

Rathcormac National School

Whole School Plan: English

2022

Introductory Statement

This whole school plan for English was formulated in consultation with teaching staff in Rathcormac N.S. 2021/22 school year. This plan follows the template as set out by PDST/PPDS.

Currently we have ten main stream teachers, two full time learning support teachers and one shared learning support teacher. This whole-school English plan will be developed for Junior Infants - Sixth Class and will be reviewed as necessary. It will include the established Primary Language Curriculum for Junior Infants to Second Class and the newly developed Primary Language Curriculum for 3rd - 6th class. This will also be an opportunity to reflect on the National Literacy and Numeracy Strategy 2011-2020, as well as possible next phases of such.

Rationale

We prioritised this area of the curriculum because of the increasing importance placed on literacy because of the National Literacy and Numeracy Strategy 2011-2020. We also prioritised this curriculum area in light of the implementation of the new Primary Language Curriculum which came on stream in September 2016.

We believe that a consistent, structured and intensive oral language and phonics programme will improve learning and teaching in all areas of the curriculum. Therefore, we are using the **Jolly Phonics** and **Go with the Flow** programmes to enhance the competence and confidence in phonics and blending, which will enable development in reading and writing. We are using the **Over the Moon** oral language programme in the Junior end of the school and Rainbow in the Senior end, to enhance competence and confidence in speaking and listening.

Vision

It is our vision to create a school where our pupils will communicate, read and write with and for each other, staff, parents/carers, visitors and the wider school community with clarity, confidence, fluency and respect.

Aims

We aim, through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language teaching. This plan will form the basis for teachers' long and short-term planning. It will also inform new teachers of the approaches and methodologies used in our school.

We endorse the aims of the New Primary Language Curriculum, which are presented in 3 groups. The Primary Language Curriculum, and this whole-school plan, aims to support teachers to:

1. Children and their Lives

- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- encourage children of different languages and cultures to be proud of and share their heritage
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.

2. Children's communications and connections with others

- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

3. Children's language learning and development

- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages.

Curriculum Planning

Strands and Elements

The following table sets out the Strands and Elements of the Primary Language Curriculum:

Element 1: Communicating

Strand:	Learning Outcome:
Oral Language	Engagement, listening and attention (intentionality, verbal memory) Motivation and Choice Social conventions and awareness of others (relevance, turn-taking, extra- and para-linguistic skills)
Reading	Engagement (intentionality) Motivation and choice (relevance)
Writing	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)

Element 2: Understanding

Strand:	Learning Outcome:
Oral Language	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)
Reading	Conventions of print (meaning and understanding of text/illustration) Phonological and phonemic awareness Phonics, word recognition and word study (alphabetic principle, word identification strategies) Reading vocabulary (semantics)
Writing	Conventions of print and sentence structure (syntax) Spelling and word study Vocabulary (semantics)

Element 3: Exploring and using

Strand:	Learning Outcome:
Oral Language	Requests, questions and interactions Categorisation Retelling and elaborating (narrative text and response) Playful and creative use of language (aesthetic dimension of language) Information giving, explanation and justification (expository text) Description, prediction and reflection
Reading	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies) Response and author's intent Fluency and self-correction (accuracy, fluency and meaning)
Writing	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process and creating text (using processes, structures and language register) Response and author's intent (author's purpose and responding) Handwriting and presentation (legibility)

Approaches in our School

1. Oral Language

Learning Outcomes for Oral Language

- See pages 22 & 23 of the Primary Language Curriculum

Whole School Strategies for Oral Language

- Assemblies:

Whole school regular assemblies.

Appropriate and respectful language is modelled

Good listening and appropriate responses are encouraged

Common social functions are taught

Positive non-verbal behaviour is encouraged

- Yard:

Using words to communicate and solve problems

Self-Maintaining Language

Model positive and respectful language

- School Related Functions:

Etiquette for children visiting classes

- Aistear:

Aistear activities daily (up to 1 hour) in Junior and Senior Infants classes. Aistear activities in 1st Class at the discretion of the class teacher. We use a thematic approach for approach for Aistear and ensure that an oral language/role play station is included in Aistear theme.

- Over the Moon (Gill Education) taught in infants – 2nd class.
- Rainbow Oral Language Programme (CJ Fallon) taught in 3rd – 6th class.

Timetable for Oral Language

- Aistear: Up to 1 hour every day
- Oral language lessons daily: discrete lessons/formal lessons/informal language use

Some Activities/Methodologies currently used for Oral Language

The following skills will be modelled and taught in our school at all class levels:

- Using words for common social functions in a polite and respectful manner (on-going, daily)
- Communicating to meet personal needs (on-going, daily)
- Listening (rhymes, jingles, riddles, listening activities, bingo, news)
- Recalling (re-telling stories, class trips/visits, news)
- Naming (name, address, days, months, seasons, family members, things you need for/find in)
- Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
- Describing (colour, shape, feelings, characters)
- Denoting Position (orientation-left/right, relational-under/beside/behind/on/in)
- Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
- Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
- Giving instructions and directions (how do we make a cup of tea/go to the shop?)
- Reporting (reporting back from a group activity or project)
- Speaking out clearly (on going, daily)
- Predicting (hear part of a story, what do you think will happen next?, picture sequences)

- Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
- Imagining (a new planet, a newly discovered species of animal)
- Questioning (20 questions, the Yes/No game show)
- Interpreting and using appropriate non-verbal language
- Taking turns in speaking and listening (circle-time, news time)
- Showing tolerance for views of others (circle-time, debating)
- Viewing and discussing video clips

Resources/Methodologies for Oral Language

- See each class level

Teacher's planning for Oral Language

- Teacher's plan using Learning Outcomes
- Over the Moon scheme is used to assist with planning
- English oral language and Gaeilge ó bhéal are integrated thematically through Aistear and through teaching topics at the same time and discussing language
- New vocabulary is displayed in the classrooms. Aistear words are displayed with pictorial clues / flash cards.
- Key vocabulary for pupils is identified for all subject areas and listed in teachers' short-term planning.

2. Reading

Learning Outcomes for Reading

- See pages 26 and 27 of the Primary Language Curriculum

Aims for Reading

In the area of reading development we aim to:

- promote positive attitudes and develop the appreciation of reading
- develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print
- develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
- develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
- develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasingly complexity
- engage in and enjoy sustained silent reading
- enhance emotional and imaginative development through reading
- develop cognitive ability and the capacity to clarify thinking through reading

- Use the school library to increase fluency and interest in books.
- Use explicit instruction of reading skills and strategies to enable at-risk children to participate more fully in literary experiences.

Methodologies for Reading

- See each class level

Whole School Initiatives for Reading

- D.E.A.R. time
- World Book Day
- Buddy Reading

School Library

Each class equipped with a fully stocked class library.

Rhymes

See Nursery Rhyme Scheme (Infant level)

Poetry

Children will learn a different W.B. Yeats poem in each class and will learn a variety of other poems.

Guidelines and ideas for poetry are given at each class level

Poetry integrated throughout Over the Moon and Rainbow Oral Language Programme.

Story

The children will explore the following types of story between Infants and Second class.
3rd to 6th class will explore a variety of fictional stories and texts.

(See the Story Scheme at each class level)

- Fairytales
- Fables
- Myths
- Legends
- Folk Tales

Phonological Awareness

Phonics is an integral part of the acquisition of the English language and a huge emphasis is placed on its importance in the early school years. The school uses the **Jolly Phonics** and **Over the Moon (Gill Education)** schemes.

Phonological Awareness Methodologies:

Identification of words as units within sentences.

Identification and manipulation of syllables

Phoneme blending

Identification and supply of rhyming words

Identification and discrimination of phonemes
 Phoneme segmentation
 Phoneme deletion
 Phoneme substitution
 Phoneme transposition

Lesson Structure for Phonological Awareness

Infants

- Sound
- Sound in Context

1st class to 6th class

- Sound
- Sound in context
- Sound as spelling/dictation
- Sound as comprehension

Timetable for Phonological Awareness

Junior Infants:	3 sounds per week
Senior Infants:	4 sounds per week
Infants	Reading Folders – book change weekly.
1 st – 6 th Class	Included in English timetabling

Reading Comprehension

Comprehension

Class Level:		
Junior Infants	Connecting	Procedure
	Creating Images	
	Predicting	
Senior Infants	Summarising	Procedure (Revise)
	Connecting	Recount
	Predicting	Narrative

	Creating Images	
First Class	Connecting	Report
	Comparing	Narrative
	Creating Images & Predicting	Recount
		Procedure
Second Class	Determining Importance	
	Predicting	Report
	Making connections	Procedure
	Visualisation	Recount
	Questioning	Narrative
	Think Aloud	

Reading comprehension for 3rd to 6th

Third class	Fourth class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying
Fifth class	Sixth class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying

<ul style="list-style-type: none"> ● Inferring ● Synthesising 	<ul style="list-style-type: none"> ● Inferring ● Synthesising
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Resources for Reading

See each class level

Supplementary Resources for Reading

- Big Books
- Guided reading books (e.g. Songbirds, Oxford Reading Tree, Nelson Literacy cards, Ginn Readers, PM + and Red Rocket)
- Class Library
- Poetry Books
- Rhyme Books
- Story Books
- Fairytales
- Books of Myths and Legends
- Posters
- Interactive whiteboard resources
- Nursery Rhyme Scheme for Infant Classes
- Phonics Scheme for Infant Classes (Jolly phonics)
- Games
- Activities
- Novels

3. Writing

Learning Outcomes for Writing

- See pages 30 and 31 of the Primary Language Curriculum

Aims for Writing

In the area of writing development, we aim to:

- develop competent and confident writers in all writing genres
- develop print awareness and an understanding of the purpose and conventions of print
- promote a growing sight vocabulary
- utilise the various comprehension strategies
- write for different purposes and different audiences
- learn to edit and refine writing and develop a sense of appropriate presentation
- develop a personal style of writing and learn to distinguish and use appropriate levels of formality
- share writing experiences with others

- use computer technology in learning to write

Resources for Writing

See class level

Writing Skills:

Class Level:	New Genre:	Consolidation of Genre::
Junior Infants	<ul style="list-style-type: none"> ▪ Procedure 	N/A
Senior Infants	<ul style="list-style-type: none"> ▪ Recount ▪ Narrative 	<ul style="list-style-type: none"> ▪ Procedure
First Class	<ul style="list-style-type: none"> ▪ Report ▪ Poetry 	<ul style="list-style-type: none"> ▪ Recount ▪ Narrative ▪ Procedure
Second Class		<ul style="list-style-type: none"> ▪ Recount ▪ Narrative ▪ Procedure ▪ Report ▪ Poetry
Third class		Fourth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing 		<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing
Fifth class		Sixth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive 		<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive

<ul style="list-style-type: none"> ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing 	<ul style="list-style-type: none"> ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing
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Spelling

We recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly. Some children struggle to move from the phonetic to transitionary stage of spelling. The Dolch/Frys list will be employed as pupils begin to learn spellings formally, up to 1st class, 2nd class use Jolly Phonics and 3rd to 6th Class use Exploring Spellings (along with 100 Commonly mis-spelt words in 3rd & 4th Class)

Objectives for Spelling

- Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words
- Spelling must be taught
- Spelling must be fun
- Realisation that not all spelling is phonetically based
- Spelling activities should be written
- Spelling strategies are taught to all children especially those who experience difficulty
- Self-checking is continuously encouraged to foster a more independent approach
- Spelling must never be a barrier to children's writing as it is vital not to dampen a child's enthusiasm to write by always insisting on accurate spelling
- Children are encouraged to take risks and attempt unknown words
- Provide opportunities for children to 'problem-solve' the rules themselves
- Children begin spelling informally in Senior Infants through exposure to phonics. Formalised spelling is introduced in First Class and continues throughout the remainder of the pupils' years in the school.

Source of Spellings

- Dolch, Frys list
- Phonics Scheme- Jolly Phonics
- Dictionary
- Jolly Grammar
- Exploring Spelling
- 100 most commonly misspelled words.

Our Approach to the Teaching and Learning of Spelling

Our school uses a synthetic phonic approach to spellings. In this multi-sensory approach children learn:

- That words are a sequence of sounds: F/O/G
- These sounds are represented by spellings
- The spellings can be made up of one or more than one letter e.g. sh/o/p, th/a/t.
- Some sounds can be written in a variety of ways eg the oe in go; toe; dough; (sound the same but look different)
- A spelling can carry more than one sound eg “a”; at, apron, all and what, (look the same but sound different)
- Children are taught the skills of blending, segmenting and manipulating the various phoneme through lots of drill.
- Some spellings that the child may not have the skill to sound out yet are call tricky words. In the junior classes these words will be displayed on the “Tricky-Words-Wall).

Assessing Spelling

Children are assessed by way of a spelling/dictation test every day/Friday 1st – 6th class. This will consist of a selection of words from their spelling list of that week and/or sentence/word dictation. This is combined with regular assessment of the child’s independent writing.

Correcting Spelling

- The spelling/dictation tests are corrected and returned to the children.
- Teachers are encouraged to avoid marking every spelling wrong, instead guide the child in spotting their errors.
- We do not make public any child’s results
- Children are encouraged to say the sounds as they write the words.
- The children must have their test signed by parents/carers

Spelling and the Learning Support/Resource Teacher

Arrangements may be made under the direction of the class teacher.

Parental Involvement and Spelling

Parents are encouraged to ensure that their children learn their spellings each night as part of their homework. This can be done by using the Look, Say, Cover, Write(saying the sounds as they write), Check Method and by practising sentence dictation.

Grammar & Punctuation

Grammar and punctuation are introduced in Infants to 2nd class through Jolly Grammar and Over the Moon programmes. See each class level for resources.

3rd to 6th Class use the Rainbow Literacy programme.

Handwriting/Penmanship

Throughout the school there is an emphasis on penmanship. The pupils begin script from Junior Infants and progress to cursive in second class, they then continue this style of writing through all classes. The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise.

In Junior Infants, the pupils learn two letters per week.

Pupils in Junior Infants learn how to form lower case letters only. In Senior Infants they learn how to form upper case letter.

Junior Infants and Senior Infants class use Go with the Flow.

Pupils in 1st to 6th class use Go with the Flow.

Pen Licence

Children will move to pen in 5th class when the teacher is satisfied that their cursive handwriting is at an acceptable level to start writing with a pen instead of a pencil.

Handwriting

- The best way to ensure good handwriting is to learn it correctly from the beginning
Good penmanship also improves spelling since letter strings are connected when the child is writing a word.
- Good posture, pencil-grip and how the children form their letters are explicitly taught
- Children with poor motor control or little stamina need a script/cursive model that makes minimum demands on their physical abilities – when the brain has a visual image of the word then the hand takes over.
- Pre-writing patterns are taught before separate letter formations at infant level
- Children are encouraged to practise common letter strings after learning how to form an isolated letter, e.g. 'a' – ate, at, eat, etc...
- A multi-sensory approach to handwriting is adopted in the school.
- Cursive script is encouraged for all written activities.

Approach Used to Introduce Letters

- Jolly Phonics Programme
- Jolly Phonics Sound games
- Air pencil/magic dust
- Tracing: on table, on each other's backs
- Playdough

- Sandpaper letters
- Large Letter in Crayon

Pencil Grip

- Tripod Grip

Timetable for Penmanship

- Junior Infants and Senior Infants: half hour per week.
- First – Second class: 30 minutes/week
- 3rd-6th -up to 40 minutes/week

Parental Awareness of Handwriting

- Parents will be informed of the handwriting style in the school at parent/class meetings.

Creative Writing

Children begin Creative Writing informally in the infant classes. This is stimulated and developed in many ways such as through Aistear and through the use of free drawing and free writing copies. Creative Writing is introduced formally in First Class and continues throughout the remainder of the children's years in the school.

Children are welcome to use their free writing copy.

Selecting Topics for Creative Writing

Sources of topics for children's writing include:

- Narrative Genre
- Thematic Approach
- Personal Concerns
- Life at home and in school
- Stories
- Social Needs
- Personal Reading
- Poetry
- Drama
- Aistear
- Everyday Experiences: Emphasis is placed on writing from children's own experiences and ideas

Strategies for Planning Creative Writing

- Narrative Genre strategies and ideas
- Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil

- Brainstorming
- Webbing
- Story Board
- Story Plans
- Story Templates
- Poetry/Drama/Story as stimulus

Whole School Approaches to Writing and Drafting

- Planning, Drafting, Editing, Re-drafting Method
- Encouraging Self Correction and Self Checking

Correcting Creative Writing

Constructive comments are used by teachers when correcting the children's work.

Assessment and Record Keeping

- Standardised testing: Drumcondra Reading. Sound / letter knowledge test regularly in 1st and 2nd class.
- Schonell Reading / spelling
- NRIT
- Dyslexia Portfolio
- Two Peas Phonological Assessment
- Teachers will hear children reading formally at least once a week.
- Spelling tests (weekly from 1st Class)
- Teacher checklists
- Assessments
- Teacher observation
- Teacher designed tasks
- Work samples
- Projects
- Diagnostic tests

Children with Different Needs

Children with special educational needs will receive support from our learning support teachers. English activities will be differentiated in order to meet the needs of the children in a particular class.

Where a teacher recognises that a child displays a particular ability in English, class teacher/LS teacher will provide challenging material to suit their needs. Teachers will also encourage such children to read and write for their classmates, so that the other children will have opportunities to listen and respond.

Continua of Support

A Continuum of Support will be completed (by LS teacher, in conjunction with class teacher) on each who requires extra support. This will be stored on Aladdin and relevant teachers will have access to this information. They will be reviewed twice yearly and adapted as needed.

Resources

The LS teachers will work with class teachers and the resources that are in each class. Other resources that maybe used in team teaching and/or with individuals that may be withdrawn for support include:

- Wolfhill 150 days of English
- Toe by Toe
- Fuzzbuzz
- Ginn 360 Readers
- C.J. Fallon Tracking Class
- Ladybird Readers
- Oxford

Initiations used:

- Quest series / PAT
- Teach High Frequency Words
- Edmark: Level 1 / Level 2
- S.N.I.P
- T.T.R.S
- Toe by Toe

Checklists used:

- NEPS First 100/200 words
- Dolch List
- Communication Profiling
- Checklists – Speech Language Communication (NCSA)
- Fine Motor / Gross Motor

E.A.L. Provision – Check.....

The language needs of each child will be assessed and support will be provided. This support will be determined by the teaching and material resources available to us at the relevant point in time. All efforts will be made to make home/school communication as clear as possible given the resources at our disposal at the time in question.

Homework

Teachers can assign English homework at their discretion in accordance with the guidelines of the homework policy and the Department of Education. As a core subject, English homework should be assigned daily. From first class, spellings are assigned each day. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

Organisational Planning

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (ref: Circular 0056/2011), as follows:

Class Level:	Time Allocation for Language 1 (i.e. English):
Junior and Senior Infants	4 hours per week
First – Sixth Class	5 hours per week
<i>Discretionary time may also be used for the teaching and learning of English</i>	

The teaching of English will be organised on a **whole-class** level.

Resources and ICT

As a school, we endeavour to build on and develop the resources available for teaching and learning as the school grows. Teachers will be encouraged to maximise resources available to them. The school will ensure that teachers' resources for school-wide programmes will be available to all teachers, including Jolly Phonics, Over the Moon, Rainbow Oral Language, Songbirds, Oxford Reading Tree, novels (Sets are available for all class).

ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive Whiteboards.

Individual Teachers Planning and Reporting

Class Teachers' Planning:

Individual teachers will plan their yearly English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it will be monitored and assessed on an on-going basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of English in their classes and are responsible for the implementation of such. They must also include English in their fortnightly (or weekly) plan. Such must include strand, element, learning outcomes, learning experience and key vocabulary.

The Cúntas Míósúil must document what has been covered in the teaching and learning of English each month.

Support Teachers' Planning:

Teaching of English for pupils with special educational needs will be documented in the planning documents of S.E.T. staff.

Staff development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. The staff will also avail of training as provided by the Department of Education and Skills, particularly in relation to further training days for the implementation of the Primary Language Curriculum.

Parental Involvement/Community Links

Parents/carers have a crucial role to play in their children's language development. Talking to adults, hearing them talk, hearing stories read and told and being encouraged to read all have an influence on children's language development that supports and complements the school experience. Parents are informed of this prior to their child starting school.

Success Criteria

Means of assessing this plan are as follows:

- Teacher/parent/pupil/community feedback
- Children's feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Monthly records of teaching and learning

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole-school plan.

Implementation

(a) Roles and Responsibilities

There is no one person responsible for the implementation of this English plan. Each teacher is responsible for implementing this plan within his/her own class. The plan should be monitored by all staff and any feedback duly noted to the Principal, who has overall responsibility for leading teaching and learning in the school.

(b) Timeframe

As outlined in the introductory statement, this plan will be implemented for the 2022/2023 school year.

Review

This policy will be reviewed in January 2025 but will be amended as necessary.

Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school by the NQT mentor. This policy will be published on the school website, upon its development, and a copy of it will be provided to the Parents Forum. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

This policy was adopted by the Board of Management on 20/02/2023. It was amended due to adoption of new scheme and was ratified on 20/02/2023.

Signed: Thomas Hevel (Chairperson, BOM)

Signed: Paul O'Sullivan (Principal)

Curriculum Content

Junior and Senior Infants

Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language)

See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

Aistear Themes (Oral Language)

Junior Infants	Senior Infants
<ul style="list-style-type: none">• The Home• Autumn/Halloween• The Train Station/Transport• Toys/Christmas• Winter/Weather• The Supermarket• The Farm• Spring/St. Patrick• The Café• The Doctors/Vet• The Airport/Summer	<ul style="list-style-type: none">• The School Office• The classroom• The Post Office• Café• The Garda Station• Christmas• The Estate Agents• The Vet• The Garden Centre• The Zoo• The Ice-cream Parlour• Camping

Nursery Rhymes (Oral Language)

We reinforce Nursery rhymes taught at pre school and here are a selection below.

Junior Infants	Senior Infants
<ul style="list-style-type: none">• Humpty Dumpty• Twinkle twinkle• Row, row, row your boat• Incy, wincy spider• Five little ducks• I'm a little teapot• Baa baa black sheep• One, two, buckle my shoe• Mary had a little lamb	<ul style="list-style-type: none">• Revision of Junior Infant rhymes• Ring a ring a roses• See-saw Margery daw• Tom Tom the piper's son• Ten green bottles• Little Jack Horner• Sing a song of sixpence• Pat-a-cake, pat-a-cake

<ul style="list-style-type: none"> ● Hickory dickory dock ● Little boy blue ● Hey diddle diddle ● Little bo peep 	<ul style="list-style-type: none"> ● Jelly on a plate ● Diddle, diddle, dumpling ● The grand old Duke of York ● Little tommy tucker ● Frère Jacques
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Story (Oral Language and Reading)

Junior Infants Over the Moon	Senior Infants
<ul style="list-style-type: none"> ● Build up class word wall with new words ● Dandelion Readers ● Jolly Phonics soundbooks ● Wordboxes <p>Big Books:</p> <ul style="list-style-type: none"> ● Variety of titles <p>Fairytales:</p> <ul style="list-style-type: none"> ● Variety of titles 	<ul style="list-style-type: none"> ● Books sent home for homework when children at blending stage (staggered) ● Build up class word wall with new words ● Decodable reader sent home. ● Dandelion / Launchers and readers ● Group book box for each table ● Class Library <p>Big Books:</p> <ul style="list-style-type: none"> ● Variety of titles ● Planning with Junior Infant teacher (no cross over) <p>Fairytales:</p> <ul style="list-style-type: none"> ● Variety of titles ● Planning with Junior Infant teacher (no cross over)

Phonics (Reading)

Junior Infants	
September	<ul style="list-style-type: none"> ● Pre-reading skills
October - May	<ul style="list-style-type: none"> ● Teach groups 1-5 (see below)

	<ul style="list-style-type: none"> ● Teach sounds per week: <u>Monday:</u> Teach new sound 1 <u>Tuesday:</u> Teach new sound 2 <u>Wednesday:</u> Teach new sound 3, Teacher revise previous sounds <u>Thursday:</u> Revise 3 news sounds and complete blending activities on whiteboard. <u>Friday:</u> Jolly phonics games for all 3 sounds. <ol style="list-style-type: none"> 1. s, a, t, i, p, n 2. c/k, e, h, r, m, d 3. g, o, u, l, f, b 4. j, z, w, v, y, x, qu 5. Ch, sh, th ● Blending to begin informally after teaching of group 1 phonic sounds. ● Reading to begin in January with readers being sent home
June	<ul style="list-style-type: none"> ● Revision and Blending of all phonics

Senior Infants

All other phonics have been taught in Junior Infants

September-October	<ul style="list-style-type: none"> ● s, a, t, i, p, n ● ck, e, h, r, m, d ● g, o, u, l, f, b, ai, ou, ie, ee, or, ng, oo ● j, z, w, v, y, x, ch
November	<ol style="list-style-type: none"> 1. Continue to revise sounds sh, th, qu, ou, oi, ue, er, ar then begin to introduce alternatives ee – ea, ou – ow etc. 2. Blending 3. Final letter sounds 4. Medial letter sound 5. Digraphs
December	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Medial letter sound 4. Digraphs
January	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowels 4. Digraphs 5. Double letters
February	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowels 4. Digraphs 5. Double letters
March	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel 4. Rhyming families
April	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowels 4. Rhyming families 5. Capital letters

May - June	Revision and Blending of all phonics <ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowels 4. Rhyming families 5. Capital letters
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High Frequency Words (Reading)

Junior Infants	Senior Infants
High Frequency Words (at child's own level) Jolly Phonics tricky words 1 – 30 (<i>and at child's own level</i>)	High Frequency Words (at child's own level) Jolly Phonics tricky words 31-60 Revise 1 - 30

Handwriting (Writing)

Junior Infants	Senior Infants
<ul style="list-style-type: none"> • Script (lower case letters only) 	<ul style="list-style-type: none"> • Cursive – upper and lower case

Grammar and Punctuation

Junior Infants	Senior Infants
<ul style="list-style-type: none"> • Full stop • Question Mark (Informally) • Exclamation Mark (Informally) • Capital Letters (All taught informally at Junior Infants level) 	<ul style="list-style-type: none"> ▪ Question Mark ▪ Exclamation Mark ▪ Capital Letters: Names, Days, Months, Beginning Sentences ▪ Full Stop ▪ Rewriting sentences and putting the words into the correct order ▪ Agreeing/Disagreeing with statements, e.g. The dog flew away (yes/no) ▪ Filling in the missing words in sentences - cloze

First and Second Class

Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language)

See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

Revise some of the Nursery rhymes from Infants.

First Class – Oral Language Themes (Over the Moon)	
September	My Summer Holidays School Pets
October	Autumn Birthday Halloween News
November	Magic Doctors
December	Birds Christmas News
January	Parcels Surprises News
February	Pancake Tuesday Woods and Animals
March	Spring The Farm St. Patrick's Day
April	Spring Easter Lambs Night Life
May	Summer The Swimming Pool
June	Summer at Home Holidays

Second Class – Oral Language Themes (Over the Moon)	
September	Pets Visit to the Cinema
October	Thunder and Lighting Dinosaurs
November	Looking after your body Cats
December	Christmas
January	Landmarks of Ireland Solar System
February	Recycling Storytelling
March	Irish Legends Transport
April	Inventions
May	Feelings The GAA
June	Animals in the Garden

Poetry (Oral Language)

First Class	Second Class
<i>Selection of poetry from Over the Moon. At least one Yeats poem</i> <i>Selection of Nursery Rhymes from (Jl and Sl) e.g Humpty Dumpty, Row, row, row your boat, Hey diddle diddle and Pat-a-cake, pat-a-cake</i>	<i>Selection of poetry from Over the Moon. At least one Yeats poem.</i>

Story (Reading)

First Class	Second Class
<ul style="list-style-type: none"> ● Read at Home ● Revise Dolch list in September ● Over the Moon ● Novel – selection available 	<ul style="list-style-type: none"> ● Read at Home ● Myths and Legends ● Fables ● Fairytales ● Over the Moon Skills Book ● Novels: Selection available

Reading Comprehension Strategies

First Class	Second Class
<ul style="list-style-type: none"> ● All sounds revised ● Visualisation (Revision) ● Predicting (Revision) ● Connecting 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning

Writing Genres

First Class	Second Class
<ul style="list-style-type: none"> ● Recount ● Narrative ● Procedure ● Report ● Poetry 	<ul style="list-style-type: none"> ● Recount ● Narrative ● Procedure ● Report ● Poetry

Creative Writing (Writing)

First Class	Second Class
<ul style="list-style-type: none"> ▪ Narrative Genre ▪ Personal Concerns ▪ Life at home and in school ▪ Personal Reading ▪ Everyday Experiences ▪ Free writing 	<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing

Grammar and Punctuation (Writing)

Revise all areas covered in Infants

First Class	Second Class
<ul style="list-style-type: none"> ● Capital Letters ● Sentence writing ● Proper Nouns ● Common Nouns ● Alphabetical Order ● 'A' for 'An' ● Plurals ● Pronouns ● Conjugating Verbs 	<ul style="list-style-type: none"> ● Alphabetical Order ● Sentence Writing ● Speech Marks ● Questions ● Commas in Lists ● Exclamation Marks ● Proper Nouns ● Adjectives ● Plurals –s, -es, -ies

<ul style="list-style-type: none"> ● Past tense ● Future tense ● Doubling rule – before adding –ed ● Adjectives ● Compound Words ● Adverbs ● Plurals –es ● Antonyms ● Speech Marks ● Questions ● Homophones 	<ul style="list-style-type: none"> ● Possessive Adjectives ● Homophone Mix-Ups ● Adverbs ● Verbs ● Present Tense Verbs ● Regular Past Tense Verbs ● Irregular Past Tense Verbs ● Using a Dictionary ● Proofreading Sentences ● Expanding a sentence ● Conjunctions ● Prefixes ● Apostrophe ‘s’ ● Contractions ● Prepositions ● Suffixes –ing, -er, -est
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Handwriting (Writing)

First Class	Second Class
<ul style="list-style-type: none"> ● cursive Script ● Revise lower case and upper case letters. ● “Go with the Flow” programme. 	<ul style="list-style-type: none"> ● Cursive Script ● Revise lower case and upper case letters. ● Practise joining words. ● “Go with the Flow” programme

3rd – 6th Class

Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language)

See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

Read at Home - all classes.

Third class Sept- June	Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling
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	Giving instructions Vocab games Seasonal topics Hot seating Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions
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Fourth class Sept- June	Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling Giving instructions Vocab games Seasonal topics Hot seating Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions
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Fifth class Sept- June	Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling
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	Giving instructions Vocab games Seasonal topics Hot seating Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions
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Sixth class	
Sept- June	Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling Giving instructions Vocab games Seasonal topics Hot seating Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions

Poetry (Oral Language)

<i>Third class – 6th Class</i>	
<i>Selection of Poems from a variety of sources including at least one Yeats poem.</i>	<i>Selection of Poems from a variety of sources including at least one Yeats poem.</i>

<i>Fifth class</i>	<i>Sixth class</i>
<i>Selection of Poems from a variety of sources, including at least one Yeats poem.</i>	<i>Selection of Poems from a variety of sources, including at least one Yeats poem.</i>

Story (Reading)

Third class	Fourth class
<ul style="list-style-type: none"> • Novels • Rainbow Programme • DEAR/Library • ICT <p><u>3rd Class Novels</u> Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. Wide selection available.</p>	<ul style="list-style-type: none"> • Novels • Rainbow Programme • DEAR/Library • ICT <p><u>4th Class Novels:</u> Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. Wide selection available.</p>
Fifth class	Sixth class
<ul style="list-style-type: none"> • Myths and Legends • Fables • Fairytales • Novels • Rainbow Programme • DEAR/Library • ICT <p><u>5th Class novels</u> Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. Wide selection available.</p>	<ul style="list-style-type: none"> • Myths and Legends • Fables • Fairytales • Novels • Poems • Rainbow Programme • DEAR/Library • ICT <p><u>6th Class Novels</u> Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. Wide selection available.</p>

Reading Comprehension Strategies

Third class	Fourth class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying
Fifth class	Sixth class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying ● Inferring ● Synthesising 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying ● Inferring ● Synthesising

Writing Genres

Third class	Fourth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing 	<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing
Fifth class	Sixth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive 	<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive

<ul style="list-style-type: none"> ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing 	<ul style="list-style-type: none"> ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing
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Creative Writing (Writing)

Third class	Fourth class
<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing ▪ Character descriptions ▪ Interviews ▪ Alternative endings ▪ Summarising ▪ Using imagination 	<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing ▪ Character descriptions ▪ Interviews ▪ Alternative endings ▪ Summarising ▪ Using imagination
Fifth class	Sixth class
<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing ▪ Character descriptions ▪ Interviews ▪ Alternative endings ▪ Summarising ▪ Using imagination 	<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing ▪ Character descriptions ▪ Interviews ▪ Alternative endings ▪ Summarising ▪ Using imagination

Grammar and Punctuation (Writing)

Third Class	Fourth class
<ul style="list-style-type: none"> ● Capital letters and full stops ● Question marks and ● Exclamation marks ● Speech Marks and Commas ● Common Nouns ● Proper nouns ● Plurals ● Irregular plurals ● Verbs ● Present Tense and Past Tense ● Irregular Verbs-Past tense ● Compound Words ● Adjectives ● Contractions ● Pronouns ● Alphabetical Order ● Antonyms ● Conjunctions ● Homophones 	<ul style="list-style-type: none"> ● Proper nouns ● Collective nouns ● Adjectives ● Verbs ● Adverbs ● Alpha order ● Pronouns ● Common nouns ● Homophones ● Apostrophe ● Contractions ● Commas ● Singular plural nouns ● Synonyms ● Antonyms ● Punctuation ● Prepositions
Fifth class	Sixth class
<ul style="list-style-type: none"> ● Proper nouns ● Collective nouns ● Abstract ● Adjectives ● Verbs ● Adverbs ● Similes ● Alpha order ● Pronouns ● Common nouns ● Homophones ● Homonyms ● Proverbs ● Apostrophe ● Contractions ● Commas ● Abbreviations 	<ul style="list-style-type: none"> ● Proper nouns ● Common nouns ● Collective nouns ● Abstract nouns ● Concrete nouns ● Capital letters ● Dictionary work ● Adjectives ● Verbs ● Adverbs ● Similes ● Metaphors ● Conjunctions ● Alphabetical order ● Pronouns ● Homophones ● Proverbs

<ul style="list-style-type: none"> ● Singular plural nouns ● Synonyms ● Comparatives/superlatives ● Antonyms ● Punctuation ● Prepositions 	<ul style="list-style-type: none"> ● Apostrophe ● Contractions ● Commas ● Abbreviations ● Singular plural nouns ● Synonyms ● Antonyms ● Comparatives/superlatives ● Antonyms ● Punctuation ● Question mark ● Syntax ● Prefix ● Compound words ● Prepositions
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Handwriting (Writing)

Third class	Fourth class
<ul style="list-style-type: none"> ● Go with the Flow 	<ul style="list-style-type: none"> ● Go with the Flow
Fifth class	Sixth class
<ul style="list-style-type: none"> ● Emphasis on proper pencil grip and good posture ● Emphasis on proper letter formation ● Emphasis on quality presentation ● Develop a fluent personal style of handwriting ● Write for more sustained periods 	<ul style="list-style-type: none"> ● Emphasis on proper pencil grip and good posture ● Emphasis on proper letter formation ● Emphasis on quality presentation ● Develop a fluent personal style of handwriting ● Write for more sustained periods



Draft Critical Incident Policy for Rathcormac NS

Introduction:

In Rathcormac NS we aim to protect the well being of our pupils and staff by providing a safe, tolerant, and well catered for environment as outlined in our school philosophy statement.

The BoM through the Principal, the Staff and the Parents Association has drawn up a Critical Incident Management Plan. They have established a Critical Incidents Management Team to steer the development and implementation of the plan.

What is a Critical Incident?

The staff and management of Rathcormac NS recognise a critical incident to be "an incident or sequence of events that overwhelms the normal coping mechanism of the school."

Critical incidents may involve one or more students or staff members, or members of our local community. Types of incidents might include:

- The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death
- An intrusion into the school
- An accident involving members of the school community
- An accident/tragedy in the wider community
- Considerable damage to the school building through fire, flood, vandalism, etc
- The disappearance of a member of the school community.

Aim

The aim of the CIMP is to help school management and staff to react quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to students and staff. Having a good plan should also help ensure that the effects on the students and staff will be limited. It should enable us to affect a return to normality as soon as possible.



Critical Incidents Management Team

Critical Incidents Management Team:		
Role	Name	Phone
Team Leader	Frank O'Sullivan	
Staff Liaison	Geraldine Connell	
Student Liaison	Catherine Coggins	
Community Liaison	Catriona Mc Donagh	
Parent Liaison	Frank O' Sullivan	
Media Liaison	Fr Tom Hever Frank O' Sullivan	
Administrator	Catriona Mc Donagh	

Roles and Responsibilities

Team leader: Frank O' Sullivan

Role: Principal

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Consults with the Board of Management; DES; NEPS; SEC
- Liaises with the bereaved family
- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared.

Communication

Staff liaison: Geraldine Connell

Role Deputy Principal

- Leads briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, outlines the routine for the day
- Advises staff on the procedures for identification of vulnerable students
- Provides materials for staff (from their critical incident folder)
- Keeps staff updated as the day progresses
- Is alert to vulnerable staff members and contacts them individually.
- Advises them of the availability of the EAS and gives them the contact number.



Student liaison: Ms Catherine Coggins.

Role: Class Teacher

- Gives the known facts and avoids speculation. This is to dispel rumours which may cause unnecessary stress.
- Allow pupils to ask questions, tell their story and express their feelings.
- Alerts other staff to vulnerable students (appropriately)
- Provides materials for students (from their critical incident folder)
- Maintains student contact records (R1).
- Looks after setting up and supervision of 'quiet' room where agreed.

Community liaison: Mrs Catríona Mc Donagh

Role: School secretary.

- Maintains up to date lists of contact numbers of - Key parents, such as members of the Board of Management, Parents association - Emergency support services and other external contacts and resources
- Consults with agencies in the community for support and onward referral
- Is alert to the need to check credentials of individuals offering support
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges
- Updates team members on the involvement of external agencies

Parent liaison: Mr Frank O'Sullivan

Role: Principal

- Visits the bereaved family
- Arranges parent meetings, if held
- May facilitate such meetings, and manage 'questions and answers'
- Manages the 'consent' issues in accordance with agreed school policy
- Ensures that sample letters are typed up, on the school's system and ready for adaptation
- Sets up room for meetings with parents
- Maintains a record of parents seen
- Meets with individual parents
- Provides appropriate materials for parents (from their critical incident folder)

Media liaison: Frank O Sullivan Role Principal

Fr Tom Hever Chairperson BOM

- In advance of an incident, will consider issues that may arise and how they might be responded to (e.g., students being interviewed, photographers on the premises, etc)
- In the event of an incident, will liaise where necessary with the communication section of the DES, relevant teacher unions etc.



- Will draw up a press statement to include the known facts about the incident, what has been done already, positive information or comments about the deceased person.
- give media briefings and interviews (as agreed by school management)

Administrator: Catriona Mc Donagh.

Role: School Secretary

- Maintenance of up-to-date telephone numbers of - Parents or guardians - Teachers - Emergency services
- Takes telephone calls and notes those that need to be responded to
- Ensures that templates are on the school's system in advance and ready for adaptation
- Prepares and sends out letters, emails, and texts
- Photocopies materials needed
- Maintains records

Record keeping

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, material used etc. Catriona Mc Donagh will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.

Confidentiality and good name considerations

Management and staff of Rathcormac NS have a responsibility to protect the privacy and good name of people involved in any incident and will be sensitive to the consequences of public statements. Members of school staff will bear this in mind, and seek to ensure that students do so also, e.g., the term 'suicide' will not be used unless there is solid information that death was due to suicide, and that the family involved consents to its use. The phrases 'tragic death' or 'sudden death' may be used instead. Similarly, the word 'murder' should not be used until it is legally established that a murder was committed. The term 'violent death' may be used instead.

Critical Incident Rooms	
In the event of a critical incident, the following rooms are designated for the indicated purposes.	
Room Name	Designated Purpose.
Staff Room	Main room for meeting staff
Old Office	Meeting with students
Principal's Office	Meeting with parents
Principal's Office/School Hall	Meeting with media
New SEN room	Individual sessions with students
Principal's office	Meeting with other visitors.



Action plan

SHORT-TERM ACTIONS

Day 1.

Task	Name
Gather accurate information. Who, what, when, where?	Frank O'Sullivan
Convene a CIMT meeting-specify time and place clearly.	Frank O'Sullivan
Contact External agencies.	Frank O'Sullivan
Arrange supervision for students	All staff
Hold staff meeting	All staff
Agree schedule for the day	All staff
Inform students- (close friends and students with learning difficulties may need to be told separately)	Catherine Coggins Geraldine Connell.
Compile a list of vulnerable students	Catherine Coggins
Prepare and agree media statement and deal with media.	Frank O 'Sullivan Fr Tom Hever Catriona Mc Donagh
Inform parents	Frank O'Sullivan
Hold end of day staff briefing	All staff

MEDIUM-TERM ACTIONS (24-72 HOURS)

Task	Name
Convene a CIMT meeting to review the events of Day 1	Frank O'Sullivan.
Meet external agencies	Frank O'Sullivan
Meet whole staff	All staff
Arrange support for staff, students, and parents	Catherine Coggins Geraldine Connell.
Visit the injured	Frank O'Sullivan, Staff member /class teacher. Fr Tom Hever
Liaise with bereaved family regarding funeral arrangements	Frank O'Sullivan Fr Tom Hever
Agree on attendance and participation at funeral service	Frank O'Sullivan Fr Tom Hever
Make decisions about school closure	BOM



LONGER TERM ACTIONS
Follow -up Beyond 72 Hours

Task	Name
Monitor students for signs of continuing distress.	Class teachers
Liaise with agencies regarding referrals	Frank O 'Sullivan Catriona Mc Donagh Geraldine Connell
Plan for return of bereaved students	Frank O'Sullivan Catherine Coggins
Plan for giving of memory box to bereaved family.	Class teacher Frank O'Sullivan.
Decide on memorials and anniversaries	BOM, Staff, parents, and students.
Review response to incident and amend plan	Staff BOM

Emergency Contact List

Agency	Contact Number
Garda	071-9157000
Hospital- Sligo University	071- 9171111
Fire Brigade	071-9111404
Drumcliff Family Practice	071-9163192 071-9163717
NEPS Psychologist Ann Conway	01-8650689
Main NEPS Office	01-8650701
School Inspector Office	071-9143218
INTO	01-8047700

Drawn up by the Board of Management of Rathcormac NS on
29/02/2023.

Review Date: _____

Thomas Hever

