

Whole School Plan

Stair — *Scoil Chiarain Naofa--Dubhras*





School Name: *Scoil Chiarain Naofa*

Dubhras, Cinn Mhara

1. INTRODUCTION:

This plan was formulated and drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history.

It will form the basis for teachers' long and short term planning.

This History plan will be addressed under the following headings

Curriculum planning

- Strands and strand units
- Year Content for History
- Approaches and methodologies
- Teaching and learning contexts
- Assessment
- Timetabling
- Integration
- Approaches and methodologies
- Resources
- Policies and programmes that support SPHE
- Community links
- Staff Development
- Success Criteria
- Roles and Responsibilities
- Time frame
- Review and Ratification

➤ **Introductory Statement**

We aim through this plan, drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history in Scoil Chiarain Doorus N.S .It will form the basis for teachers' long and short term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school. We, in Scoil Chiarain , recognise History as an integral element of Social, Environmental and Scientific Education. We recognise the distinct role History has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he/she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local

communities and the histories of people in Ireland and other parts of the world. We believe that History develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments. We view history as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child centred curriculum.

2. Vision

(a) Vision

It is the ethos of Scoil Chiarain National School to enable each and every child to reach his/ her full potential. We are aware of the contribution SESE makes to the harmonious development of the child. We hope that by creating opportunities for children to experience a rounded historical education that is not exclusively focused on the transmission of a body of knowledge but that allows children to work as historians. Children will help children to understand more fully the world in which they live, how events and personalities have shaped the home, locality and wider environments in which they exist. It is our vision that history in our school will enable children to understand the present by exploring the past before they begin to look towards the future.

3. AIMS:

We endorse the aims of the Primary School Curriculum for History Education

The aims of History Education are:

b) Aims

We endorse the aims of the SESE History curriculum as outlined on Page 12 of the SESE History Curriculum Statement

- To develop an interest in and curiosity about the past.
- To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
- To develop an understanding of the concepts of change and continuity.
- To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child.
- To allow the child to encounter and use a range of historical evidence systematically and critically.
- To provide opportunities for the child to communicate historical findings and interpretations in a variety of ways. #
- To foster sensitivity to the impact of conservation and change within local and

wider environments.

- To help the child recognise and examine the influences of the past on the attitudes and behaviour of people today.
- To encourage children to recognise how past and present actions, events and materials may become historically significant.
- To foster a willingness to explore personal attitudes and values and to promote an openness to the possibility of changing one's own point of view.
- To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts
- To carry out an environmental audit of opportunities for historical learning within the school locality. (SESE History Curriculum Statement Page 12)

Curriculum Planning 1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/ her relevant class level and indeed for each other's class levels. We feel this is important in order to ensure a coherent programme throughout the school .

We plan to cover strands and strand units over 2 years, Year 1 and Year 2.

Classes from Junior/ Senior infants to First /Second class will work very closely. At these levels history will be delivered through integrated themes in the context of the other SESE subjects as much as possible as well as through integration with the SPHE curriculum and other curricular areas, therefore making the learning experience more holistic and meaningful for the child.

Infants: Pg. 19 -20 Curriculum –

We are aware that the content in history for the infant classes is confined to two strands

• Myself and my Family • Story

Each of these strands will be covered.

1 st 2 nd : pg. 27 – 31 Curriculum –

We understand that the three strands that comprise the content of the History Curriculum at this level must be covered:

• Myself and my Family • Change and Continuity • Story

We will ensure that the stories and other activities selected in Junior Infants ,Senior Infants First and Second classes will encompass a range of perspectives and will:

- Introduce children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.
- Include studies from a wide range of human experience
- Come from local, national and international contexts.

We endorse the emphasis this curriculum places on the exploration of personal and family history at this level and are conscious of the sensitivities some aspects of these topics will require. -We agree that through local history children can readily acquire and practise historical research 3 skills. This in turn allows them to become familiar with and to value the local environment.

Consequently they can learn to appreciate the elements of the past which have given them and their locality a sense of identity. –

3 rd/4th: Page 42-50 Curriculum -- We are familiar with the Strands that comprise the curriculum for Third/Fourth classes.

• Local studies • Story • Early People and ancient studies. • Life, society, work and culture in the past. • Continuity and change over time.

We are aware of the requirements of the 'menu curriculum' as outlined in the Curriculum Statement regarding the number of Strand Units from each Strand that must be covered in each school year. We have chosen the correct number of Strand Units in consultation with the teachers of Fifth/Sixth classes in order to ensure coverage of most aspects of the curriculum before the children leave sixth class.

We have chosen two strand units from each of these four stands: • Local studies (2 strand units) • Early people

and ancient societies (2 strand units) • Life, society, work and culture in the past (2 strand units) • Continuity and change over time (2 strand units) In total we have selected 8 strand units.

From the strand entitled “Story “, we have selected stories that will link in with the strand units chosen above

5 th/6th classes: We are aware of the Strands that comprise the History Curriculum for Fifth/ Sixth classes:

• **Local studies** • **Story** • **Early people and ancient societies** • **Life, society, work and culture in the past** • **Continuity and change over time** • **Eras of change and conflict** • **Politics, conflict and society**

We are aware of the requirements of the ‘menu curriculum’ as outlined in the Curriculum Statement regarding the number of Strand Units from each Strand that must be covered in each school year. We have chosen the correct number of Strand Units in consultation with the teachers of Third / Fourth classes in order to ensure coverage of most aspects of the curriculum before the children leave sixth class.

We have chosen two strand units from each of these five strands: • Local studies (2 strands units) • Early people and ancient societies (2 strand units) • Continuity and change over time (2 strand units) • Eras of change and conflict (2 strands units) 4 • Politics, conflict and society (2 strands units) and 1 strand unit from the strand “Life Society Work and Culture in the past “

In total we will cover 11 strand units along with a selection of stories from the “Story” strand which are relevant to these strand units.

English novels will be used to integrate with different strands and strand units of the History Curriculum.eg 5 th and 6th class novels for example

“Ice Man- Tom Crean” by Michael Smith

“Twist of Gold” by Michael Morpurgo (Integration with History- The Famine).Triology by Marita Conlon McKenna “

“The Guns of Easter” by Gerald Whelan

“A Winter of Spies” by Gerald Whelan “

The Catalpa Adventure” by Vincent McDonnell

Other Novels will be added to this list as class teachers see fit. In choosing the Strand Units for 3rd to 6th classes, we are conscious of the spiral approach recommended in this curriculum, in which some aspects of the past may be explored in increasing detail at a number of levels.

In selecting Strand Units from third to sixth we will endeavour to ensure that:

- The locality of the school is reflected in the programme
- Children are introduced to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.
- Studies from a wide range of human experience are included.
- Local, national and international contexts are included.

We recognise that the curriculum recommends that in each year one strand unit in local history and one strand unit in national or world history is studied in more depth over a longer period and this has been taken on board in the development of our yearly plans from 3rd to 6th classes. We understand that a strict adherence to a chronological treatment of Strand Units is not recommended in this curriculum because of the constraints this would impose on curricular planning.

The development of **children’s chronological** understanding can be fostered through the use of **timelines**, and will consider using timelines at all levels. We endorse the emphasis this curriculum places on the exploration of personal and family history at this level and are conscious of the sensitivities some aspects of these topics will require. We agree that through local history children can readily acquire and practise historical research skills. This in turn allows them to become familiar with and to value the local environment. Consequently they can learn to appreciate the elements of the past which have given them and their locality a sense of identity

When embarking upon our **Local History studies** for our area and are aware of Exemplar 15 Pages 100-103 in the History Teacher Guidelines which examines factors to consider when embarking on a local 5 history trail.

Trails developed for children from 3-6 th will be more complex sophisticated versions of those developed at junior class levels

We have discussed how to **ensure Oral Evidence** is incorporated and have identified people in the area who may be willing to come to the school and speak to the children about the past. We are conscious of the planning and preparation that is vital for such a visit and will refer to Pg. 36 Teacher Guidelines and Exemplar 10 Pg. 78 in this

regard. (see page 4 of this policy)

At all class levels we will strive to ensure a balance between the development of skills and the acquisition of knowledge in our teaching of history.



Skills and concepts Development.

As outlined in our vision for history in our school we are not solely concerned with the transmission of a body of knowledge about the past, but also with ensuring children experience something of the way in which the historian goes about his/ her work. Each teacher is aware that the curriculum provides for the development of a growing range of historical skills and concepts. Each teacher is aware of the aspects of Working as a Historian that apply at each class level.

Infants: Page 18 Curriculum We are aware that the skills and concepts developed by the children as they work as historians are :

- **Time and Chronology**
- **Using Evidence**
- **Communication**

At Infant level strategies we will use to develop the child's skills to work as a young historian will include:

• Sequencing activities- Ordering objects/pictures; Sequencing of artefacts from own personal past; sequencing of elements in a story etc. • Use of simple timelines • Using simple evidence: artefacts from own personal past: clothes, toys, birthday cards etc; photographs from own personal past., • Allowing children opportunities to communicate an awareness of stories about the past in a variety of ways: listening to and retelling stories, drama, art work, ICT.

1 st / 2nd : Page 26 Curriculum - We are aware that the following skills and concepts will be developed by the children as they are provided with opportunities to engage with the History Curriculum and to work as historians:

- Time and Chronology
- Change and Continuity
- Cause and Effect 6
- Using Evidence
- Synthesis and Communication
- Empathy

Strategies we will use to develop the child's ability to work as a young historian at this level will include:

• Sequencing activities: placing objects or pictures in historical sequence • Exploring instances of change and continuity in personal life, family and immediate local environment: looking at features which have changed or

remained unchanged • Through examining the actions of a character in a story discuss the reasons for change and the effects of change. • Use of simple historical evidence: photographs, objects, memories of older people, buildings, stories and songs. • Allowing children opportunities to communicate an awareness of stories, people and events from the past in a variety of ways: writing, drama, ICT etc.

----- **Third/Fourth Classes: Page 40 Curriculum** We are aware of that children will continue to develop these skills and concepts through engagement with the History Curriculum and by having the opportunity to Work as Historians:

• Time and chronology • Change and continuity • Cause and Effect • Using evidence • Synthesis and communication • Empathy

Strategies we will use to develop the child's abilities to work as a young historian at this level will include:

• Using timelines for children to record information about people and events • Examining and using a wider range of historical evidence: photographs, pictures, objects, memories of older people, buildings, stories, songs, written sources, films, other media, ICT. • Encouraging children to ask questions about a piece of evidence • Enabling children to summarise information in and make deductions from a single source of evidence • Providing opportunities for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways.

Fifth/ Sixth classes: Page 60 Curriculum

We are aware of the skills and concepts that children in 5th ad 6th classes will continue to develop through engagement with the History Curriculum and by having the opportunity to Work as Historians:

• Time and chronology • Change and continuity • Cause and Effect • Using evidence • Synthesis and communication • Empathy

Strategies we will use to develop children's skills to work as young historians will include

: • Use of timelines • Enable children to use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, Stone Age, early Christian Ireland etc • Allow children to examine and use critically a wide range of historical evidence • Enable children to develop some skills in the location and selection of evidence • Encourage children to ask questions about a piece of evidence • Encourage children to compare accounts of a person or event from two different sources • Encourage children to use imagination and evidence to reconstruct the past in a variety of ways: oral language, drama, writing, art work, modelling, other media, ICT.

Time and Chronology : As already stated in Section 1 the use of timelines will play a major role in the development of chronological understanding and will be used at all class levels in an age appropriate way. -

Infants-Picture sequences using the language of time. –

Middle classes-timelines that relate to personal history with photographs and artefacts along with the language of time.

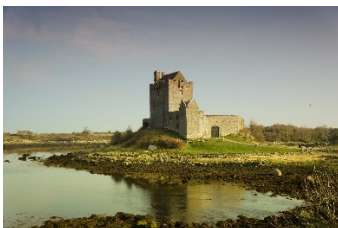
- **Senior classes**-timelines of distant periods and key dates.using the language of B.C/A.D

All teachers will endeavour to include a balance between the development of these skills and the acquisition of knowledge when designing their short and long term planning and when implementing it in the classroom

. **Approaches and Methodologies** Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies.

We plan to use the key methodologies of the primary school curriculum in the teaching of History. –

- Active learning –
- Use of the environment
- - Talk and discussion –
- Cooperative learning –
- Problem solving –
- Developing skills through content
- In addition to this we are aware of the variety of approaches and methodologies outlined as particularly suited to History and will endeavour to employ the following methodologies:
- • Story
- • Personal and family history This methodology is an ideal starting point for exploring the past especially with our younger classes. Parents, grandparents and other family members will be encouraged to share family history with our children
- . We will consult pgs. 72 - 75 of the Teacher Guidelines for guidance in this methodology.
- • Using We will consult pgs 81 - 86 of the Teacher Guidelines for guidance in this methodology. • Drama and role play Activities such as hot seating, conscience alley, and drama through story are ways in which children will empathise with people
- of the past and recreate human experience. We will consult pgs. 109 - 113 of the Teacher Guidelines for guidance in this methodology.
- • Using pictures and photographs We will use historical photographs of our locality and also study a range of photos from famous collections, famous paintings and calendars.
- Collections such as the Lawrence Collection (www.nli.ie) will be ideal to use for activities around Change and Continuity.
- We will consult pgs. 87 - 98 of the Teacher Guidelines for guidance in this methodology.
- • Use of the environment
-
- : We have identified the following places of historic interest for visiting:



Dunguaire Castle

- Lynch's House
- Grave yard



- Burren—Dolmen/ringforts
- Tidal Mills
- Walls
- • Old school/Evidence of Hedgeschools • People – interviews, exploration of family/personal history – or family known to the children.
- • Housing from Different Eras./ Architecture of the village We will consult pgs. 99 - 103 of the Teacher Guidelines for guidance in this methodology. We will also refer to the Geography Teacher Guidelines pg. 74- 78 in this regard. • Oral evidence We aim to try and make incidents and aspects of the past real for the children through the use of this methodology. Classes will experience visits from older people in the locality and children will have opportunity to interview older people as part of their homework. We will consult pgs. 77 - 80 of the Teacher Guidelines for guidance in this methodology. 9
- • Documentary evidence We intend to gather old newspapers, postcards, magazines, receipts, census returns, marriage, birth and death certificates for lessons relating to myself , my home and my school.
- We also have access to original video footage on the internet i.e. Youtube for use as a teaching resource in the classrooms.
- Sensitivity to children’s personal circumstances will be exercised and careful thought given to the selection of these documents. Documentary evidence relating to the school will be stored in the principal’s office. We will consult pgs. 104 - 108 of the Teacher Guidelines for guidance in this methodology.
- • Use of ICT We will make use of suitable software programmes and the internet to enhance our teaching of History. Children will conduct research on the internet. We will have access to original video footage on the internet i.e. Youtube .
- We will consult pg. 114 of the Teacher Guidelines for guidance in this methodology.

Linkage and Integration

• Linkage:

In order to make learning more meaningful for the child and to ensure the simultaneous development of historical skills and to provide for the application of these skills teachers will explore possibilities for linkage across the History curriculum and will consider and note such opportunities in their classroom planning.

This is particularly evident in our choice of stories which link in with the selected strand units. Line of Development studies chosen from the strand

“Change and Continuity over time” in 3rd – 6 th classes will also reflect linkage across the strand units which we have selected.

• **Integration:** We agree with the assertion made in the Curriculum Statement page 9 that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth

of the child's geographical and scientific learning. With this in mind, we will ensure to look for opportunities where by the elements from the history, science and geography curricula may be explored concurrently. Using systematically planned integrated themes or topics will be one way we would hope to achieve this. We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills. We also acknowledge the scope that exists to integrate history with other subject areas.

- Oral Language – Discussion of historical events and use of story with emphasis on language of Time.
- Literacy – Reading and writing of stories, myths, legends and records. See novels for 5 th and 6th class
- Mathematics – Use of timelines
- Visual Arts – Analysis of paintings as evidence, work of famous artists and aesthetic changes in the environment over time
- Drama – Role play, Hot seating Activities.
- SPHE – Myself and my Family.

. Multi-Grade Teaching

History strands and strand units are taught on a cyclical year 1/year 2 basis to ensure that there is no overlap from class to another.

Assessment

As in all subject areas Assessment is an integral part of the teaching and learning of SESE history. We as a staff have a common understanding of its purpose and the ways in which the progress of children in history will be assessed, documented and reported.

Assessment in history will fulfil the following roles : and

- A summative role- to establish the outcomes of learning after completing a unit of work. In this way assessment can provide the basis for reporting to and communicating with parents and others.
- An evaluative role – to assist teachers in assessing their own practice, methodologies , approaches and resources.

We recognise that assessment techniques used in history must seek to assess progress in a) Children's knowledge of the past b) Children's ability to use historical skills c) Children's development of attitudes The assessment tools we will use will range from the informal means to the more structured approaches.

Methods we will use are :

- Teacher observation of the child's learning as the history curriculum is being implemented.
- Teacher designed tasks and tests at the end of units of work.
- Work samples e.g. finished projects and artefact investigations.
- These records will inform the teacher of the progress of the child, the effectiveness of teaching methodologies employed and will also inform future planning. The assessment records will form the basis for reporting and discussing the child's progress. This information will be relayed at Parent Teacher Meetings and in annual school reports.



Differentiation

As previously stated we are cognisant of the distinct role history can play in the harmonious development of each and every child. As such we will do our best to ensure that all children have the opportunity to experience a rounded historical education. In the same way as we endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. In order to do this we will consider:

- Using a mixture of whole class teaching and focused group work
- Planning topics so that opportunities are provided for further investigation work for the more able or less able
- Choosing more accessible or more demanding evidence
- A range of questions spanning from simple recall to the more complex and analytical
- Planning for the use of a wide range of communication skills(Drawing , ICT , written and oral accounts , photographs and models.)
- Provide opportunities for co-operative learning
- The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways
- Provision will be made for children with general learning disabilities #

All teachers are familiar with the ‘ NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities’ and will consult these guidelines as appropriate. As stated above we endorse the emphasis this curriculum places on the exploration of personal and family history at all levels and are conscious of the sensitivities some aspects of these topics may require. In instances where it would be insensitive to explore a child’s own personal and family history we will consider the substitution of the personal and family history of another person.



Equality of Participation and Access

- Equal opportunity will be given to boys and girls to experience all strands and to participate in all class activities.
- Provision required will be identified for the inclusion of children experiencing physical disabilities, learning difficulties and those whose first language is not English.
- Our studies will include one from local , national and international places
- Our history classes will place an emphasis on the lives of ordinary women, men and children of the past as is recommended in the curriculum.
- We will consider in our teaching of History the contribution made by women in the past as well as men.
- At all class levels we include the lives of men women and children from different social, cultural , ethnic and religious backgrounds.

We will consult the Intercultural Guidelines (NCCA) for guidance here. These considerations will impact on our choices of Stories Topics / Themes Visitors invited Evidence selected Resources purchases Organisational Planning



. Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of two and quarter hours per week is devoted to SESE in infant classes and a minimum of three hours per week for classes 3rd to 6th .

One hour of this time will be spent on History. On occasion, time will be blocked as appropriate. This might occur when: -using a thematic approach 12 -working on a project -exploring the local environment



Resources and ICT

As stated in Section ‘ Strands and Strand units’ we will complete an environmental audit of the immediate locality. We will use textbooks as a resource in our teaching of History (sets shared between classrooms) We are in ongoing contact with our local library. Any other packs to support history

We have access to the internet so we can use the web as a historical resource and we have identified some useful websites.

*In order to ensure safe internet usage we will avail of the filtering system which vets websites for suitability and appropriate content

We will seek to acquire the following resources and materials: Artefacts Historical maps Historical Documents Newspapers

. Health and Safety

(Refer to school’s Health & Safety Policy and Preparing for fieldwork, Geography Teacher Guidelines pp.74-78) •

Teachers will consult the principal whenever it is proposed to engage children in History activities in the environment.

- Before use in the classroom artefacts will be examined by the teacher and checked for potential danger i.e. sharp edges. Artefacts with small parts will not be used with infants.

. Individual Teachers’ Planning and Reporting

- Teachers will consult this whole school plan and the curriculum documents for History when they are drawing up their long and short term plans.

- Each teacher will have a long term plan for the year drawn up collaboratively with teachers of the same class

level, from this teachers will tailor them according to the individual needs of their own classes.

- From infants to second class all strands and strand units will be covered every year as outlined in the documents. Each content objective within each strand unit will be covered.

- Where it is meaningful and suitable history will be taught in a thematic way to integrate with the other SESE subjects

- Cuntais míosúla will assist in recording work covered in evaluating progress in history and in informing future teaching

- Parents are informed of children's progress in history at parent teacher meetings and in end of year report cards

Staff Development

. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

- Teachers will have access to reference books, resource materials and websites dealing with history
 - Staff will be encouraged to research and try out new approaches and methodologies
 - Teachers will be encouraged to attend in service workshops and course in history.

They will upskill other staff members in what they have learned at staff meetings.

- Our school has a culture where teachers share their expertise, good experience and practice with others.

Parental Involvement.

We will encourage parents to talk to their children about their personal and family history, this will also involve sourcing family photographs, lending artefacts for display and taking children to see historic places.

- Parents and grandparents will be encouraged to come into the school and participate in history trails and to share their historical experiences with the children

- Strands that will allow for parental involvement are: Myself and my family Stories Change and continuity Local studies

Community Links

- People in the local community who have an interest and a knowledge in its history will be invited to speak with the children

- The local library will be a source of historical knowledge for the children i.e. documentary evidence, maps.

- The work of some national agencies relates to aspects of the history programme and we will welcome visits by speakers from these organisations, The Heritage Council, Local county council, Archaeological survey of Ireland, National Roads Authority(sites on routes).

- Children will be brought on visits to different places of local interest as they progress through the primary school.

Trips to museums, historical sites, galleries and interpretive centres will form part of the history programme.

. SUCCESS CRITERIA/ASSESSMENT:

Success Criteria We will review this whole school plan under the following headings

- Are individual teachers preparing, planning and teaching according to this plan?

Are procedures in the plan being followed i.e. fieldwork, health and safety etc.?

- Are we using a variety of methodologies?
- How are the children's historical skills progressing?
- How well is historical knowledge being learned by the children?
- Are we adhering to the menu curriculum in history as outlined in this plan?
- Are we assessing our history as outlined in the plan?
- Have we acquired the resources we needed?

Ways of assessing this plan will be

Self-assessment for Teachers

- Have I covered the agreed strand units?
- What do we need to change?

Pupil assessment: P. 70-77

- Teacher observation.
- Teacher designed tasks and tests.
- Projects and Portfolios.
- Self-Assessment.

DES/outside assessment

- Informal family and community feedback.

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. ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support History through involvement in for example.. homework /organised talks...
- Principal → oversees implementation and supports staff.
- Teachers → follow school plan and implement History Plan accordingly.
- Pupils → Co-operate and participate in class lesson.

Other staff → be aware of contents of this plan and follow procedures

- We liaise with resource and learning support teacher to optimize the teaching and learning process for pupils with learning disabilities.
- Children who are exceptionally able will be taught the same content as class but more

challenging tasks will designed for them where needed.

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• **Revisiting the plan as a staff**

- Teacher feedback
- Parental feedback
- Formal assessment
- Children's feedback
- Inspectors reports and suggestions

Implementation (a) Roles and Responsibilities

The plan will be supported, developed and implemented by all staff members.

Review It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum

. Ratification and Communication This plan was ratified by the Board of Management on _____ September 2022

This plan will be communicated to all relevant parties.

. TIMEFRAME FOR IMPLEMENTATION:

- January 2006.

- Staff will review this plan under the guidance of principal.

. REVIEW AND RATIFICATION:

This school plan was formulated by the principal and staff and approved by the Board of Management of Scoil Chiarain Naofa

School on __September_____ 2006.

Chairperson of Board of Management: _____

This plan will be reviewed every two years.



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