

## Three-Year Plan: Sample

**SAMPLE**

		Year 1	Year 2	Year 3
<b>Literacy</b>	<b>Review</b>	<ul style="list-style-type: none"> <li>Record steps taken to establish an accurate picture of literacy levels for pupils in general, for specific pupils /groups of pupils. (Establish baseline to be used when measuring progress – monitoring and evaluation)</li> </ul>		
	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>Specify, in measurable terms, how literacy levels should improve as a result of the actions to be taken by the school e.g. <i>By the end of Year 3, 90% of pupils leaving this school will have reached a minimum reading age of X years</i> <b>OR</b></li> <li><i>We will reduce, by 25%, the number of pupils scoring at or below 20<sup>th</sup> percentile on reading test</i> <b>OR</b></li> <li><i>X% of our pupils are achieving above 50<sup>th</sup> percentile. In Year 1, we will increase this to X+5%, in Year 2, to x+10% and to X+15% in Year 3.</i></li> </ul>		
	<b>Action(s)</b>	<ul style="list-style-type: none"> <li>Raising the awareness of teachers about the impact and implications of educational disadvantage on literacy levels</li> <li>Broadening range of teaching methodologies used/professional development</li> </ul>	<ul style="list-style-type: none"> <li>Systematic use of assessment tools – formal and informal to inform whole school plans and individual teacher preparation and classroom practice</li> <li>Co-ordinating work of Class Teachers, SET team, SNA [Team work and communication]</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated teaching based on pupils' learning strengths and needs</li> <li>Maintenance and extension of successful strategies from Years 1 and 2</li> </ul>
	<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Using baseline and targets as guide, set out how progress will be measured on a termly/annual basis e.g. <i>Each term, using milestones agreed for each class level, progress will be monitored by class teacher, and, at whole school level, by the SET team and the Principal. Outcomes to feed into subsequent actions and teacher planning</i></li> </ul>		
	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Using baseline and targets as guide, state how progress made since inception of plan will be measured and evaluated. e.g. <i>Repeat review and compare results with baseline and target</i></li> <li>Identify lessons learned for future planning and development</li> </ul>		
<b>Numeracy</b>	<b>Review</b>	<ul style="list-style-type: none"> <li>Record steps taken to establish an accurate picture of numeracy levels for pupils in general, for specific pupils / groups of pupils. (Establish baseline to be used when measuring progress – monitoring and evaluation)</li> </ul>		
	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>Specify, in measurable terms, how numeracy levels should improve as a result of the actions to be taken by the school e.g. <i>By the end of Year 3, 80% of pupils leaving this school will have scored at or above the 40<sup>th</sup> percentile on standardised Maths test</i> <b>OR</b></li> <li><i>We will reduce, by 25%, the number of pupils scoring at or below 20<sup>th</sup> percentile on Maths test</i> <b>OR</b></li> <li><i>X% of our pupils are achieving at or above the 40<sup>th</sup> percentile. In Year 1, we will increase this to X+5%, in Year 2, to X+7% and to X+10% in Year 3.</i></li> </ul>		
	<b>Action(s)</b>	<ul style="list-style-type: none"> <li>Establish a method of systematic assessment of progress for all class levels and relate to teachers' schemes of work</li> </ul>	<ul style="list-style-type: none"> <li>Broadening range of teaching methodologies used/professional development</li> <li>Develop a programme of maths based on life in local community for use throughout the school</li> </ul>	
	<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Using baseline and targets as guide, set out how progress will be measured on a termly/annual basis e.g. <i>Each term, using agreed numeracy milestones for each class level, progress will be monitored by class teacher and, at whole school level, by the SET team and the Principal. Outcomes to feed into subsequent actions and teacher planning</i></li> </ul>		
	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Using baseline and targets as guide, state how progress made since inception of plan will be measured and evaluated e.g. <i>Repeat review and compare results with baseline and target</i></li> <li>Identify lessons learned for future planning and development</li> </ul>		

<b>Attendance</b>	<b>Review</b>	Steps taken to establish an accurate picture of attendance levels for pupils in general, for specific pupils /groups of pupils. Reference NEWB report. (Establish baseline to be used when measuring progress – monitoring and evaluation)
	<b>Target(s)</b>	Specify, in measurable terms, how attendance levels should improve as a result of the actions to be taken by the school. Incorporate SCP Cluster Target if possible e.g. <i>The number of pupils absent for 20 days or more will be reduced by 25% in Year 1, 50% in Year 2 and eliminate it by end of Year 3</i> <b>OR</b> <i>We will reduce absences on Fridays/Mondays by 25% in Year 1, 50% in Year 3 and 75% in Year 3</i>
	<b>Action(s)</b>	<ul style="list-style-type: none"> <li>Improving school environment and climate including timetabling, recognition and awards</li> <li>Procedure for daily monitoring and immediate response to absences</li> <li>Raising parental awareness of importance of good attendance and involving parents in strategies to improve attendance and participation rates</li> </ul>
	<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Using baseline and targets as guide, set out how progress will be measured on a termly/annual basis e.g. <i>Attendance levels to be reported on each week/month and compared with baseline and target</i></li> </ul>
	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Using baseline and targets as guide, state how progress made since inception of plan will be measured, evaluated and reported e.g. <i>Repeat review and compare results with baseline and target</i></li> <li>Identify lessons learned for future planning and development</li> </ul>
<b>Involvement of Parents in Child's Education</b>	<b>Review</b>	<ul style="list-style-type: none"> <li>Review of structures for parent involvement in the school</li> </ul>
	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>Set up <i>Maths for Fun</i> at four class levels per year</li> </ul>
	<b>Action(s)</b>	<ul style="list-style-type: none"> <li>e.g. Involve parents in Maths for Fun</li> </ul>
	<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Record attendance of parents</li> <li>Record parents' views on the impact of their involvement</li> <li>Record teachers' views on the impact of parents' involvement</li> <li>Record parent and teacher observation of impact on pupils' attitude to Maths</li> </ul>
	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Are parents' skills being developed?</li> <li>Are collaborative ways of working being developed?</li> <li>What might be done differently on next occasion?</li> <li>Are Maths skills being developed? Assessment through teacher designed tests/standardised tests.</li> </ul>

Partnership with other Schools and Statutory/Voluntary Agencies	<b>Review</b>	<ul style="list-style-type: none"> <li>Review the extent and effectiveness of communication and co-operation between the school and other schools in the community</li> <li>Review the effectiveness of structures for liaising with voluntary and statutory agencies</li> </ul>
	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>In conjunction with other local schools and with VEC, increase the range of parent development opportunities available</li> </ul>
	<b>Action(s)</b>	<ul style="list-style-type: none"> <li>e.g. Collaboration with other local schools and with VEC in supporting access for parents to a range of courses designed to facilitate personal development.</li> </ul>
	<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Record attendance of parents</li> <li>Record parents' views on the value of courses</li> <li>Record the views of those involved in the project regarding the benefits of co-operation</li> </ul>
	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Has collaboration with other schools/VEC increased as a result of project(s)?</li> <li>Have other areas of partnership evolved?</li> <li>Have parents benefited from participation?</li> <li>What might be done differently on next occasion?</li> </ul>

For Illustration Only