

SELF-EVALUATION REPORT GAELSCOIL SHLÍ DÁLA

September 2019 – June 2020

Patron: Bishop Fintan Monahan Catholic Bishop of Killaloe Diocese & Reverend Dr. Kenneth Kearon
Bishop Of Limerick, Killaloe and Ardfert

Chairperson: Liam O'Neill

Principal: Róise Nevin

Staff: 2 class teachers (including Principal),
2 Special Class Teachers (For ASD Classes)
1 Part time Special Education teacher (22 Hours per week approx.) and
4 SNAs (all working infant-hour days as directed by the SENO Carmel Callery)

Pupils: 46 pupils in total: 37 from Junior Infants to Sixth Class with 9 in ASD classes Ionad an Dócháis

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School Background Information:

Gaelscoil Shlí Dála is a two teacher rural primary Gaelscoil situated on the borders of Laois, Offaly and Tipperary. It is a dual denominational school for boys and girls aged 4-13. The school is situated in a rural community in the village of Ballaghmore, Co Laois. Our pupils travel from Tipperary, Offaly and Laois to attend the school. All families currently speak English as their first language at home. Both parents and teachers are very active in promoting and fundraising for the school.

Our Early Learning Intervention Unit (Ionad an Dócháis) for children with autism opened on Sept 1st 2015. There are currently 9 children enrolled in Ionad an Dócháis. In September 2018, the Department sanctioned a second ASD Early Learning Intervention class, which opened in Dec 2018.

As with the existing ASD Early Intervention facility, pupils come from the locality and are also transported from various locations in County Laois, depending on availability of places. The enrolment reached full capacity by February 2019. The lead teacher for the two classes, has completed training in the following NCSE/SESS Courses: TEACCH, Intensive Interaction, DIR Floortime, Hanen Language and Communication Programme, PECS, Social Stories, CABA, Pathways to Prevention, VB-Mapps, ABYLLS, PEP 3. The facility provides an eclectic approach, using several programmes to ensure that the pupils make the best possible progress. Many children have progressed to mainstream classes in schools in their locality others progress to special classes in mainstream schools or special schools. Reverse integration takes place regularly, mainstream classes are involved in practicing pre taught language activities and play skills with the ASD class children. The Children from the ASD class join in whole school activities such as Damhsa an Deardaoin, PE and Yoga as appropriate.

- The school provides a naíonra (playschool) for children aged 3-5 years (approx). The Naíonra is running the two-year pre-school programme.
- We deliver the Seideán Sí Programme throughout the school with the outcome of developing children's thinking skills and raising children's attainment across the whole Gaeilge curriculum.
- Upon review of the teaching of Maths, teachers have decided to use Operation Maths as Béarla across all classes. Teachers felt that most children were struggling to grasp the language of Maths and as well as helping mathematical language, it was felt that the teaching of maths provided in the children's first language would boost a greater understanding of the English language and add to their vocabulary. The Operation Maths programme was chosen because it offered a multi-faceted approach to the teaching of maths, which wasn't available as Gaeilge.

- Three rooms have been to date been supplied with interactive whiteboards and we aim to continue with improving the application of ICT so it remains an integral part of the curriculum. In 2016/2017 the lack of broadband and other vital coverage for internet access led to widespread frustration amongst the staff and greatly impacted on planning, teaching and the general day to day running of the school. Staff members were in negotiations with the Department for the entire year in order to secure better coverage. Towards the end of the school year, cables were installed running to all classrooms and great cost to the school. In September 2019, internet access broke down again for a number of weeks. Internet access has now been provided to the all rooms. Despite our efforts, we have only seen a slight improvement in internet access. Negotiations to resolve this issue are ongoing and we are hopeful, with the roll out of nation-wide fibre-optic broadband, that our issues may be resolved in the near future.
- A fifth prefab has now been installed and all buildings now meet Laois Co. Council planning regulations.
- A submission for the establishment of a permanent building was sent to the Department in October 2017. Negotiations are underway with two local bodies, the GAA and The Parish Council for the procurement of a site. Helen Carroll from the New Schools Planning Section has advised us that we will not be added to the list of new school procurements until at least 2022. The board is currently seeking permanent status for the school.
- There is a strong community feel throughout the school. Whilst in the process of project work, we endeavour to include community members when it is possible for example at fundraising events, coffee mornings, school matches etc.
- Children achieve well in music both in and outside of school and many are members of Comhaltas Ceoltoirí Éireann. Some have gone on to reach the final stages of Fleadh Ceoil na hÉireann.
- Traditional Music Classes are provided by a Comhaltas teacher for all pupils. In 2018 the school staged a concert in the local St Molua's Church in conjunction with The In Tune For Life Orchestra showcasing our Traditional Music.
- Choir lessons are provided on a need for basis for special occasions such as concerts, carol services, plays etc.
- Chess classes take place in the senior room each year for a number of weeks (3-6) and children have in the past taken place in chess tournaments. In 2018/2019 school year, children visited Gaelscoil Portlaoise for a tournament held there.
- We will once again be participating in the Cumann na mBunscol games this year in hurling. Efforts to engage in Cumann na mBunscol activities have led to the school teams reaching the finals of both hurling and football over the past few years. (2014 & 2015 finals) We feel this has strengthened our ties with the local GAA community.
- From Sept 2016, the school have adapted a new 'Homework Policy'. This policy encourages parents and children to engage in activities such as research, reading, baking, taking part in physical activities etc. rather than focusing on the traditional homework. Spellings, reading and tables continue to be a part of the weekly homework.

Awards:

We have received County Council environmental awards, FÍS awards both locally and at national level, traditional music awards, Dear Grace Award for story-writing, Trath na gCeist awards, Our World Irish Aid and many individual and group awards for Scór participation.

In 2019 the school reached the All Ireland stage of the Glór Féile Scoil Dramaíochta competitions and were lucky enough to take first place in the A category. Children from Rang 1 to Rang 6 participated in this drama.

At Fleadh Cheoil na hÉireann 2019, a pupil from the school took second place in the Comhá Under 9 competition.

In 2018 the Junior Room won òBest In Laoisö for their Moo Crew project.

In 2018, a second class student won an award for illustrating a seanfhocal.

We achieved a special recognition award for our entries to the WaltonsøMusic for Schools and the Song For Æ16 competitions (1st -6th classes) and we got a Highly Commended in both our 2017 and 2019 entries.

In February 2017, children from 1st to 6th classes won the overall prize at Féile Scoildramaíochta and went on to represent Carlow/Laois at Leinster level.

In 2015/2016 the pupils of 5th and 6th class secured an award for the òOverall Best Entryö in the co-operation is Cool project run by the Laois Education Centre for their entry òAthmhachnamh ar 1916ö.

In October 2016, 5th and 6th class pupils had a prize-winning entry in the History For Schools project in the Laois Education Centre.

We secured our first Green Flag award in May 2014.

In 2014 and 2015, 2016, 2017 and 2019 we participated in the Gael Linn Drama competitions for schools and we were successful in achieving awards for our performances.

We achieved òBest overall Irish Drama Entryö in the Tipperary Fleadh Ceol May 2015 (3-6th classes)

Initiatives: School Traditional Group, Music Lessons, Athletics, Hurling and Gaelic Football, Aquatics, Chess, Table Quizzes, Scór participation and school choir.

In 2019 we introduced Yoga for wellbeing in recognition of the importance of good mental health.

Active Flag:

In line with the latest research and advice on fitness, mental health and well-being, the school is currently endeavouring to undertake the procurement of an 'Active Flag'. Staff members are very aware of the dangers and problems related to obesity and are committed to the Healthy Eating Policy and engaging in more physical activities with the children.

The Couch to 5K was introduced in September 2019 to further enhance our Active Flag endeavours.

Reading Buddies:

The Reading Buddies Programme was implemented in the 2016/2017 school year. Although somewhat disruptive at first, the overall benefits outweighed the pitfalls and the scheme proved to be a worthwhile exercise. Children enjoyed meeting the older/younger classes to read aloud to them. From 2018 onwards, an adapted version of reading buddies is currently in use in the Junior Room.

Class Dojo

The Class Dojo system was implemented in the 2017/2018 school year and it was a huge success. The overall aim was to increase the standard of spoken Irish throughout all the classes within the school and to encourage the older children to speak only to the younger children as Gaeilge. Good behavior, hard work, attempting difficult tasks etc. was also awarded. As this has proven to be a successful method of rewarding children's work, we will continue to implement the system again this year.

Plans:

In line with the New Language Curriculum and the New Guidelines for Child Safety, staff are aware that the following plans need to be updated:

- Maths
- Corp Oideachas
- OSIE to be revised as necessary

Friends For Life

In line with updated child safe-guarding guidelines and following a training course by one of the school teachers in the 2017/2018 school year, it has been decided that the 'Friends For Life' Programme will be taught to all classes once a week after Halloween.

Parental & Community Initiatives

From November to April each year, ranganna Gaeilge (Irish classes) take place in the school on Tuesday evenings for adults and parents. These classes have proven to be a great success with some resulting in weekend trips to the Gaeltacht in Kerry. Classes are graded so that there is a level to suit everyone.

Collection of Data:

Information was gathered as outlined below:

- **September 2012:** Questionnaires were issued to parents and pupils
- **June 2015:** Questionnaires were issued to pupils from 3rd to 6th classes
- **June 2015:** Teacher's Survey
- **May 2012/2013/2014/2015/2016:** Evidence of pupil performance through the use of Standardised Tests in Literacy (Béarla & Gaeilge) and Numeracy
- **June 2012/2013/2014/2015:** Whole School Evaluation Reports
- **September 2016/2017:** Whole School Evaluation Reports
- **2012-2017:** Samples of student's work.
- **Parent/Teacher Meetings October 2016:** Reflection of Student's work, class tests, standardized tests etc.
- **2018/2019 year:** We conducted a Digital Framework Survey for both children and parents in November 2018. Based on the findings of the Parental Digital Framework Survey, we will focus on practicing an awareness of safe legal and ethical behavior as well as how to research, manage and evaluate information and solve problems using digital tools.
- **2018/2019** A follow-up survey on the New Homework Policy was conducted. This survey indicated that most parents were in favour of some form of homework. The results of the survey were as follows:
 - i. 22% of parents wanted homework to be given in all subjects
 - ii. 17% wanted the occasional class project option
 - iii. 61% of parents were happy with the option of partial homework being set.

Assessments:

Below is the Assessment Schedule for the Academic year September 2019 to June 2020

Assessment Schedule for the Academic year September 2019 – June 2020

- The British Picture Vocabulary Scale Assessment will take place September/October 2019 and repeated in March 2020 for pupils in Junior Infants to 6th Class.
- Diagnostic Reading Analysis will take place on 1st/2nd November 2019 for pupils in 1st Class to 6th Class.
- GLA Assessment to This assessment will take every second year for all pupils in 1st and 2nd class to determine what type of learner each child. The next GLA Assessment is due in October 2020.
- MIST to Middle Infants Screen Test for Senior Infants will take place on the week beginning 4th February 2019 (2nd Term).
- Drumcondra Assessments will take place in the 3rd Term for pupils in 1st class to 6th class and Naionán Mhóra - 6th for Gaeilge.

All pupils have a SALF folder and are encouraged to engage in and take responsibility for their own progress

English Reading Libraries in the school classrooms have been colour-coded to make the selection of age-appropriate books easier for children.

Data Analysis:

Literacy: Gaeilge & Béarla

Parental Involvement:

In a survey carried out in 2012 93% of parents reported that their child likes learning whilst 90% reported that their child likes reading. When asked if parents felt whether they got good feedback from the school regarding their child's development in literacy, 69% replied yes while 21% reported no.

Pupil's engagement with learning

In a 3rd-6th survey carried out in June 2015:

80% of children surveyed liked Gaeilge.

30% of children said they liked scríobh, 5% liked litriú, 30% liked léamh, 20% liked éisteacht & 15% liked comhrá. Their least favourite part of Gaeilge was Scríobh 20%, litriú 30%, léamh 10%, éisteacht 15% and comhrá 25%.

30% of children said they liked English Writing, 5% they liked spelling, 55% said they liked reading, 0% liked listening and 10% said they liked conversational English. The least favourite part of English was writing 44%, spelling 28%, reading 6%, listening 6% & conversational English 17%.

65% of children felt they were good at listening, whilst 5% felt they weren't and 35% were unsure.

55% of children felt they were good at spellings, 10% said they weren't and 40% said they were unsure.

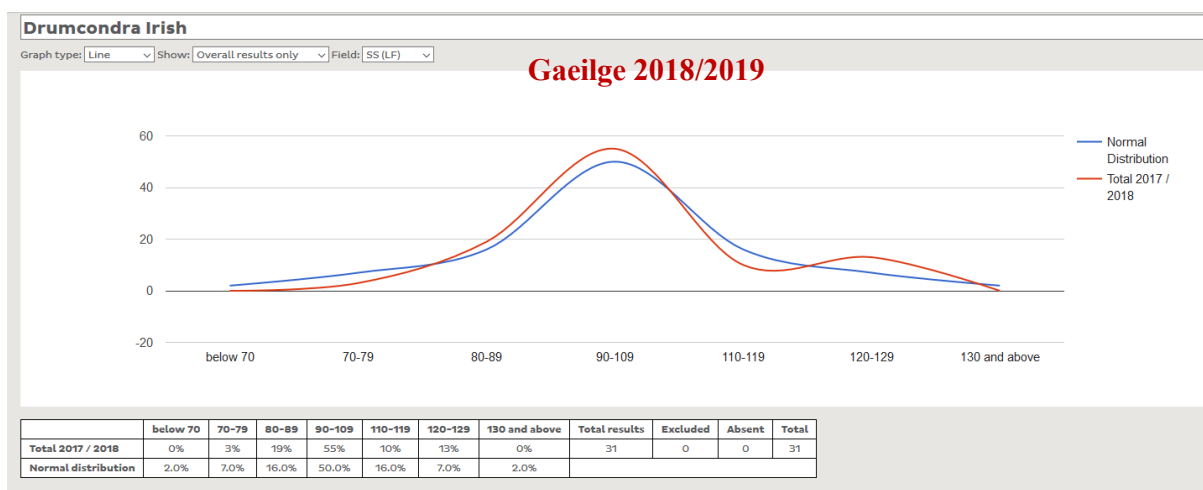
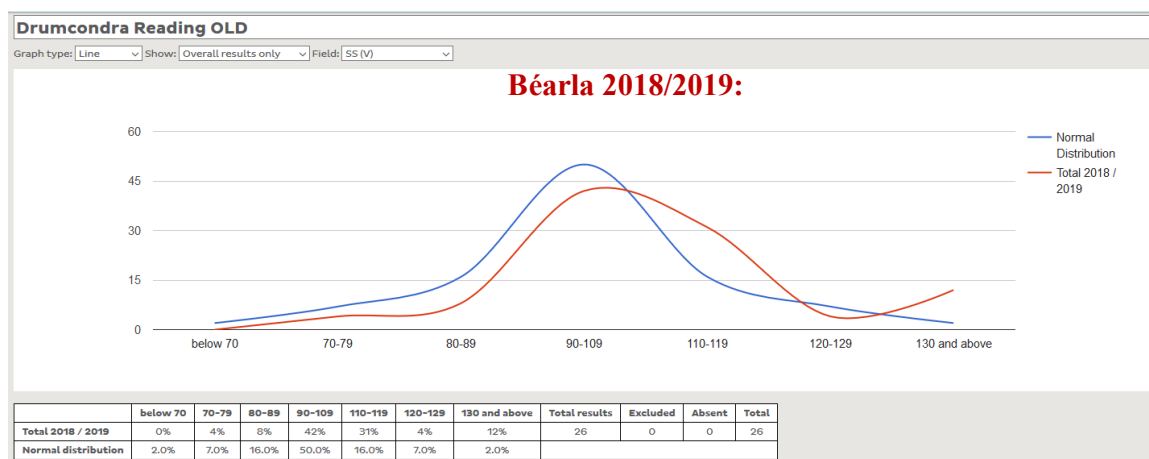
Staff Questionnaire (June 2015)

The following aspects of both literacy and numeracy were identified by the majority of the teaching staff as areas in need of further development:

- Recall skills: 93% of staff felt this area needs improving
- Communication skills: 71% of staff felt this area needs improving
- Contextualization: 83% of staff felt this area needs improving
- Independent Judgement: 78% of staff felt this area needs improving
- Inter-relation of knowledge and understanding: 83% of staff felt this area needs improving
- Problem Solving skills: 92% of staff felt this area needs improving

Attainment in Literacy:

The Standardised Drumcondra **Reading Tests** Gaeilge & Béarla results for May/June 2019 are as follows:



Data Analysis:

Numeracy

Parental Involvement

100% of parents from Senior Infants to 6th class returned the Parental Survey conducted in Sept 2012. Of those who returned the survey 69% reported that their children liked Maths, 14% said their children didn't like maths and 17% were unsure. 55% reported that they often had to help with maths homework whilst 38% reported that their children coped on their own. When asked if parents felt they received good information from the school regarding their child's progress in Maths, 52% said yes and 31% said no whilst 17% were undecided. 79% of parents reported that they would like to know more about how maths is taught in school.

Pupil's engagement with learning: *In a 3rd-6th survey carried out in June 2015:*

55% of children said they liked Maths, 50% said they liked tables, 30% said they liked mental arithmetic whilst 45% said they didn't like maths, 40% said they didn't like tables, 40% said they didn't like mental arithmetic. 15% were unsure whether or not they liked tables and 25% were unsure whether or not they liked mental arithmetic.

50% of children felt they were good at tables, 25% felt they weren't good at tables and 25% were unsure.

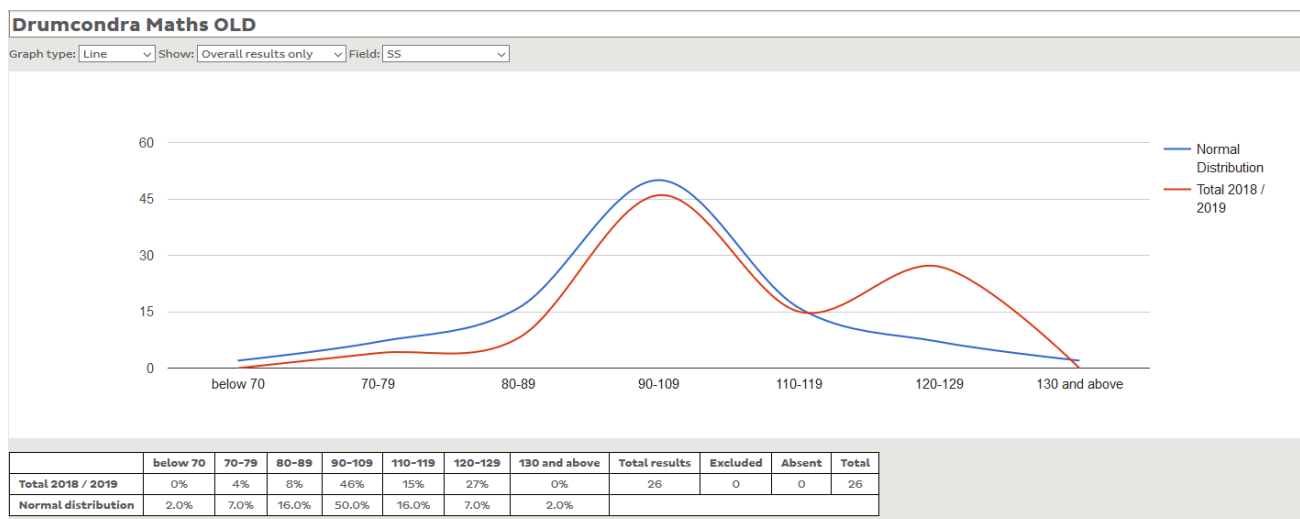
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- Problem Solving skills: 92% of staff felt this area needs improving

Attainment in Numeracy

The Standardised **Maths Test** results for May/June 2019 are as follows:



In view of the fact that most of our students progress to English-speaking secondary schools and based on feedback sought from past pupils, we have decided to change our approach to teaching maths on a trial (three year) basis. This approach was taken in order to improve the overall standard of the English language. The decision was made to use English maths books to help students gain a greater understanding of the relevant English vocabulary but we continue to teach through Irish so in effect a bilingual approach is being taken in the teaching of the maths programme.

Summary of Findings:

- Standardised test results in both Gaeilge and numeracy are above the national average in most cases.
- Whilst we are below in English, this is due to a shift in numbers in small-class sizes.
- A high percentage of the sample study has a positive attitude towards literacy and numeracy.
- The majority of parents are happy with the standards being achieved by their children in literacy and numeracy.

Areas prioritised for improvement

2019/2020

Well – Being

During the 2019/2020 school year as well as continuing to improve upon the approaches outlined below it has been decided to focus on well-being amongst staff and pupils.

With this in mind Yoga classes are being introduced as well as implementing the Friends For Life across the school.

Following a visit from the NEPS Psychologist Ms Aoife Olstroom, the Wellbeing framework for schools will be discussed at a future staff meeting. Upon Ms. Olstroom's advice teachers will organise training in Critical Incident during Croke Park Hours.

Literacy:

Listening and comprehension skills: To implement a whole school approach to the development of listening and comprehension skills. *(Continued from June 2014 as the area highlighted for improvement)*

Recall Skills: To develop a whole school approach to the development of recall & memory skills. *(continued from 2015 as the area highlighted for improvement)*

Language & Vocabulary: To implement a whole school approach to the development of language and vocabulary in both Gaeilge agus Béarla

Numeracy:

Problem Solving Skills: To develop a whole school approach to the development of problem-solving skills. *(Continued from June 2013 as the area highlighted for improvement)*

Recall Skills: To develop a whole school approach to the development of recall & memory skills. *(2015 area highlighted for improvement)*

Mental Maths: To implement strategies that will help children improve their mental addition, subtraction, multiplication and division skills. *–(5-10 mins per day if possible)*

Other Curriculum Areas:

P.E.

In 2018, staff members agreed to prioritise the area of P.E for the 2018/2019 school year. We revised the P.E. school plan and made every effort to ensure that all strands of the P.E. Curriculum were covered. We also endeavoured to ensure that there was a provision of adequate P.E. equipment available to aid teachers with the implementation of the curriculum. Within the school we recognise that there is a severe shortage of gymnastics equipment and have begun making enquiries about grants that are available from local sports bodies such as Laois Sports Partnership. To date we have had little or no success with these enquiries.

As an extension of this and in line with our Healthy Eating Policy, we continue with our efforts to secure an 'Active Flag' within the 2019/2020 school years.

Teachers will endeavour to host 'active day' / 'active week' activities throughout the year. Parents have been informed of our intentions and Super Trooper homework activities have been circulated.

Pupil's attitude:

Literacy: To increase the number of pupils with a positive attitude towards listening.

Numeracy: To increase the number of pupils with a positive attitude towards problem-solving.

Continuing Professional Development:

To continue to develop our own understandings as teachers, of new methodologies that will enhance the teaching and learning of literacy and numeracy skills as well as other areas of the curriculum.

Partners in Education:

We as teachers will endeavour to continue to support parents in their role as partners in education in the teaching and the application of Literacy and Numeracy skills.

Our School Improvement Plan:
Summary of main strengths as identified in SSE 2012-2020

Literacy:

Listening and comprehension skills: To implement a whole school approach to the development of listening and comprehension skills. *(Continued from June 2014 as the area highlighted for improvement)*
From 2016: *In addition to the MICRA T/Drumcondra standardised testing, teachers decided to carry out a DRA (Diagnostic Reading Analysis) on all children in English. Drumcondra testing continues to be used in Gaeilge standardised testing.*

DRA testing (Reading & Comprehension) annual testing administered in Nov

Comparative figures are extrapolated and discussed at staff meetings and support is given where necessary.

Reading: Results showed that the majority of children from junior infants to sixth class are at or above appropriate reading ages. To maintain and progress the current high standard of reading the following actions were taken:

1. *Classroom libraries have been tailored according to reading ages (and coloured coded)*
2. *Reading buddies initiatives have been implemented*
3. *Games such as Lúb cluichí are being used (using words and pictures)*

Comprehension: Based on the DRA test, the results show that the children's level of comprehension is below that of their reading fluency. Following staff discussions, it was decided to purchase and implement the **Building Bridges** programme. Various strategies from the programme continue to be implemented in class and SEN teaching for example prediction, visualisation, making connections, questioning, clarifying, de-clunking, determining importance, inferring and synthesising.

Recall Skills: To develop a whole school approach to the development of recall & memory skills.
(continued from 2015 as the area highlighted for improvement)

Quizzes, Tráth na gCeist, etc continue to be used on a regular basis to encourage memory & recall skills

Language & Vocabulary: 2016: To implement a whole school approach to the development of language and vocabulary in both Gaeilge agus Béarla.

The British Picture Vocabulary Scale has been purchased to measure standard of English vocabulary across all classes. (Most recent test was conducted in October 2019)

Follow Up Report:

In previous years, across the school the results were age appropriate and above with a number of pupils well above expectations.

Currently awaiting 2019 results

Writing:

- As per the school Plan for Gaeilge & Béarla, focus for Seanraí scríbhneoireachta during the 2019/2020 year will be on:
 - Tuairisciúil/Report
 - Insint /narrative
 - Ath-insint (recount),
 - Scríbhneoireacht shóisialta.

Numeracy:

Problem Solving Skills: To develop a whole school approach to the development of problem-solving skills. *(Continued from June 2013 as the area highlighted for improvement)*

Recall Skills: To develop a whole school approach to the development of recall & memory skills. *(2015 area highlighted for improvement)*

Mental Maths: To implement strategies that will help children improve their mental addition, subtraction, multiplication and division skills. *–(5-10 mins per day if possible)*

Table recall

Adding and subtracting two digit numbers /Adding and subtracting three digit numbers

Using hundreds method/Using double methods/2 to 5 minute Tables drills for multiplication

Pupil's attitude:

Literacy: To increase the number of pupils with a positive attitude towards listening.

Johansen Alpha School Programme will be used in Junior Infants and with SEN pupils

Numeracy: To increase the number of pupils with a positive attitude towards problem-solving.

Fun games using power point presentations and lub clúichí in Senior Room

Junior Room: Maths games

Continuing Professional Development:

To continue to develop our own understandings as teachers, of new methodologies that will enhance the teaching and learning of literacy and numeracy skills as well as other areas of the curriculum.

Partners in Education:

We as teachers will endeavour to continue to support parents in their role as partners in education in the teaching and the application of Literacy and Numeracy skills.

IMPROVEMENT TARGETS

Literacy

- To monitor the progress of individual STen scores from standardised testing in order to improve the outcomes for all children
- To enable children to recognise all writing genres and become more competent writers
- To revive the love of reading books
- To provide pupils from Rang 1 upwards with the opportunities to **listen** and **recall** details of stories, poems, films, songs, spellings etc.

Numeracy

- To monitor the progress of individual STen scores from standardised testing in order to improve the outcomes for all children
- To improve pupils' abilities to create and to solve mathematical problems using their own context and environment for example using programmes such as Maths Eyes
- To encourage greater use of **recalling tables**, greater use of **estimation** and **mental arithmetic** as strategies for problem solving.

Physical Education

- To improve pupils' attitudes towards taking part in physical activities both within and outside of school.
- To increase their awareness of the benefits of a healthy lifestyle.
- To provide a wide variety of fun-filled beneficial physical activities across all strands of the P.E. curriculum.

Well-being

To make children aware of the importance of feeling good and taking care of their minds as well as their bodies.

Continuing Professional Development:

To continue to develop our own understandings as teachers, of new methodologies that will enhance the teaching of recalling data such as tables and spellings.

Partners in Education:

- Inform parents of any new strategies discovered.
- Continue to inform parents of their child's progress and advise ways in which they can help their child at home.

Implementation of Targets:

- Use of memory games
- Give directions in multiple formats:
- Teach students to over-learn material:
- Use visual images and other memory strategies:
- Give teacher-prepared handouts prior to lesson
- Teach students to be active readers:
- Write down steps in math problems:
- Provide retrieval practice for students:
- Help students develop cues when storing information: eg concept/mind mapping
- Prime the memory prior to teaching/learning: eg brainstorming
- Review material before going to sleep:

Strategies for implementation of Targets

Give directions in multiple formats: Students benefit from being given directions in both visual and verbal formats. In addition, their understanding and memorizing of instructions could be checked by encouraging them to repeat the directions given and explain the meaning of these directions. Examples of what needs to be done are also often helpful for enhancing memory of directions.

Teach students to over-learn material: Students should be taught the necessity of "over-learning" new information. Often several error-free repetitions are needed to solidify the information.

Teach students to use visual images and other memory strategies: Teach students to make visual images and with this system the vocabulary word the student is trying to remember actually becomes the cue for the visual image that then cues the definition of the word.

Give teacher-prepared handouts prior to lesson: Oral directions should be reinforced by teacher-prepared handouts. The handouts could consist of a brief outline or a partially completed graphic organizer that the student would complete during the lesson.

Teach students to be active readers: To enhance short-term memory registration and/or working memory when reading, students should underline, highlight, or jot key words down in the margin when reading chapters. They can then go back and read what is underlined, highlighted, or written in the margins. To consolidate this information in long-term memory, they can make outlines or use graphic organizers. Research has shown that the use of graphic organizers increases academic achievement for all students.

Write down steps in math problems: Students who have a weakness in working memory should not rely on mental computations when solving math problems. For example, if they are performing long division problems, they should write down every step including carrying numbers. When solving word problems, they should always have a scratch piece of paper handy and write down the steps in their calculations. This will help prevent them from losing their place and forgetting what they are doing.

Provide retrieval practice for students: Research has shown that long-term memory is enhanced when students engage in retrieval practice. Taking a test is a retrieval practice, i.e., the act of recalling information that has been studied from long-term memory. Thus, it can be very helpful for students to take practice tests. When teachers are reviewing information prior to tests and exams, they could ask the students questions or have the students make up questions for everyone to answer rather than just retelling students the to-be-learned information. Also, if students are required or encouraged to make up their own tests and take them, it will give their parents and/or teachers information about whether they know the most important information or are instead focused on details that are less important.

Help students develop cues when storing information: Use acronyms such as *My Very Educated Mother Just Showed Us Nine Planets* to represent the names of the Planets and other information that is being learned.

Prime the memory prior to teaching/learning: For instance, when a reading comprehension task is given, students will get an idea of what is expected by discussing the vocabulary and the overall topic beforehand. This will allow them to focus on the salient information and engage in more effective depth of processing.

Review material before going to sleep: It should be helpful for students to review material right before going to sleep at night. Research has shown that information studied this way is better remembered. Any other task that is performed after reviewing and prior to sleeping (such as getting a snack, brushing teeth, listening to music) interferes with consolidation of information in memory.

Timeframe for Action: 2012/2020

- Success Criteria
- Improved test results in problem solving.
- Increased improvement in listening
- Increased awareness & focus in listening skills
- Improved pupil attitude towards mathematics and learning in general
- Increased awareness and focus from staff
- Feedback from parents through questionnaires and more frequent parent/teacher meetings

Review Date: September 2020

Persons Responsible: Principal & Teaching Staff

Signed: _____ September 2019
Chairperson BOM