construction workers cutting down rainforest • Conscience alley- tree cutters / environmentalists • Character profiling
Movement/Mime	<ul style="list-style-type: none"> • robot- Iron Man, Pinocchio wooden boy, Fossils (music
Good Samaritan-Religion	<ul style="list-style-type: none"> • Conscience alley- Samaritan, Levite • Drama T.V. report from the scene of the incident interview characters • Free frame before and after
Wooden Horse of troy	<ul style="list-style-type: none"> • Still images Mime scenes • Thought tracker –up on shoulder –what character is thinking
Conflict resolution S.P.H.E	<ul style="list-style-type: none"> • Friendships • Bullying when the angel came from Blueskies • Roles play Exclusion from group • Dramatise incident –character track what each character is thinking • Mime -body language bully and person being bullied
Early Christian Ireland/Vikings Viking attack on round tower	<ul style="list-style-type: none"> • Character in role Tell the story from the perspective of the monk in the tower –feelings/ thoughts before during and after the attack • Character in role Tell the story from the perspective of a Viking about to attack the tower –feelings/ thoughts before during and after the attack Compare both perspectives
Dramatise/ mime events Poem Dog in a playground	<ul style="list-style-type: none"> • Game piggy in the middle, • Thought tracking mime reactions of children, • Mimic actions of the dog. • Still imaging of events before during and after.
Dramatise/ mime events 'When Hanna moved away'	<ul style="list-style-type: none"> • friendships moving away character tracking • character in role the thoughts feelings and emotions from the perspective of both girls dramatise final goodbye.
Dramatise/ mime events Ancient Greece the twelve labours of Hercules	<ul style="list-style-type: none"> • Teacher in role - children act out/ mime the twelve labours while teacher tells story/ narrates • Look at other Greek myths 'Perseus and Medusa'dramatise, mime

Drama – 5th Class

<u>Topic</u>	<u>Development</u>
Exploring & Making Drama Hats & Characters:	Role & Character assuming role of character in a particular hat. <ul style="list-style-type: none"> • Part 1: No roles given • Part 2: Roles assigned • Part 3: Still Image
Story: Christy's Dream	<ul style="list-style-type: none"> • Create soundscape in Smithfield market; • Conscience Alley – Should Christy tell his Ma?
Improvisation: Overheard Conversations:	<ul style="list-style-type: none"> • Read up to a chosen moment in your novel and suggest one of your characters overhears a conversation. • Encourage children to re-enact conversation. Strong attitudes – tension
A Visit From St. Nicholas.	A Visit From St. Nicholas. <ul style="list-style-type: none"> • Children in role. • In groups children create sound track to poem. Thought tracking. <ul style="list-style-type: none"> • Santa • Children • Father • Mother • Reindeer.
Thought Tracking based on novel.	Choose main character at a pivotal point in story e.g. Tom Crean at Hutpoint. <ul style="list-style-type: none"> • What are you thinking? How are you feeling? • Provide props to get in role.
Teacher in Role Factory Girl living during the Industrial Revolution.	<ul style="list-style-type: none"> • Teacher assumes the role of a factory Girl living during the Industrial Revolution. • Read an extract. • Children ask questions.
Forum Theatre:	<ul style="list-style-type: none"> • Using the fishbowl technique one group improvise scene from novel. • Time outs are called to enable class to offer advice and scene continues taking prompts
Still Image The Soup Kitchen.	<ul style="list-style-type: none"> • Use the spotlight to change between role and still image. • Give a short brief to each group
Poetry Theatre: Roald Dahl's Revolting Rhymes	<ul style="list-style-type: none"> • Divide class into groups and assign roles. • Use voice, gesture, props and space to re-enact poem.
Poem : What has happened to Lulu?	<ul style="list-style-type: none"> • Explore the possibility of what has happened to the character Lulu. • Hot seat Lulu's mother after discussion

Drama – 6th Class

<u>Topic</u>	<u>Development</u>
'I have a dream' – poem	<ul style="list-style-type: none"> • Hello Universe Pg 2?
Jimmy Comway – 'A Winter of Spies' Gerard Whelan	<ul style="list-style-type: none"> • Child in role of a historical Character
Bullying	<ul style="list-style-type: none"> • Learn through drama, relationship between story theme and life experience • Children create and sustain an imaginary situation – Bullying • Galadriel Hopkins, Hello Universe, 'Welcome to Thompson Park'
Imaginary Character	<ul style="list-style-type: none"> • Create and sustain imaginary character using props e.g. a collection of hats – used to express a point of view • Colonization of Australia – Settlers and Aborigines
Nomads and Settlers	<ul style="list-style-type: none"> • Poem: Alabama – Hello Universe Pg 13 • Song: O Susanna – Music Box Pg 41 • Drama about nomads and settlers – how best to arrange the wagons in case of attack
Patrick Sarsfield	<ul style="list-style-type: none"> • Child in role of a historical Character
First Confession	<ul style="list-style-type: none"> • Improvisation – Take scene and add to it • Hello Universe – Pg 176
Natural disasters	<ul style="list-style-type: none"> • e.g. Tsunami • Geography: Our Violent World • Matter of Fact: A World of Danger
	<ul style="list-style-type: none"> • Curriculum Statement: Pgs 86-89

Physical Education

Introductory Statement

The PE plan for Saint Paul's N.S. was formulated in consultation with PE cuiditheoir, staff, B.O.M. and parents of Saint Paul's N.S.

Rationale

Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

Vision

We seek to assist the children in our school in achieving their potential by the promotion of physical activity throughout the school. In Saint Paul's N.S. we intend to incorporate the messages of the curriculum in our lessons.

Key Messages

- the importance of enjoyment and play
- maximum participation by all children
- the development of skills and understanding
- a balance between competitive and non-competitive activities
- providing opportunities for achievement of each child
- providing activities equally suitable for boys and girls

Aims

We endorse the aims of the primary school curriculum for physical education. The aims of physical education in Saint Paul's N.S. are

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Broad Objectives

When due account is taken of intrinsic abilities and varying circumstances, the physical education curriculum should enable the child to

Social and personal development

- Experience enjoyment and achievement through movement
- Interact and co-operate sensitively with others, regardless of cultural or social background or special needs.

- Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement.
- Develop an understanding of fair play and team spirit through participation and competition.
- Develop positive attitudes towards participation in movement activities.
- Experience adventure and challenge

Physical and motor development

- Develop strength, speed, endurance and flexibility through engaging in a wide range of activities.
- Develop agility, alertness, control, balance and co-ordination through movement.
- Develop personal competence in the athletic skills of running, jumping and throwing.
- Perform dances with confidence and competence, including simple folk and Irish dances.
- Develop personal competence in a range of gymnastic movements.
- Develop personal competence in the games skills of sending, receiving and travelling using a wide variety of equipment, and to apply these skills in games situations.
- Apply the skills needed to live and move with confidence in the environment.
- Build water confidence near, in, on and under water.
- Develop personal competence in a variety of strokes and water agility.

Strands and Strand Units

- The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:
 - Infant classes pp. 16-23
 - First and Second classes pp. 24-34
 - Third and Fourth classes pp. 38-46
 - Fifth and Sixth classes pp. 48-59
 - Aquatics: Junior Infants-Sixth pp.62-64
- The school will also use the PE lesson plans prepared by the Primary School Sports Initiative.
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following six strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities and Aquatics.
We will endeavour to create a PE rich environment in the school by introducing a range of games and activities in the course of physical education lessons. After school activities are an important feature of this school across a variety of sports including hockey, basketball and gaelic games inclusive of boys and girls. A notice board in the main corridor is used to inform children of upcoming sporting events involving the school. Pictures of sporting teams and events are displayed on the walls around the school and on the school website.
- We will ensure there is continuity and progression from class to class by:
 - *Developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.*
 - *We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míosuil)*

Approaches and Methodologies

We will use a combination of the following approaches:

- Direct teaching approach e.g. teaching a specific skill such as “the dig” in volleyball
- Guided discovery approach e.g. children creating their own sequence in dance
- Integration e.g. Geography and Outdoor and Adventure Activities – directional and spatial awareness.

We will endeavour to use methods that encourage maximum participation by the child through group work:

- Individual, pair, group and team play - younger children and special needs children will need more individual attention
- Station teaching - groups moving around different stations and having one teaching station
- Using a play area divided into grids - groups of children stay in grids and the activities within the grids are differentiated to suit the particular group of children

Structure of a PE lesson:

1. Warm Up
2. Main Activity:
running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc
This main activity will take place at individual, pair and small group levels
 - Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson
 - We will divide our hall/play area into Grids to allow for small group activity and yet all children will be involved
3. Cool Down

Assessment

The teachers in the Saint Paul’s N.S. will assess the P.E. lessons delivered as we identify progress and difficulties.

- We will assess
 - Willingness to participate in activities
 - Readiness to engage with a certain activity
 - The level of competence of a child in carrying out an activity
 - Interest in and attitude to activity
 - Willingness to cooperate in individual, pair and group activities
- Our assessment tools are:
 - Teacher observation
 - Teacher-designed tasks
- Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.

Children with Special Needs

- Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in P.E. activities. This will mean we have to focus on the abilities of each child. Children with special education needs in mainstream classes who have been allocated a Special Needs Assistant will have the benefit of this assistance while engaged in physical education activities when the SNA is present in the class at that particular time.
- We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

General Adaptation Suggestions

Equipment:

Larger/lighter bat
Use of velcro
Larger goal/target
Mark positions on playing field
Lower goal/target
Scoops for catching
Vary balls (size, weight, color, texture)

Rules, Prompts, Cues:

Demonstrate/model activity
Partner assisted
Disregard time limits
Oral prompt
More space between students
Eliminate outs
Allow ball to remain stationary
Allow batter to sit in chair
Place student with disability near teacher

Boundary/Playing Field:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area (smaller, obstacles removed)

Actions:

Change locomotor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts

Time:

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Tennis

Use larger, lighter balls
 Use shorter, lighter racquets
 Use larger head racquets
 Slow down the ball
 Lower the net or do not use a net
 Use brightly colored balls
 Hit ball off tee
 Allow a drop serve
 Stand closer to net on serve
 Do not use service court
 Use a peer for assistance

Basketball

Use various size balls (size, weight, texture, color)
 Allow travelling
 Allow two hand dribble
 Use larger/lower basket
 Slow the pace, especially when first learning
 If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
 Use beeper ball, radio under basket for individual with visual impairment

Volleyball

Use larger, lighter, softer, bright colored balls
 Allow players to catch ball instead of volleying
 Allow student to self toss and set ball
 Lower the net
 Reduce the playing court
 Stand closer to net on serve
 Allow ball to bounce first
 Hold ball and have student hit it

Bowling

Simplify/reduce the number of steps
 Use two hands instead of one
 Remain in stationary position
 Use a ramp
 Use a partner
 Give continuous verbal cues

Soccer

Use walking instead of running
 Have well defined boundaries
 Reduce playing area
 If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
 Use a deflated ball, beeper ball, brightly colored ball
 Use a target that makes noise when hit

POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES

Potential area of difficulty	Implications for learning	Possible strategies
• fitness levels	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> • include active warm ups and drills for skills practice • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians
• listening and responding	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> • keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly
• co-ordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.	<ul style="list-style-type: none"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target • provide physical support to student in performing skill, for example, jumping
spatial and body awareness	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g. make a shape with the upper part of the body
• left-right orientation	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> • include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides

<ul style="list-style-type: none"> • behaviour 	<p>This will necessitate the smooth progression of lesson structure with clear instructions.</p>	<p>of the body</p> <ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours • ensure that the student is suitably placed in the class for optimum learning • check that the student is attending by reinforcing and questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success
<ul style="list-style-type: none"> • social integration. 	<p>Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.</p>	<ul style="list-style-type: none"> • group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

- Children with exceptional ability/talent for P.E. will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the P.E. curriculum in which they excel. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by forging links with local clubs (if links have not been established already) so the child(ren) can bring their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all P.E. activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

Equality of Participation and Access

- In planning for P.E. Saint Paul's N.S. will pay attention to the following areas in order to promote gender equity throughout the physical education curriculum.
 - All children from first to sixth class will partake in all six strands of the curriculum. Children in infants partake in five strands excluding aquatics.
 - We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme.
 - When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
 - As a staff we will help children to build positive attitudes towards all activities.
 - We will take into account the needs of girls and boys when promoting the health related fitness of children.
 - We will enter both boys and girls teams in inter-school competitions.

Due to the increased enrolment of children from other countries in Saint Paul's N.S, it is vital to help these children integrate. P.E. provides great opportunities for this integration

- *The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.*
- *Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.*
- *Introduction of games from different countries i.e. boules, lacrosse to children in the school, yet at the same time acknowledging the special place that Gaelic Games hold*

in our culture. Gaelic Games will be given particular consideration as part of the Games programme

- Identify provision required, as and where necessary, for inclusion of the following
 - Children experiencing any form of disadvantage
 - Special Needs Children
- Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.
 - *In line with Department of Education and Skills recommendations, it is the policy of Saint Paul's N.S. not to charge for in-school curricular activities. However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the School has made provision for such children to attend classes.*

Linkage and integration

(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)

- Linkage and integration e.g. dance and gymnastics
- Integration e.g. dance and music
- Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered. Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class.

Organisational Planning:

Timetable

In Saint Paul's N.S. junior infants to third class will have two sessions of PE each week – each session thirty minutes duration. All other classes will have one full hour session. First to sixth classes will attend swimming lessons in the University of Limerick Pool throughout the year. Each class will receive a minimum of six swimming lessons in the school year.

The Games, Outdoor and Adventure activities and Athletics strands are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside in the schoolyard or field.

September-October	November-December	January-March	April-June
Games	Dance	Gymnastics	Games
Athletics	Gymnastics	Dance	Outdoor and Adventure activities
		Games	Athletics
<i>Sample Plan of work for infant classes</i>			

September-October	November-December	January-March	April-June
Games	Dance	Aquatics 4 th -5 th	Games
Athletics	Gymnastics	Gymnastics	Athletics
Aquatics 1 st -3 rd		Dance/Games	Outdoor and Adventure activities
			Aquatics 6 th

Code of Ethics

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. *'Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general'*¹
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Skills Child Protection Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.

After School Activities

After school activities are organised in Saint Paul's N.S. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls.

Saint Paul's N.S. enters teams in hurling, football and camogie competitions organized by Cumann na mBunscol at U-10, U-11½ and U-13 level. Boys and girls from 1st to 6th classes receive coaching after school in the above sports from teachers in Saint Paul's N.S. This coaching takes place in the school field and school hall and is ongoing throughout the year.

The school also enters a variety of blitzes e.g. I.N.T.O. mini sevens.

Basketball and hockey are also provided as after school activities.

These teams play against other schools in challenge matches and blitzes. School leagues are also organised to reinforce the skills children have acquired in these areas. These after school activities cover many of the objectives outlined in the strand games.

Saint Paul's N.S. organises 2 sports days where parents are invited to view children's PE activities and encourage them to participate. The junior sports day incorporates junior infants to second class. The senior sports day incorporates third to sixth class. Both sports days take place in the school field. Emphasis is on enjoyment and participation in a non-competitive environment. The children move from station to station ensuring active engagement in a variety of activities. The provision of bouncing castles is an added feature of both sports days.

Saint Paul's N.S. takes part in the Limerick City Primary Schools Sports. This event is staged each May in the University of Limerick. Trials take place for all children from 2nd – 6th each

April. A team of over 50 children is then selected to represent the school. The school has had great success in this competition in recent years winning three trophies in four years.

We encourage the children to take part in local sports activities and clubs and will endeavour to pass on information regarding local sports clubs. We hope to pass on to the children that sport is for all and that there are many activities in which the children can take part in locally e.g. swimming, athletics, soccer, gaelic football, rugby, hurling and horse riding.

PE Equipment and ICT

- Saint Paul's N.S. has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holder for PE and is checked and updated at the beginning of each school year.
- It is stored in a room in the school hall .It is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the room once a month. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
- The post holder in consultation with the Principal and the staff will have the responsibility to purchase the P.E. equipment for the school and to apply for equipment from different organisations who give free equipment to schools e.g. Buntús packs, F.A.I.
- The BOM, on the recommendation of the Principal (informed by the P.E. post-holder) will sanction a budget for updating of P.E. equipment annually - subject to funds being available. The Principal will also request additional funds from the Parents Association.

ICT

- In order to ensure a P.E. rich environment, the school will have a dedicated P.E. information board where school and local events will be advertised. The use of the school's digital camera will be vital in recording P.E. activities. The display of these pictures on the notice board and school website will give an opportunity to children to see themselves and others in action.

Health and safety

We have a school Health and Safety Policy which will be adhered to at all times in PE activities. Issues identified as being health and safety issues in a P.E. context include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents etc... It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject. When engaging children in P.E. all members of Saint Paul's N.S. staff will ensure that the following safety aspects will be taken into consideration

- All children have to wear suitable footwear and clothing during a P.E. lesson. Children will not be allowed wear any jewellery during a P.E. lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all P.E. equipment safely.
- In all P.E. lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.

- Should an accident occur in the P.E. lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Running activities will not finish at a wall or pole.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the P.E. lesson.
- Children will not be forced to do activities they are not physically or mentally ready for.

The First Aid Kit is kept in the kitchen and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is also available when children are participating in after school sports. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form.

Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for P.E. will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum

The Cuntas Miosuil will be very relevant in reviewing and developing the school plan for the following years.

Staff Development

Saint Paul's N.S. has a selection of relevant resource material which will aid the teachers in their development and implementation of the P.E. curriculum. This resource material is available in Mr. Carroll's room. Teachers are informed of suitable websites from where teachers will be able to source material.

Teachers are made aware of physical education courses which are organized by the Limerick City Sports Partnership.

Community Links

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. We will also make reference to famous sports people from our community and invite suitable people into the school to talk to the children as long as the content is in keeping with the sentiments of the curriculum. If a **local team or individual** has had a notable victory, they will be invited in to the school to share the victory with the local children. Sports people from our community will be invited to present medals in Saint Paul's N.S. to children on various teams.

The community, in the form of a very active Parents Association, has also been involved in fundraising for P.E. equipment for the school and for after school activities.

Parental Involvement

Parents are invited to participate in the sporting life of the school. They are encouraged to support the various school teams, attend the sports days and Limerick Primary Schools City Sports, attend swimming lessons in the University of Limerick where they can view the progress of their child(ren) and provide transport for children to and from matches. The Parents Association, as outlined above, is willing to fundraise to allow additional equipment to be purchased. Parents are requested to inculcate in their children a positive attitude towards PE and sport.

Implementation of School Plan

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis. Teachers will also be acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

Success Criteria Key Messages

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls.

Means of assessing the outcomes of the plan include

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions/report
- Second level feedback

Implementation

Roles and Responsibilities

The Principal and special duties post holder for PE will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored and evaluated every May as the school year nears an end and we can reflect meaningfully on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE plan

- Teachers
- Pupils
- Parents
- Post holders
- BOM/DES Inspectorate

St.Paul's N.S. School Aquatics Plan

INTRODUCTION

It is important to stress that this plan is not based solely on stroke development but has more emphasis on the elements of confidence building and water safety skill as emphasised in the aquatics curriculum. Although the acquisition of swimming skills is obviously important it is recognised that not all children may learn to swim despite the best efforts of the instructors. Thus it is vital that all children learn valuable life-preserving skills while maintaining an emphasis on fun and enjoyment.

Approaches and Methodologies

There is great scope for guided discovery in pool work as children build confidence and learn about their own buoyancy. There is a natural integration with aquatics and science but also

with the SPHE curriculum. Some time will be given to opportunities for free play and structured games will also be an integral part of each pool session.

CURRICULUM PLANNING

Strand Units

Unlike the other strands of the PE curriculum, aquatics is not divided into content objectives for various class levels as many children in older classes may be beginners while some junior pupils may already be able to swim. This will allow for classes of different levels to attend the same session as children will be grouped according to their ability.

Hygiene

This topic also occurs in SPHE in the strand *Myself* strand unit *Taking Care of my Body*, however, there are particular aspects which are specific to taking children to a swimming pool. The pool work component of the aquatics programme affords many opportunities to explore elements of the SPHE curriculum in a *real* setting. These not only appertain to the importance of using the shower, toilet and footbath before getting into the water, but also to learning about packing the correct items for a swimming trip and taking care of those items when at the venue so as to successfully get dried and dressed afterwards. When at the pool children need to learn to put their outer clothes into their basket/bag first, working their way inwards, finishing with their towel on top.

Water Safety

This is of paramount importance in creating safe practice in and around water. It deals with the observation of pool rules, the recognition of the hazards of water and the identification of correct procedures to deal with hazards. There is again a natural integration with SPHE. Much of this work can be done in the classroom but is reinforced at the pool.

Water – safe entry and exit

The first visit to the pool may be a daunting prospect for many pupils. The swimming teacher will ensure that they learn to enter the water in a manner appropriate to their age, height and skill. Beginners will initially use the ladder to enter backwards – children should be encouraged to use this method until they have built up enough confidence to turn and slip in or to jump in, as appropriate. Diving should only ever be attempted under instruction.

Buoyancy and Propulsion

This is primarily concerned with building confidence and competence and is the precursor to learning a swimming stroke. Much valuable learning occurs at the pool during organised games through which children learn about their own buoyancy.

Resources

At the swimming pool simple items such as ping pong balls or rubber balls and lumps of plasticine can be used to further explore the concepts learned in the classroom. It is important that children, particularly those gaining water-confidence have opportunities to play with a variety of floating and sinking objects, containers, sponges, hoops and balls in order to fully appreciate the properties of water.

As children's swimming skills increase the instructor should allow for opportunities to explore movement in water including floating, tumbling and shallow-diving.

Stroke Development

Although often the focus of an aquatics syllabus, it can be seen from the strand units that actually learning to swim is just one small module in the whole programme. It must be recognised that not all children will achieve mastery over a stroke in a six week course of

lessons – or indeed over a longer period. Thus it is important that stroke acquisition not be the focus of the whole aquatics programme.

It is hoped that most children in St. Paul’s N.S. will at least acquire the Front Crawl and learn to tread water. The introduction of Back Crawl, Breast Stroke and Inverted Breast Stroke will be at the discretion of the swimming instructor.

Water-based Games

In order to keep an emphasis on fun and enjoyment in the aquatics strand children will participate in structured games for a portion of each session.

Understanding and Appreciation

Most of the aspects of this strand unit will be addressed if the other strand units are covered. There may be opportunities during events such as The Olympics, to highlight events such as High Diving or Synchronised Swimming with which children may not be familiar. As part of creating a PE-rich environment the school will draw attention to local swimming clubs and water safety lessons.

Record Keeping

A weekly record will be kept in order to track behaviour or take note of minor incidents which may occur. Incidents will be documented in writing and if necessary, followed up when back in school.

Term:	Date:
Details:	

Details of more serious incidents or accidents should be recorded on the school accident report form.

Pupils with Special Education Needs

Children with special education needs in mainstream classes who have been allocated a Special Needs Assistant will have the benefit of this assistance while at the pool. This may be of particular importance in ensuring that their bag contains all necessary items, in getting to and from the bus and in getting from the changing rooms to the pool bank. With the agreement of the pool management the SNA will be encouraged to stay on the pool bank in order to help their pupil stay focussed on the lesson or to intervene if necessary to elucidate a point.

Equality

All children in St. Paul’s N.S. are encouraged to attend swimming lessons irrespective of means and any shortfall in finances will be met by the Board.

ORGANISATIONAL PLANNING

Timetable

Classes will attend the pool each year for a minimum of six weeks. The swimming lessons will take place in the University of Limerick. Children will be transported to and from the swimming lessons by bus. A consent form is issued to the family of each child in advance of

the beginning of the swimming lessons outlining the dates of the lessons, the cost accruing and the provision of transport by bus. The written consent of parents is required for their child(ren) to partake in swimming lessons. In the autumn term, 1st, 2nd and 3rd classes will attend. In the spring term 4th and 5th classes will attend. 6th class will attend swimming lessons in the summer term for 6 weeks. This is subject to the timing of the sacrament of confirmation. A maximum of sixty children will be in the pool at any one time. Four to five instructors will be available to provide tuition to the children.

Role of the Class Teacher

Class teachers will accompany their classes on the bus to the pool and supervise in the changing rooms while children get ready for their lesson. There must always be a minimum of two teachers in the changing rooms. If for any reason there is only one teacher of a particular gender available s/he should supervise from the open door of the changing room from where s/he will be able to hear the children and will be available to help if needed. Children are not permitted to leave the changing rooms until they have been called onto the pool bank by the instructor/teacher in charge. Teachers will remain on the bank (or in viewing gallery if one exists) for the duration of the lesson. This is of use to the instructors particularly if there is an issue regarding behaviour or discipline with which it is more appropriate for the class teacher to deal. A note should be made of any behaviour deemed inappropriate which needs to be followed up upon return to school. Teachers should return to the changing room before the children have left the pool bank in order to ensure their pupils' safety.

Code of Ethics

In line with the Code of Ethics and Good Practice for Children's Sport in Ireland it is the policy of the school to encourage children to enter into the aquatics programme but to ensure that they also do that by choice. It is envisaged that one of the key messages of the PE curriculum, that of enjoyment, is underwritten in this syllabus.

Due to the nature of attire at the swimming pool, teachers may be in a position to identify sites of non-accidental injury normally covered. Any concerns regarding a child's safety should be handled following the guidelines from the Department of Health – in which case a record should be kept and concerns should, at the earliest opportunity, be reported to the designated liaison person (Mr. Tuohy). Confidentiality is essential, please do not discuss your concerns with your colleagues or others.

Equipment

It will be at the discretion of U.L. swimming pool to make a range of equipment available which will enhance the learning opportunities of the children.

Health and Safety

Due to the nature of the environment all areas of the pool may be wet and slippery. Children must WALK at all times while in the pool building.

Dress

- Children should wear a tracksuit on swimming day.
- All pupils must wear a swimming hat.
- It is recommended that girls wear one-piece swimsuits as opposed to bikinis.
- Goggles and flip-flops are optional.
- Arm bands or other floatation devices are not permitted.

Jewellery

- Teachers will not be responsible for taking care of items of jewellery.

- Children are expected to place all their personal belongings including clothes, runners, watches etc. into their gear bag. Children bring their bags from the changing area and leave them on the pool bank.

Medical Considerations

- Pupils with the following conditions should be made known to staff and if required bring medication with them. In general these children will benefit from the non-weight bearing exercise opportunity that swimming will afford them.
 - Arthritis
 - Asthma
 - Diabetes
 - Epilepsy
 - Recent Injuries
 - Post-operative Conditions
- Some children will be excluded from swimming until medical advice has been sought regarding:
 - Eye or ear infections
 - Open Wounds
 - Infectious Diseases (such as Chicken Pox)
 - Severe coughs or colds

It is expected that the child's parents or guardian will provide a note of explanation excusing the child from a particular lesson or lessons.

Important

Children are **NOT** permitted to use aerosol or sprays of any kind.

Individual Teachers' Planning and Reporting

While teachers are not expected to teach swimming per se, it is envisaged that teachers will take the opportunity to back-up the work done in the pool by using appropriate lessons from the SPHE curriculum.

Staff Development

INTO summer courses throughout the country offer opportunities for teachers to improve their own swimming skills and to organise a school aquatics programme. Teachers have the option to partake in these courses.

Content

The lessons prepared by the Primary Schools Sports Initiative will be an invaluable resource in the implantation of the PE curriculum in Saint Paul's N.S. Each teacher has a copy of the PSSI lessons on a CD and is aware that the lessons can also be viewed on the PCSP website.

PE Curriculum

	<u>Athletics</u>	<u>Gymnastics</u>	<u>Outdoor & Adv Act</u>	<u>Games</u>	<u>Dance</u>
<u>Infants</u>	<ul style="list-style-type: none"> • Walk, jog or run for 30 seconds to 90 seconds increasing time gradually • Sprint distances of 10-20 metres with emphasis on sustained effort throughout. • Reaction sprints • Pair relay using a beanbag • Team relays in small groups • Run over flat markers evenly spaced e.g. skipping ropes • Run over low hurdles evenly spaced 20 cm high • Practise skipping activities • Explore various ways of jumping e.g. jumping for height or distance • Practise under-arm throw aiming a bean bag into a hoop 	<ul style="list-style-type: none"> ▪ Develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space ▪ Practise rocking and rolling activities leading to the forward roll ▪ Movement sequences linking two basic movement actions. ▪ Use of apparatus <ul style="list-style-type: none"> ○ Travelling around, in and out of hoops ○ Travelling along, across and around mats and benches ○ Balancing using mats, benches and bar-box ▪ Partner Work <ul style="list-style-type: none"> ○ Following a partner imitating movement ▪ Develop good body tension and posture <i>Taking off with knees bent and landing with bent knees and straight back</i> 	<ul style="list-style-type: none"> ▪ Undertake short walks within or adjacent to the school grounds <ul style="list-style-type: none"> ○ Walk to local church ○ Walk to school field ▪ Orienteering – Following Directions <ul style="list-style-type: none"> ○ forward, backwards, left, right ○ Going to features identified by photographs or pictures, finding the symbol (control) at that feature and recording it simply. ▪ Undertake adventure trails <ul style="list-style-type: none"> ○ stepping across markers, then across raised markers to cross an imaginary stream, i.e. stepping-stones, stepping-logs ▪ Co-operation Games <i>Refer to school plan – Appendix 5</i> 	<ul style="list-style-type: none"> ▪ Ball Handling Skills <ul style="list-style-type: none"> ○ Roll a ball to a partner ○ Throw beanbag or ball into air ○ Throw under-arm or over-arm at target ○ Catching beanbag or ball ▪ Kicking Skills <ul style="list-style-type: none"> ○ kicking a ball to a partner along the ground using the inside and the instep of the foot ○ controlling a ball with the foot by trapping or stopping it ▪ Carrying and Striking <ul style="list-style-type: none"> ○ Carrying a beanbag on different body parts ○ Carrying a beanbag on a small bat/racquet while moving slowly or quickly. ○ Bouncing a ball on a racket while stationary ▪ Playground Games <i>Refer to school plan – Appendix 4</i> 	<p><u>CREATIVE:</u> Alive O Music – Scarecrow Dance Carnival of the Animals Head, Shoulders, Knees and Toes Magic Dust Birdie Song When I Wake Up In The Morning Mirroring activities Musical statues – marching and responding We’re Going on a Bear Hunt Responding to stories Sticky Kids Aerobic Movement</p> <p><u>FOLK:</u> Hokey Cokey Introduce h-aon, dó, trí Siamsa Beirte Ballaí Luimní Traditional Waltz Colonel Haiti’s March Kalinka Dance Skip to my Loo</p>

	<u>Athletics</u>	<u>Gymnastics</u>	<u>Outdoor & Adv Act</u>	<u>Games</u>	<u>Dance</u>
<u>1st & 2nd</u>	<ul style="list-style-type: none"> • Walk, jog or run for 30 seconds to 2 minutes increasing time gradually • Sprint distances of 20-30 metres with emphasis on sustained effort throughout. • Reaction Sprints • Pair relay using beanbag, baton • Team relays in small groups • Practice technique of hurdling • Run over evenly spaced low hurdles 30 cm high • Skipping with or without rope • Explore various ways of jumping • Standing jump for distance • Short approach run and take off from one foot • Under-arm and over-arm throw with emphasis on height and distance 	<ul style="list-style-type: none"> ▪ Movement actions <ul style="list-style-type: none"> ○ <i>Balancing</i> ○ <i>Rolling</i> ○ <i>Turning</i> ○ <i>Twisting</i> ○ <i>Stretching</i> ○ <i>Climbing</i> ▪ Forward Roll ▪ Practise backward roll from initial rocking and rolling activities ▪ Individual and pair sequences <ul style="list-style-type: none"> ○ <i>Balancing on a bench, jumping from the bench to a mat and travelling across the mat by rolling</i> ▪ Develop good body tension and posture ▪ <i>Taking off with knees bent and landing with bent knees and straight back.</i> 	<ul style="list-style-type: none"> ▪ Walking - Treasure Hunt ▪ Obstacle Course – School Sports Day ▪ Orienteering – Following Directions <ul style="list-style-type: none"> ○ <i>take three steps forward, one step backwards, three steps to the right and seven steps to the left</i> ○ <i>find objects by following a simple plan</i> <p><i>The Parents Association has arranged, in recent years, a sponsored walk around the Dooradoyle/Raheen area to raise funds for the school. Children in 1st and 2nd classes partake in this walk</i></p>	<ul style="list-style-type: none"> ▪ Ball Handling <ul style="list-style-type: none"> ○ <i>Revision of skills previously taught</i> ○ <i>Chest passing from a stationary position to a partner</i> ○ <i>Bounce passing from a stationary position to a partner</i> ○ <i>Throwing over-arm to a partner using a small ball</i> ○ <i>Receiving(catching) a pass at various heights</i> ▪ Kicking <ul style="list-style-type: none"> ○ <i>Revision of skills previously taught</i> ○ <i>Kicking a ball from the hands</i> ○ <i>Taking a step and kicking a ball from the hands</i> ▪ Carrying and Striking <ul style="list-style-type: none"> ○ <i>Strike a ball against a wall using the hand/racquet allowing it to bounce once between each strike</i> ○ <i>Bounce a ball against the ground using the hand while stationary or moving slowly</i> ○ <i>Striking a ball for accuracy using a hockey stick</i> ▪ Games <ul style="list-style-type: none"> ○ <i>Pig-in-the-middle passing game</i> ○ <i>Mini-rounders</i> ○ <i>Bench ball</i> <p><i>Playground games</i></p>	<p><u>CREATIVE:</u> Macarena Peter and the Wolf Carnival of the Animals Nutcracker Suite Music Box songs and dances Responding to different types of music with or without a steady beat</p> <p><u>FOLK:</u> Hokey Cokey Shoe The Donkey Damhsa Mór Come to Me Cuckoo Dance</p>

	<u>Athletics</u>	<u>Gymnastics</u>	<u>Outdoor & Adv Act</u>	<u>Games</u>	<u>Dance</u>
<u>3rd & 4th</u>	<ul style="list-style-type: none"> • Jog or run for 30 seconds to 3 minutes increasing time gradually • Sprint distances of 30-60 metres • Reaction Sprints • Practise baton change-over technique while stationary and moving slowly, with a partner developing into practice with a team of four • Practice the standard relay in a straight line • Develop correct technique of hurdling • Run distance of 30-40 metres over evenly spaced hurdles 30-40 cm high • Skipping with or without a rope • Standing jump for distance • Develop approach run when taking off from one foot and landing in sand pit. • Develop the shot put or throw from a standing position, using a medium-sized primary shot • Develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin. • Develop a short, fast approach run before releasing the throwing implement 	<ul style="list-style-type: none"> ▪ Sequences of movement <ul style="list-style-type: none"> ○ <i>Jumping from one foot to two feet following a zigzag path</i> ○ <i>Transferring weight onto hands and lowering the body into a forward roll.</i> ○ <i>Rolling across a mat</i> ○ <i>Moving onto a piece of apparatus, travelling across it and landing to finish in a stretched shape.</i> ▪ Forward roll ▪ Backward roll ▪ Headstand/Handstand ▪ Partner Sequences <ul style="list-style-type: none"> ○ <i>Leading and following movements</i> <p><i>Mirroring movements</i></p>	<ul style="list-style-type: none"> ▪ Walking Activity – Refer to PCSP.ie/PE/Outdoor and Adventure Activities. <ul style="list-style-type: none"> ○ <i>Walk to local library</i> ▪ Point to point orienteering ▪ Obstacle Course – School Sports Day ▪ Co-operation Activities <p><i>Refer to school plan – Appendix 5</i></p> <p>3rd & 4th classes regularly partake in trips to activity centres such as the University of Limerick Arena Centre, Ballyloughran Activity Centre and the University of Limerick Activity Centre in Killaloe where the children have the opportunity to engage in further outdoor and adventure pursuits</p> <p><i>The Parents Association has arranged, in recent years, a sponsored walk around the Dooradoyle/Raheen area to raise funds for the school. Children in 3rd and 4th classes partake in this walk</i></p>	<ul style="list-style-type: none"> ▪ Ball Handling <ul style="list-style-type: none"> ○ <i>Revise Skills previously taught</i> ○ <i>throwing and catching a large round or oval ball or a small ball while moving in groups</i> ○ <i>throwing at or into a small target (e.g. a basket, a net)</i> ○ <i>gathering a large oval or round ball or a small ball off the ground while moving</i> ▪ Kicking <ul style="list-style-type: none"> ○ <i>dribbling a ball around obstacles</i> ○ <i>passing and shooting the ball at a target</i> ○ <i>kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass</i> ▪ Carrying and Striking <ul style="list-style-type: none"> ○ <i>from a stationary position, bouncing or striking a ball or shuttlecock on a racquet (forehand and backhand alternately) into the air without allowing it to touch the ground</i> ○ <i>striking a ball using a racquet to a partner allowing it to bounce</i> ○ <i>dribbling a ball around obstacles using a hurley or hockey stick</i> ○ Games/Playground Games <p><i>Small-sided versions of games, soccer, hockey, rounders, handball, basketball, tennis</i></p>	<p><u>CREATIVE:</u></p> <p>Music Box 3 Unit 8 Hip Hop/Modern Dance Fossil's – Music Box 4 Michael Jackson-Thriller Responding to different types of music with or without a steady beat.</p> <p><u>FOLK:</u></p> <p>Siege of Ennis German Clap Dance Harvest Time Jig Hazelnut Dance Shoemaker Dance</p>

	<u>Athletics</u>	<u>Gymnastics</u>	<u>Outdoor & Adv Act</u>	<u>Games</u>	<u>Dance</u>
<u>5th & 6th</u>	<ul style="list-style-type: none"> • Jog or run for 30 seconds to 5 minutes increasing time gradually • Sprint distances of 50-70 metres • Reaction Sprints • Shuttle Sprints • Relay races using baton and correct change-over technique • Develop correct technique of hurdling • Run distance of 40-60 metres over evenly spaced hurdles 40-50 cm high • Skipping with or without a rope • Standing jump for distance • Develop approach run when taking off from one foot and landing in sand pit. • Develop the shot put or throw from a standing position, using a medium-sized primary shot • Develop the over-arm (javelin) throw from a standing position, using a beanbag, ball, foam javelin or junior javelin • Develop a short, fast approach run before releasing the throwing implement <p>Develop the discus throw practicing the grip, swing and release techniques</p>	<ul style="list-style-type: none"> ▪ Forward roll ▪ Backward Roll ▪ Handstand (with partner) ▪ Cartwheel (with partner) ▪ Gymnastic Actions ○ <i>Jump from a bar-box and roll across a mat</i> ○ <i>Jump from a bench, turn to face the bench and roll backwards.</i> ▪ Partner sequences on the floor and using apparatus ○ <i>Leading and following movements</i> ○ <i>Mirroring movements</i> ○ <i>Contrasting movements</i> ○ <i>Balancing and counterbalancing</i> ▪ Produce group sequences 	<p>The children in 5th and 6th classes partake in a trip to Delphi Adventure Centre in the final term. They have an opportunity to engage in the following activities organized by the adventure centre:</p> <p><i>Water – Based activities</i></p> <ul style="list-style-type: none"> ▪ Surfing ▪ Canoeing ▪ Raft Building <p><i>Land – Based Activities</i></p> <ul style="list-style-type: none"> ▪ Forest Walk ▪ Hill Walk ▪ Walk Through Bog ▪ Obstacle Course ▪ Orienteering ▪ Archery ▪ High Ropes ▪ Jacobs Ladder ▪ Indoor Climbing <p><i>Co-operation and teamwork are features of many of these activities.</i></p> <p><i>Parental Consent is required to partake in this trip.</i></p> <p><i>The Parents Association has arranged, in recent years, a sponsored walk around the Dooradoyle/Raheen area to raise funds</i></p>	<ul style="list-style-type: none"> ▪ Ball Handling ○ <i>Chest pass, bounce pass, overhead pass, spin pass, pop pass with a partner and in groups.</i> ▪ Kicking ○ <i>Soloing the ball (gaelic football)</i> ○ <i>Drop Kicking the ball</i> ○ <i>Punt kick</i> ○ <i>Shooting at a target from the ground or from the hand</i> ▪ Carrying and Striking ○ <i>Volleyball Skills - passing, dig technique</i> ○ <i>Serving under-arm with tennis ball or shuttlecock</i> ○ <i>Stopping, controlling and striking a ball using a hockey stick.</i> ▪ Games ○ <i>Small-sided versions of games, Volleyball, soccer, gaelic football, rounders, tag rugby, hockey, basketball, Olympic handball</i> ○ <i>Tennis and badminton with partner</i> ○ <i>Playground Games</i> <p><i>Refer to school plan – Appendix</i></p>	<p><u>CREATIVE:</u></p> <p>Tell a story through music</p> <ul style="list-style-type: none"> • Swan Lake • Nutcracker • respond to a poem <p>Respond to different types of music with or without a steady beat.</p> <p><u>FOLK:</u></p> <p>Waves of Tory (AliveO 5)</p> <p>Stack of Barley</p> <p>Two Hand Reel</p> <p>La Vinca</p> <p>French Peasant Dance</p> <p>Haymaker’s Jig</p>

Appendix 1

Equipment

The following sports equipment is now available to complement the teaching of the various strands of the curriculum:

Item	Quantity
Unihoc Sticks	29
Unihoc Pucks	10
Hockey Sticks	26
Mini Hockey Balls	20
Plastic Tennis Rackets	19
Rainbow Foam Balls	30
Tennis Rackets	7
Tennis Balls	48
Airballs	29
Volleyballs	5
Volleyball Net	1
Quoits	44
Beanbags	64
Basketballs	20
Mini Basketballs	3
Mitre Soccer Balls	3
Indoor Soccer Balls	3
Playground Balls	23
Colourful Playballs	16
McDonalds Catch and Kick Footballs	13
Badminton Rackets	12
Badminton Net	1
Shuttlecocks	48
Fruit Hop Sacks	10
Primary Discus	8
Primary Shot Putt	8
Primary Javelin	3
Foam Javelin	6
Primary Hammer	2
Hurdles	12
Foam Rugby Balls	20
Rugby Balls	5
Reaction Balls	12
Stepping Logs	6
Parachute Canopy	1
Olympic Handballs	11
Low Hurdles	24
Agility Ladders	7
Hoops	45
Benches	5
Mats	13
Safety Mat	2
Springboard	2
Large Playground Markers (cones)	10
Space Markers	50

Three Legged Race Ties	18
Open Reel Tape	1
Non Slip Spots	18
Relay Batons	8
Rounders Bat	4
Stirrup Pump	1
Tag Belts	20
Tags (assorted colours)	40
Skipping Ropes	18
Long Jump Pit	

A large selection of gaelic games equipment is also available in the school including gaelic footballs, hurleys, indoor hurleys, sliotars, indoor sliotars and helmets. There are a number of sets of school jerseys and running singlets available in the school for use by various school teams. A large set of bibs in a variety of colours is also stored in the school equipment room.

Each teacher has a copy of the list of sports equipment available. The list will be amended as extra sports equipment is purchased or acquired through the Tesco Sports for Schools Promotion.

Appendix 2

Reference Books/Manuals/Websites

The Following Reference Books Are Available. These are stored in Mr. Carroll's room (Room 13)

- ❖ The Irish Sports Council: Buntús Spóirt
- ❖ A Comprehensive Guide To Introducing The Skills of Volleyball
- ❖ 100 Physical Activities by Denis O' Driscoll
- ❖ Physical Education 8-12: A Direction For The Non-Specialist Teacher
- ❖ Fit for Fun: A Guide For Teachers in Primary School
- ❖ Gaelic Football Skills Manual
- ❖ European Year of Education Through Sport (EYES) Activity Cards
- ❖ A Complete Guide to Tag Rugby
- ❖ Fun Do Go Games Manual
- ❖ Dance in Steps + Music CD
- ❖ Games We Can All play + DVD

Useful Websites:

- ❖ www.limerickcitysports.ie
- ❖ www.irishprimarype.com
- ❖ www.eyes2004.ie
- ❖ www.pcsp.ie (PSSI lessons available online)
- ❖ www.pcentral.org
- ❖ www.gameskidsplay.net
- ❖ www.primaryresources.co.uk

- ❖ www.teachingideas.co.uk
- ❖ www.pevideo.org
- ❖ www.teach-nology.com
- ❖ www.lessonplancentral.com

- *Paul Carroll (post holder – PE) compiled this plan*
- *This plan will be implemented from school year 2008-09*
- *This plan was updated and entered into the school plan June 2008*
- *This plan was ratified by staff at the staff meeting on September 26th 2008*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*

- *Date for review: 2009-2010**

**Review date denotes whole-staff review; post holders will update plans more frequently if necessary and keep staff informed of updates*

Information and Computer Technology

St Pauls National School

Dooradoyle

Limerick

Information & Communication Technology

2007 - 2008

School Name St Pauls NS

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Principal Mr John Tuohy

ICT Committee Mr J Tuohy
Mr P Kennedy

Introduction

The school has long history of computer use dating back to the days of BBC Compacts. In recent years there has been a gradual replacement of older computers.

However it is only in the last 2 years that we have begun to properly develop a rationale and an overall plan of where we want the school to develop in the area of computers, computer use and computer literacy.

Initially with the help of the Parent's Association, Tesco tokens and Government grants we developed a computer laboratory and networked them with the help of KK Computing Kilrush.

As there was varying degrees of knowledge, expertise and interest in IT among the teachers in the school it was decided early on that rather than pre-empt the school's development in this area with a blanket laid down plan we would for the first year encourage, advise, and provide in-school service training. After such a period we would then attempt to devise an ongoing overall plan for the school to maximize the best ongoing practice in the school and assess areas that need attention.

Aims and Objectives 2007-2008

- ☺ Computers have always been an essential part of the educational curriculum of St Paul's NS and will continue to play an integral part.
- ☺ In our school computers will be used in the areas of Resource, remediation and TEFL as they have been proven to be a particularly effective tool in the administration of individualised programmes programs of learning.
- ☺ In all classes computers will be seen as an aid and a tool to further the pupils' education and an emphasis will be put on the *learning to use* computers rather than *learning about* computers.
- ☺ It is our aim that the all pupils would leave our school 'computer literate'. We define 'computer literate' as being able to use a computer with ease and speed to access information from a wide range of sources and represent and communicate that information in a suitable format utilising a variety of tools. This definition would include use of the Internet, and CD based encyclopaedias, email, word-processing and publishing software, manipulation of photographs and images, and the use of presentation software.

Hardware

- ☺ We intend to stock each classroom with a laptop and digital projector.
- ☺ We intend to place two computers in each classroom with internet access
- ☺ We intend stocking each classroom with a printer

Software

- ☺ We intend to continue to inform ourselves of new and innovative software that comes online and to do a proper evaluation of all software before committing the school to its use as the initial task of familiarising yourself with a new software package can be onerous.
- ☺ It is our intention to introduce teachers to the full possibility and use of software and hardware already in the school so that all resources are fully utilised.

Staff Development

Every assistance and encouragement will be given to staff members in their pursuit of personal development in this area of the curriculum.

Organisation of Computer Room 2007-2008

- ☞ Computer room access is organised on a timetable basis. Each class having been designated an hour a week. This allows a number of free periods for classes involved in a particular project.
- ☞ Teachers are responsible for the setting up of the Computer Room for their class.
- ☞ Teachers provide the paper for the printers and must oversee the quality of the work being sent to the printer to avoid unnecessary expense.
- ☞ Pupils are allowed to use the room during lunch period under supervision to complete projects and magazines.
- ☞ Each teacher will have to be vigilant with his/her class to maintain the computer room and avoid unnecessary damage.

Organisation of Computers in Classrooms

As the computer room is now fully stocked out to accommodate two pupils per computer all computers in the future will be placed in classrooms under the following guidelines

- ☞ The junior side of the school will get initial priority as they are furthest from the computer room, benefit from easy classroom access to a computer and need a teacher based, in classroom display prior to any computer room visit.
- ☞ Computers will not be the rigid property of any individual class or teacher but can be moved around among the classes to maximize their use and availability.

Laptops are now part of the overall computer resource within the school. They are now available to class teachers for use under the following guidelines.

- ☞ As they are delicate and problematic they are unsuitable for use in a whole class situation and will be primarily allocated to individual users.
- ☞ As laptops tend to be on the move their safety will be the responsibility of the teacher.
- ☞ They may be used to help children with learning difficulties that would benefit from access to a computer programmed to their individual needs.
- ☞ They are particularly useful with the two In-focus projectors in whole class situations.
- ☞ Because of their easy movement between home and school they will also prove an invaluable resource for teachers themselves in preparation of work.
- ☞ The principal will supervise the distribution of laptops according to need and availability.

St Paul's NS IT Review 2007-2008

- ☑ Every classroom within the school has been networked and given internet access
- ☑ An internet point has been placed at the front of each classroom to facilitate the use of digital projectors and internet resources
- ☑ The office area is also networked and given internet access
- ☑ All teachers have been given a questionnaire to build up a profile of computer use within the school
- ☑ The school ICT plan has been updated

Short term Goals

- ❑ Teachers resource page to be put on the school website to aid ease of access and help in planning

Long term Goals

- ❑ To equip each classroom with a digital projector and laptop
- ❑ To make internet access in each classroom wireless
- ❑ To have a digital camera on each floor level for ease of use
- ❑ To accumulate digital resources and store them on DVD for ease of access

Computer use in the St Paul's NS

- ❑ The Computer room is being full utilized by teachers and pupils
- ❑ Certain software programs have been found to be particularly successful and beneficial

Computer Classroom, Carnival Countdown, Map Detectives, Izzy's Island, Three Little Pigs, Green Eggs & Ham, Endangered Wildlife, Gregory, Putt Putt Travels through Time, Putt Putt Saves the Zoo, Putt Putt Circus, Maths Made Easy, Mighty Maths Number Heroes...

- ❑ Open ended programs are also being used throughout the school
PowerPoint, Paint, Word and Publisher
- ❑ PowerPoint has been used by pupils in senior classes to create quizzes and present projects to the class
- ❑ Word and Publisher are being used to write, edit and publish poems, stories and project work
- ❑ Digital projectors are being used in conjunction with websites such as www.brainpop.com to teach topics across the curriculum in an interactive and innovative method
- ❑ www.ibiblio.org/wm/paint is being used to expose the pupils to the works of famous artists
- ❑ Digital projectors are also being used to create and display Big Books, to display images from the internet, to show images from Google Earth ...

Computer Hardware 2007-2008

Computer Room

- ☺ 17 Pentium PC's Networked
- ☺ 1 Server

- ④ 2 Sets of headphones per computer
- ④ 1 B/W Laser Printers (Cannon)
- ④ 1 Laser Colour Printer
- ④ 2 Ideascan Scanner
- ④ 2 Digital Camera (1 camera stores the photographs on a floppy)

Computers in Classrooms

- ④ 19 PC's all with internet access (Various Specs)
- ④ 6 laptops
- ④ 5 In-focus Projector

Computers in Office

- 1 laptop in Principal's Office
- 1 Computer & printer in secretary's office

Computer Software St Paul's NS 2007-2008

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
DK	3 Little Pigs	English	4-6 years	
Heritage	A Study of Sligo's Coastline	SESE	9-12 years	
Broderbund	A.B.C. Dr. Seuss	English	4-5years	
Omnimedia	ABC-123	English -Maths	3-6 years	
KA	Adi English Maths Year 6	English	10-11 years	
KA	Adi English Maths Year 6	Maths	10-11 years	
Cocktel	Adiboo	English	4-5years	
Resource Ed	Albert's House	Cross curricular	5-8 years	NEW! '06
DK	Alice in Wonderland	Cross curricular	7-12 years	NEW! '06
D.K.	All About Me	Science	6-8 years	
	Arthur's Afternoon Adventure	Cross curricular	6-7years	
Learning Company	Arthur's Camping Adventure	Cross curricular	6-7 years	
Learning Company	Arthurs Computer Adventure	Cross curricular	5-8 years	
	Arthur's Good Deeds Contest	Cross curricular	6-7years	
EdAlive	Baggin the Dragon	Maths	4-15 years	NEW! '06
Edmark	Bailey's Bookhouse	English	6-8 years?	NEW! '06
DK	Bear & penguin	English	5-7 years	
	Blinky Bills Ghost Cave	English	6-7years	
	Blinky Bill's Ghost Cave	Cross curricular	6-8 years	
D.K.	British Isles Explorer	SESE	7-11 years	
Broderbund	Carmen Sandiego Jn Detective	SESE	6-8 years?	NEW! '06
Imperial	Children of Lir	SESE	7-11 years	
Oxford	Children's Encyclopaedia	Cross curricular	4-12 years	

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
D.K.	Children's Encyclopaedia	Encyclopaedia	9-12 years	
DK	Chronicle of 20thC	SESE	7-12 years	
	Classical Music	Music	6-60 years	NEW! '06
Crick	Clicker 4	English	4-12 years	
Crick	ClozePro	Cross curricular	5-15 years	NEW! '07
2 N Education	Computer Education-Preschool	Cross curricular	Infants	
	Coping with Bullying	SESE	10-12 years	
Microsoft	Creative Writer	Publishing	6-60 years	
Sherston	Crystal Rainforest 2000	Cross curricular	8-12 years	
Softase	Database	Cross curricular	6-12 years	NEW! '06
Kudlian Soft	DataSweet	Cross curricular	7-12 years	NEW! '06
	Drochlá Ruairí	Irish	7-13 years	
	Earth Quest	SESE	10-13 years	NEW! '06
Sherston	Elf Tales	Maths	4-6 years	NEW! '07
Microsoft	Encarta '97	Encyclopaedia	10-12 years	
Microsoft	Encarta 2000	Encyclopedia	6-60 years	
DK	Encyclopaedia of History	SESE	7-12 years	NEW! '06
D.K.	Encyclopaedia of Science	Science	9-12 years	NEW! '06
DK	Encyclopaedia of Science	SESE	7-12 years	NEW! '06
GSP	Endangered Wildlife	SESE	7-12 years	
ENFO	ENFO Sheer	SESE	10-12 years	
Know' Adven'	English & Maths	English - Maths		
	Exploring Civilizations	SESE	8-12 years	NEW! '06
	FuzzBuzz1	English		
RDL	Goldilocks & 3 Bears	English	4-7 years	NEW! '06
4Mation	Granny's Garden	Cross curricular	6-10 years	

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
Living Books	Gregory & the Hot Air Balloon	English	5-8 years	Missing!
Living Books	Harry & the Haunted House	English	5-7 years	
D.K.	History of the World	SESE	9-90 years	NEW! '06
D.K.	How Things Work	Science	8-12 years	
Imergy	How Would You Survive	SESE	7-12 years	NEW! '06
F.L.	I love Maths	Mathematics		
F.L.	I love Science	Science	8-12 years	
	Ireland Millennia	SESE	11-99 years	
Sherston	Izzy's Island	English	6-8 years?	NEW! '06
Living Books	Just Grandma & Me	English	5-8 years	
Kingfisher	Learning Explorer	Science	8-12 years	
DK	Learning Ladders Year 1 & 2	English		Missing!
D.K.	Mad about Maths	Mathematics		
Sherston	Magic Grandad Seaside Holiday	SESE	5-7 years	NEW! '06
Microsoft	Magic School Bus Oceans	SESE	8-12 years	
Microsoft	Magic School Bus Rainforest	SESE	8-12 years	
Know' Adv'	Maths Blaster	Mathematics		
EdAlive	Maths Invaders	Maths	5-15 years	
2N Education	Maths made easy 1.	Mathematics	5-7 years?	
2 N Education	Maths Made Easy 2	Mathematics	6-7 years	
Nightingale	Maths Made Easy 3	Maths	7-9 years	NEW! '06
Nightingale	Maths Made Easy 4	Maths	8-10 years	NEW! '06
Nightingale	Maths Made Easy 5	Maths	9-10 years	NEW! '06
DK	Maths Reading Writing	Cross curricular	5-7 years	
	Maths Reading Writing	Maths	4-7 years	
	Maths Reading Writing	Maths	3-5 years	

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
DK	Maths Reading Writing years 1&2	Cross curricular	5-7 years	
Broderbund	Maths Workshop	Mathematics		
Edmark	Mighty Maths	Maths	8-12 years	
Edmark	Mighty Maths Carnival Countdown	Mathematics	5-7 years	
	Mighty Maths Number Heroes	Maths	8-12 years	
Edmark	Millie's Maths House	Maths	6-8 years?	NEW! '06
	Mole's Summer Vacation	English	6-10 years	Missing!
IBIS	Money go Round2	Maths	8-12 years	
D.K.	My First Amazing World Explorer	SESE	7-11 years	
White Space	Number Shark	Mathematics	Learning Support	
Microsoft	Office '97	Utilities		
	Orly draw a Story	Art	5-500 years	
	Oxford Children's Encyclopaedia	Encyclopaedia	6-60 years	
Sherston	Oxford Reading Tree 6&7	English		NEW! '06
Sherston	Oxford Reading Tree 8&9	English		NEW! '06
	Oxford Reading Tree level1 1+ and 4	English		
Oxford	Oxford Reading Tree Stage 1	English	5-7 years	
Oxford	Oxford Reading Tree Stage 4	English		
Softase	Paint	Art	4-12 years	
Microsoft	Pandora's Box	Cross curricular	8-12 years	
Granada	Primary Literacy Four	Cross curricular	8-10 years?	
Granada	Primary Literacy Two	Cross curricular	7-8 years?	
Microsoft	Publisher	Publishing	8-80 years	
HE	Putt Putt Joins the Circus	Cross curricular	6-10 years	
HE	Putt Putt Saves the Zoo	Cross curricular	7-10 years	

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
	Putt Putt Travels through Time	Cross curricular	6-8 years	
Trocaire	Rafiki	SESE	7 years up	
	Reader Rabbit Kindergarten	English	5-7 years	
Learning Company	Reader Rabbit Reading Dev. Library 1	English	4-7 years	
Learning Co.	Reader Rabbit's Maths	Mathematics		
Nightingale	Reading & Writing	English		
Nightingale	Reading for Literacy 1	English	First class	
Nightingale	Reading for Literacy 2	English	Second class	
Nightingale	Reading for Literacy 3	English	Third class	
Nightingale	Reading for Literacy 4	English	Fourth class	
Nightingale	Reading for Literacy 5	English	Fifth class	
Nightingale	Reading for Literacy 6	English	Sixth class	
Ransom	Rivers	SESE	9-12 years	
PPC	Sam Tan	Cross curricular	4-7 years	NEW! '06
	Sammy Science House	SESE	6-10 years	NEW! '06
Full Mark	SATS Stage 1 Words Time Shape	Cross curricular	3-7 years	NEW! '06
Full Mark	SATS Stage 2 English Maths Skills	Cross curricular	7-11 years	NEW! '06
Full Mark	SATS Stage 1 Phonic Science Number	Cross curricular	3-7 years	NEW! '06
Full Mark	SATS Stage 2 Spellings Maths Science	Cross curricular	7-11 years	NEW! '06
D.K.	Science Explorer	Science	7-12 years	
Topologika	Selladore Tales	Cross curricular	8-12 years	
	Sim Park	SESE	6-12 years	
	Sim Safari	SESE	6-12 years	
	Sim Town	SESE	6-12 years	
BBC	Spark Island Maths Adventure	Maths	9-11 years	NEW! '06
BBC	Spark Island Maths Adventure	Maths	7-9 years	NEW! '06

<u>Company</u>	<u>Software</u>	<u>Subject</u>	<u>Age</u>	<u>Comment</u>
Fisher Marriot	Starspell 2001	English	6-60 years	
MECC	Storybook Weaver	Publishing	6-8 years	
Eureka	The Barrier Reef	SESE	4-12 years	NEW! '06
2 N Education	The Computer Classroom 1	Cross curricular	5-7 years	
2 N Education	The Computer Classroom 2	Cross curricular	5-7 years	
Nightingale	The Computer Classroom K	Cross curricular	4-5 ears	
2 N Education	The Computer Classroom-Early Infants	Cross curricular	Infants	
Sherston	The Map Detectives	SESE	8-13 years	
Diskovery	The Normans in Ireland	SESE	10-13 years	
LTS	The Serf's Quest	SESE	7-11 years	
	Thinking Things 1	Cross curricular	5-8 years	
	Thinking Things 3	Cross curricular	8-12 years	
Semerc	Wellington Square Level 1	English	?	
Semerc	Wellington Square Level 3	English	11 years	
Sherston	What Time is it Mr Wolf?	Maths	4-7 years	NEW! '06
Sherston	Where in the World is Barnaby Bear	SESE	5-8 years?	NEW! '06
	Where in the World is Carmen?	SESE	6-12 years	
Diskovery	Who took the Book?	SESE	10-13 years	NEW! '06
	Winnie the Witch	English	7-8 years	
Topologika	Word Mania	English	11-14 years	NEW! '07
Topologika	Word Mania	English	7-11 years	NEW! '07
White Space	Word Shark 3	English	6-12 years	
White Space	Wordshark 2 L	English	Learning Support	
	World Book Encyclopaedia 1999	Encyclopaedia	10-12 years	
4Mation	SuperSpell 2	Cross curricular	5-15 years	NEW! '07

Computer Room Network 2007-2008

The following programs from the list are available on all 16 workstations

- | | |
|--|---|
| ☺ Computer Classroom 1 5+ | ☺ British Isles Explorer |
| ☺ Computer Classroom 2 7+ | ☺ Office 2003 5+ |
| ☺ DK Children's Encyclopedia 7+ | ☺ Thinking Things 1 5+ |
| ☺ Microsoft Encarta 9+ | ☺ Thinking Things 3 8+ |
| ☺ Arthur's Computer Adventure 5+ | ☺ Sammy's Science House 6+ |
| ☺ Ready for Literacy 1 6+ | ☺ Maxis Sims Town 7+ |
| ☺ Ready for Literacy 2 7+ | ☺ Maxis Sims Safari 7+ |
| ☺ Ready for Literacy 3 8+ | ☺ Maxis Sims Park 8+ |
| ☺ Ready for Literacy 4 9+ | ☺ Where in the World is Carmen
Sandiego 9+ |
| ☺ Reading for Literacy 5 10+ | ☺ My World 4+ |
| ☺ Ready for Literacy 6 11+ | ☺ Clicker 4 |
| ☺ Blinky Bills Ghost Cave 5+ | ☺ Arthur's Computer Adventure 5+ |
| ☺ Reader Rabbit Kindergarten 4+ | ☺ Mole's Summer Vacation 7+ |
| ☺ Winnie the Witch 6+ | ☺ I Love Science 9+ |
| ☺ Harry & the Haunted House 4+ | ☺ Big ABC 4+ |
| ☺ Just Grandma & Me 4+ | ☺ Sound Activities (SACTS) 4+ |
| ☺ Math's Made Easy 1 7+ | ☺ Sound Games 4+ |
| ☺ I Love Maths 8+ | ☺ Paint Shop Pro 7+ |
| ☺ Mad About Maths | ☺ Arthur's Camping Adventure 6+ |
| ☺ Reader Rabbits Maths 5+ | ☺ Rhyme and Analogy 5+ |
| ☺ Math's Blaster 7+ | ☺ Oxford Reading Tree Stage 1 and
1+ |
| ☺ Mighty Math's Carnival
Countdown 4+ | ☺ DK British Isles Explorer 7+ |
| ☺ Mighty Math's Number Heroes
7+ | ☺ I want to Read |
| ☺ Creative Writer 6+ | ☺ Microsoft Publisher 2003 5+ |

- *Pat Kennedy (post holder – ICT) compiled this plan*
- *This plan was first implemented from school year 2006*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*

- *Date for review: This plan is reviewed by Pat annually*





Happy Ever After



Comenius Project

The school has been in Comenius projects since 1996. Over the 12 years the school has worked with schools in England, Spain, Austria, Hungary, Poland, Italy and Germany. The focus of the present project is the use of modern technologies to learn more about each other.

Objectives

The objectives of this project “Happy Ever After” are

- To increase a sense of European identity in the school
- To give a focus to study of the EU
- To share stories, legends and a sense of our own place with other European schools
- To give teachers the opportunity to experience the educational systems in Europe
- To improve ICT skills throughout the school
- To use our school web site as a communication tool between schools

Activity calendar (not including mobility activities)

Please summarise in the table below the planned Partnership activities for each of the institutions in the Partnership. Please present the activities for both school years 2007/08 and 2008/09 (if applicable). The eligibility period of activities starts on 1 October 2007 and goes on until 31 July 2008 or 2009, depending on the duration of your Partnership. You can add lines to the table if necessary.

Approximate date (month/year)	Activity description (describe the nature of the activity planned)	Actors involved (identify the institution(s) and, if relevant, the function of the individual(s) involved in the activity, e.g. teaching staff, management staff, associated partners etc)
Sep '07	The "Luna's Travels through Europe" (Happy Ever After Book) scanned and made into an e-book. The book is posted on school and project websites. It is viewed by pupils in all countries and responded to by email. Evaluations are placed on web sites. Local newspapers to be contacted. Local libraries to be informed and copies placed in them.	Teachers and children in partner schools Librarians from the local libraries
Oct '07	Teachers plan detailed timetable on Skype and a plan is drawn up. Displays are updated for the start of Year 2 of the project. Project visit (coordinators) to Ireland to complete the detailed activity plan for this year and to make final decisions for the closing stages of the project (schools exchange books, pictures etc on Myths and Legends from their individual countries) . Books and pictures to be opened in Assembly	All teachers and children in the partner schools
Nov '07	Individual schools plan in detail, their projects, in response to the project meeting. Staff training in preparation for the Myths and Legends theme.	Teachers and children in all partner schools
Dec '07	Large (format) Christmas Card sent by all the participating schools designed, written and produced by the pupils. In addition, every school will record two famous Christmas songs and send them as audio files to the other schools. Every school will create a Christmas CD with 12 different songs from 5 partner countries. In all schools there will be Christmas events with pupils, parents and the local community where the cards and the songs will be presented.	Children, teachers, parents and community of all partner schools to be involved

	School Councils to evaluate the term's work and write a report for all Headteachers	
Jan '08	The theme 'Myths and Legends' introduced to the children through story telling, writing and drama. Shared website displays the ongoing work of the pupils and staff.	Children and staff in the partner schools.
Feb '08	Continue to develop the Myths and Legends theme. Pupils start painting, telling stories, writing and dramatising the myth/legend through the medium of art, story, drama and song.	Children and staff in the partner schools
March '08	Myths and legends work continues. Partner schools report on their projects to each other using video conferencing, where possible, or emails as an alternative. The video conferencing will take the form of short drama, poetry reading and song. Children will evaluate each other's work and give feedback. This will then be placed on the joint website. Project meeting in United Kingdom . Visiting teachers will work with the children in school(s) on Myths and Legends from their own country.	Children and staff in the partner schools.
April '08	Project on Myths and Legends compiled, written-up and video taped. The project will be completed as a book or a DVD with songs or drama and placed on the individual's web page in the Happy Ever After website. School Councils to evaluate the term's work and report to Headteachers	Children and staff in the partner schools.
May '08	Project Meeting in Germany to exchange Myths and Legends project work in readiness for each story book. Visiting teachers will work with the children in school(s) on Myths and Legends from their own country using the stories written by their pupils. The writing/gifts will be brought back to each partner school to be opened by the children in all the partner schools.	Children and staff in the partner schools.
June '08	A common story book based on Myths and Legends to be completed in each school. Web site updated. Emails sent in preparation for the summer break. Last video conference of the school year. School Councils to evaluate the term's work and write a report for all Headteachers	Children and staff in the partner schools.

July '08	Schools closed for summer	
September '08	Email contact renewed. First video conference of the new year (by staff and pupils of participating countries). Staff training in preparation for the next stage of the project which will be based on story telling skills. Web site refreshed with photographs and children's comments Children to start planning work on 'My Favourite Day'. This work will be based on children talking about their favourite day. They will interview each other and relatives. Video will be used, digital photography and podcasting.	Children and staff in the partner schools
October '08	As a result of the theme "My Favourite Day ..." children will present their work by acting and recording on DVDs or painting/photography. Regional symbols can be used to help display the work e.g. the UK books will be in the Yorkshire Rose shape, Ireland's will be in the shape of a shamrock and Germany's can be in the shape of the Lippische Rose. Project meeting (coordinators) in Spain . DVDs, CDs, books to be brought to the meeting. Coordinators to work together on the plans for the next stage of the project and to formulate plans for the next 3 years. Each school will receive a book made up of 'My Favourite Day' from around Europe.	Children and staff in the partner schools
November '08	Pupils respond to the books and display their evaluations in school. Work/comments start to be placed on the web site. Children start to prepare their Christmas work. Stories, rhymes and poems are acted-out on video and recorded onto a podcast (Audacity).	Children and staff in the partner schools
December '08	Work is finalised on the web site. Cards, books and podcasts are sent electronically and by snail mail. Gifts are opened in a special family assembly. Video Conferencing between schools to pass on their Christmas wishes. Local media to be invited to attend. School Councils to evaluate the term's work and report to Headteachers.	Children and staff in the partner schools Parents and local community to be involved
January '09	Refresh displays in schools, libraries and community centres. Staff training on the next stage of the project: "Tales from Europe". The pupils start to investigate about local and international tales using local libraries, professional story tellers, relatives and story telling websites Video conferencing or emailing between children of partner schools. Discussion on their work on 'tales' to see if there is a tale common to all countries.	Children and staff in the partner schools Local libraries, local community, story tellers, parents to be actively involved.

February '09	Work on one or two common tales commences. During the work on the tales pupils stay in contact with their friends in the partner schools (email/video conference/snail mail) to evaluate their effort on the project and to discuss the common ground and differences between one and the same tale in different countries.	Children and staff in all partner schools
March '09	Each school produces their common tale by painting and writing to get a joint book of fairy tales. These books are then made into ebooks and placed on each school's website. Project visit to Ireland . The books will be distributed at the meeting. Schools start to act their story with a local emphasis.	Children and staff in all partner schools
April '09	The work continues on the videos, DVDs and podcasts. Work placed regularly on the website. By sending videos and by videoconferencing each school acts out their local interpretation of the common tale to all the other schools. To solve language problems the tales will be acted in the different languages of all the countries and be narrated in English. Schools will hold an evening of celebration to view the work from partner schools and to listen to children telling or acting their own dramas	Children and staff in all partner schools Parents and local community to be involved
May '09	Pupils respond by snail mail, email and video conference on the dramas of the partner schools. Videos to be presented on the web site. Project visit to Poland (coordinators) – final visit. We will draw together our experiences and evaluate the project. The Reports from the School Councils are to be major part of the evaluation process.	Children and staff in all partner schools Coordinators
June '09	Displays finalised in schools. Joint European Day of celebration. Live story teller video conferencing to all participating partner schools. Children telling each other stories. Parents reading out their work and joining in with the video conference. DVD made of the day Story book produced throughout the day and placed on the web site. Local media invited to attend. School Councils to evaluate the project and write a full report for all partnership Headteachers.	Children and staff in all partner schools Parents and local community to be involved

Planning Templates

FORTNIGHTLY NOTES Nótaí Coicíse

Date:

ENGLISH

Oral Language:

Reading:

Writing:

Spelling/Phonics:

Poetry/Story:

Resources:

Methodologies (✓): (p.90) Collaborative Learning Skills through content T/D A/L PS Env

Assessment (✓): Teacher observation designed tasks. Work samples Copybook/portfolios Diagnostic tests

GAEILGE

Labhairt

Éisteacht:

Léitheoireacht:

Scribhneoireacht:

Litriú:

Dánta/Rannta:

Rudaí Eile:

Aiseanna:

Methodologies (✓): (p.90) Collaborative Learning Skills through content T/D A/L PS Env

Assessment (✓): Teacher observation designed tasks. Work samples Copybook/portfolios Diagnostic tests

MATHEMATICS

Topic(s):

Skill(s)/Concept(s)/Activities:

Oral Mental/ Mathematics:

Tables:

Resources:

Methodologies (✓): (p.90) Collaborative Learning Skills through content T/D A/L PS Env

Assessment (✓): Teacher observation designed tasks. Work samples Copybook/portfolios Diagnostic tests

SESE**History:****Geography:****Science:****Resources:****Methodologies** (✓): (p.90) Collaborative Learning Skills through content T/D A/L PS Env**Assessment** (✓): Teacher observation designed tasks. Work samples Copybook/portfolios Diagnostic tests**VISUAL ARTS (add in subheadings if necessary)****MUSIC****DRAMA****SPHE****PHYSICAL EDUCATION****RELIGIOUS EDUCATION****OTHER ACTIVITIES****INTEGRATION**

See subjects:

NOTES • TO DO LIST • RESOURCES

ENGLISH

Oral Language:

Reading:

Writing:

Spelling/Phonics:

Poetry/Story:

Resources:

Methodologies (✓): (p.90) Collaborative Learning Skills through content T/D A/L PS Env

Assessment (✓): Teacher observation designed tasks. Work samples Copybook/portfolios Diagnostic tests

GAEILGE

Labhairt

Éisteacht:

Léitheoireacht:

Scribhneoireacht:

Litriú:

Dánta/Rannta:

Rudaí Eile:

Aiseanna:

Methodologies (✓): (p.90) Collaborative Learning Skills through content T/D A/L PS Env

Assessment (✓): Teacher observation designed tasks. Work samples Copybook/portfolios Diagnostic tests

MATHEMATICS

Topic(s):

Skill(s)/Concept(s)/Activities:

Oral Mental/ Mathematics:

Tables:

Resources:

Methodologies (✓): (p.90) Collaborative Learning Skills through content T/D A/L PS Env

Assessment (✓): Teacher observation designed tasks. Work samples Copybook/portfolios Diagnostic tests

SESE

History:

Geography:
Science:
Resources:
Methodologies (✓): (p.90) <input type="checkbox"/> Collaborative Learning <input type="checkbox"/> Skills through content <input type="checkbox"/> T/D <input type="checkbox"/> A/L <input type="checkbox"/> PS <input type="checkbox"/> Env
Assessment (✓): Teacher <input type="checkbox"/> observation <input type="checkbox"/> designed tasks. <input type="checkbox"/> Work samples <input type="checkbox"/> Copybook/portfolios <input type="checkbox"/> Diagnostic tests
VISUAL ARTS (add in subheadings if necessary)
MUSIC
DRAMA
SPHE
PHYSICAL EDUCATION
RELIGIOUS EDUCATION
OTHER ACTIVITIES
INTEGRATION
See subjects:
NOTES • TO DO LIST • RESOURCES

ENGLISH		(✓) Strands
Oral Language:		<p>REVISED STRANDS</p> <p><input type="checkbox"/> Oral Language</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p> <p>REVISED STRAND UNITS</p> <p><input type="checkbox"/> Receptiveness to language</p> <p><input type="checkbox"/> Competence & confidence in using language</p> <p><input type="checkbox"/> Developing cognitive abilities through language</p> <p><input type="checkbox"/> Emotional & imaginative development through language</p>
Reading:		
Writing:		
Spelling/Phonics:		
Story/Poetry:		
Other:		
Methodologies: (see p.90)		
GAEILGE		(✓) Snáitheanna
Labhairt		<p><input type="checkbox"/> Ag cothú teanga</p> <p><input type="checkbox"/> Ag úsáid teanga</p> <p><input type="checkbox"/> Ag tuiscint teanga</p>
Éisteacht:		
Léitheoireacht:		
Scribhneoireacht:		
Dánta/Rannta:		
Rudaí Eile:		
Modhanna Múinte: (see p.90)		
MATHEMATICS		(✓) Strands
Topics:		<p><input type="checkbox"/> Early Mathematical Activities</p> <p><input type="checkbox"/> Number</p> <p><input type="checkbox"/> Algebra</p>
Skill(s)/Concept(s)/Activities:		
Mental/Oral Mathematics:		

Other:	<input type="checkbox"/> Shape & Space
Methodologies: (see p.90)	<input type="checkbox"/> Measures
Assessment (✓): <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher designed tasks <input type="checkbox"/> Work samples <input type="checkbox"/> Copybook/portfolios/projects <input type="checkbox"/> Diagnostic tests/standardised tests	<input type="checkbox"/> Data
SESE	(✓) Strands
History:	HISTORY <input type="checkbox"/> Myself and my family <input type="checkbox"/> Story <input type="checkbox"/> Local Studies <input type="checkbox"/> Change and continuity <input type="checkbox"/> Early people and ancient societies
Geography:	<input type="checkbox"/> Lire, society, work and culture in the past <input type="checkbox"/> Continuity and change over time <input type="checkbox"/> Eras of change and conflict <input type="checkbox"/> Politics, conflict and society
Science:	GEOGRAPHY <input type="checkbox"/> Human environments <input type="checkbox"/> Natural environments <input type="checkbox"/> Environmental awareness and care
Methodologies: (see p.90)	SCIENCE <input type="checkbox"/> Living things <input type="checkbox"/> Materials <input type="checkbox"/> Energy and forces <input type="checkbox"/> Environmental awareness and care
Assessment (✓): <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher designed tasks <input type="checkbox"/> Work samples <input type="checkbox"/> Copybook/portfolios/projects <input type="checkbox"/> Diagnostic tests/standardised tests	
VISUAL ARTS	(✓) Strands
	<input type="checkbox"/> Drawing <input type="checkbox"/> Paint & Colour <input type="checkbox"/> Print <input type="checkbox"/> Construction <input type="checkbox"/> Fabric & fibre <input type="checkbox"/> Clay
DRAMA	(✓) Strands
	<input type="checkbox"/> To explore feelings, knowledge, ideas leading to understanding
MUSIC	(✓) Strands
	<input type="checkbox"/> Listening and responding <input type="checkbox"/> Performing <input type="checkbox"/> Composing
PHYSICAL EDUCATION	(✓) Strands
	<input type="checkbox"/> Athletics <input type="checkbox"/> Dance <input type="checkbox"/> Gymnastics <input type="checkbox"/> Games <input type="checkbox"/> Outdoor and adventure activities <input type="checkbox"/> Aquatics
SPHE	(✓) Strands
	<input type="checkbox"/> Myself <input type="checkbox"/> Myself and others <input type="checkbox"/> Myself and the wider world
RELIGIOUS EDUCATION	
OTHER ACTIVITIES	
INTEGRATION	

Refer to Subjects:

DIFFERENTIATION (Indicate (a), (b), ... (i) where necessary) – see p.91

Differentiation: (a) by support (b) by outcome/expected attainment (c) by resource (d) by teaching style (e) by task (f) by grouping (g) Differentiation of pace (h) Differentiating learning objectives (i) other

IRISH – (), (), ()

ENGLISH – (), (), ()

MATHS – (), (), ()

SESE – (), (), ()

MUSIC – (), ()

SPHE – (), ()

ART – (), ()

DRAMA – (), ()

P.E. – (), ()

NOTES • PROFESSIONAL REFLECTION

ENGLISH		(✓) Strands
Oral Language:		REVISED STRANDS <input type="checkbox"/> Oral Language <input type="checkbox"/> Reading <input type="checkbox"/> Writing REVISED STRAND UNITS <input type="checkbox"/> Receptiveness to language <input type="checkbox"/> Competence & confidence in using language <input type="checkbox"/> Developing cognitive abilities through language <input type="checkbox"/> Emotional & imaginative development through language
Reading:		
Writing:		
Spelling/Phonics:		
Story/Poetry/Rhyme:		
Other:		
Methodologies: (see p.90)		
Assessment (✓): <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher designed tasks <input type="checkbox"/> Work samples <input type="checkbox"/> Copybook/portfolios/projects <input type="checkbox"/> Diagnostic tests/standardised tests		
GAEILGE		(✓) Snáitheanna
Labhairt		<input type="checkbox"/> Ag cothú teanga <input type="checkbox"/> Ag úsáid teanga <input type="checkbox"/> Ag tuiscint teanga
Éisteacht:		
Dánta/Rannta:		
Rudaí Eile:		
Modhanna Múinte: (see p.90)		
Assessment (✓): <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher designed tasks <input type="checkbox"/> Work samples <input type="checkbox"/> Copybook/portfolios/projects <input type="checkbox"/> Diagnostic tests/standardised tests		
MATHEMATICS		(✓) Strands
Topics:		<input type="checkbox"/> Early Mathematical Activities <input type="checkbox"/> Number <input type="checkbox"/> Algebra <input type="checkbox"/> Shape & Space <input type="checkbox"/> Measures
Skill(s)/Concept(s)/Activities:		
Mental/Oral Mathematics:		
Other:		
Methodologies: (see p.90)		

Assessment (✓): <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher designed tasks <input type="checkbox"/> Work samples <input type="checkbox"/> Copybook/portfolios/projects <input type="checkbox"/> Diagnostic tests/standardised tests	<input type="checkbox"/> Data
SESE	(✓) Strands
History:	<input type="checkbox"/> Myself and my family <input type="checkbox"/> Story
Geography:	GEOGRAPHY <input type="checkbox"/> Human environments <input type="checkbox"/> Natural environments <input type="checkbox"/> Environmental awareness and care
Science:	SCIENCE <input type="checkbox"/> Living things <input type="checkbox"/> Materials <input type="checkbox"/> Energy and forces <input type="checkbox"/> Environmental awareness and care
Methodologies: (see p.90)	
Assessment (✓): <input type="checkbox"/> Teacher observation <input type="checkbox"/> Teacher designed tasks <input type="checkbox"/> Work samples <input type="checkbox"/> Copybook/portfolios/projects <input type="checkbox"/> Diagnostic tests/standardised tests	
VISUAL ARTS	(✓) Strands
	<input type="checkbox"/> Drawing <input type="checkbox"/> Paint & Colour <input type="checkbox"/> Print <input type="checkbox"/> Construction <input type="checkbox"/> Fabric & fibre <input type="checkbox"/> Clay
DRAMA	(✓) Strands
	<input type="checkbox"/> To explore feelings, knowledge, ideas leading to understanding
MUSIC	(✓) Strands
	<input type="checkbox"/> Listening and responding <input type="checkbox"/> Performing <input type="checkbox"/> Composing
PHYSICAL EDUCATION	(✓) Strands
	<input type="checkbox"/> Athletics <input type="checkbox"/> Dance <input type="checkbox"/> Gymnastics <input type="checkbox"/> Games <input type="checkbox"/> Outdoor and adventure activities <input type="checkbox"/> Aquatics
SPHE	(✓) Strands
	<input type="checkbox"/> Myself <input type="checkbox"/> Myself and others <input type="checkbox"/> Myself and the wider world
RELIGIOUS EDUCATION	
OTHER ACTIVITIES	
INTEGRATION	
Refer to Subjects:	
DIFFERENTIATION (Indicate (a), (b), ... (i) where necessary) – see p.91	
Differentiation: (a) by support (b) by outcome/expected attainment (c) by resource (d) by teaching style (e) by task (f) by grouping (g) Differentiation of pace (h) Differentiating learning objectives (i) other	
IRISH – (), (), ()	ENGLISH – (), (), ()
MUSIC – (), ()	SPHE – (), ()
	MATHS – (), (), ()
	ART – (), ()
	DRAMA – (), ()
	SESE – (), (), ()
	P.E. – (), ()
NOTES • PROFESSIONAL REFLECTION	

RESOURCE/LEARNING SUPPORT PLANS

Name:		Class:		
Address:		Class Teacher: <table style="width: 100%; border: none;"> <tr> <td style="width: 70%; border: none;">Personnel</td> <td style="width: 30%; border: none;">Role</td> </tr> </table> Contributing to the I.E.P	Personnel	Role
Personnel	Role			
Telephone:		Meeting Date:		
Date of Birth:		Commencement Date:		
Chronological Age:		Review Date:		
Assessments	Date	Result		
Contact Details for Parents/ Guardians:				
Contact Details for Relevant Professionals:				
Additional Information/ Concerns				

Summary of Strengths and Needs (including attainments, preferences, learning, learning style and interests)	
Strengths	Needs
<p>Priority Learning Needs (identify the curriculum area (s) in brackets into which the need falls/state if need is cross-curricular)</p>	

PRIORITY LEARNING NEED:

PRIORITY LEARNING TARGETS/OBJECTIVES:

-
-
-
-
-
-
-
-
-

TEACHING STRATEGIES:

MATERIALS/RESOURCES:

EVALUATION OF ATTAINMENT OF LEARNING TARGETS/OBJECTIVES:

Monthly Plan for Resource Pupils

Pupils name:

Date:

Priorities/ Long-term goals

English:

Reading :

Spelling :

Writing :

Oral Language :

Other Curricular Areas:

Social Development:

Evaluation

Targets achieved

Requires additional support

Overall review

Weekly Plan

Pupils Name: _____

Day					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Evaluation					

Fact Finding Information Sheet for Parents

Please complete this form about your child and send it back to school as soon as possible. This will help me to help your child.

Go raibh maith agat!

Child's Name: _____

Date of birth: _____

Name of parents/guardians: _____

Phone No. (daytime) _____

My child is good at

My child needs help with

My child enjoys

Academically, this year I would like to see my child work at

Socially, this year I would like to see my child work at

Anything else I should know about your child to help make the school year more successful?

We/I give permission for our/my child to attend Supplementary Learning Classes during the school year 2008-2009

Signed

Dates of Completed Reviews:

<i>Topic</i>	<i>Date</i>
Science	14 th June 2007
Visual Arts	15 th June 2007
Introduction to Plan – Communication	14 th & 15 th January 2008
SPHE	6 th June 2008
ICT plan	June 2008
Learning Support Policy	September 2008
Updating elements to include current practices...staff/posts/resources/templates etc	September 2008
Enrolment Policy	September 26 th 2008 (staff meeting)
Supervision Policy	September 26 th 2008 (staff meeting)
Break Time Supervision/Sanctions Policy	September 26 th 2008 (staff meeting)
Administraion of Medicine Policy	September 26 th 2008 (staff meeting)

