

## KEY AREA: Teaching and Learning – Public Speaking Years 1, 2 & 3

<b>Priority Development Targets</b>		To develop the skill to speak in public with confidence in both Maltese and English		
<b>Success Criteria [effectiveness]</b>		All learners will be able to speak for at least 1 minute in front of an audience.		
<b>Person Responsible for Monitoring</b>		SMT: Mr Caruana – Class teachers, Ms Briffa – LSAs		
<b>Action to be taken</b>	<b>Steps to be taken</b>	<b>Timeline</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>
<ul style="list-style-type: none"> <li>• Brainstorming as a whole class</li> <li>• Looking up information for a topic – show and tell</li> <li>• Students interact with each other</li> <li>• Expressing themselves in front of Years 1, 2 &amp; 3 children</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, asking questions</li> </ul>	Term 1 – every fortnight		Head  Asst. Head  Teacher
	<ul style="list-style-type: none"> <li>• Books, magazines, internet</li> <li>• Using talking book, easy speak, using puppets</li> </ul>	Term 2- Every week different students		
	<ul style="list-style-type: none"> <li>• Students will talk about a given topic</li> </ul>	Term 3 – Every three weeks different students		

## KEY AREA: Teaching and Learning – Displaying Learning Intention and giving Formative Feedback Years 1, 2 & 3

<b>Priority Development Targets</b>	Students will be able to comprehend the objective/s of the lessons. Teacher will give formative feedback according to the lesson objective.			
<b>Success Criteria [effectiveness]</b>	All learners will understand the objective of the lesson.			
<b>Person Responsible for Monitoring</b>	SMT: Mr Caruana – Class teachers, Ms Briffa – LSAs			
Action to be taken	Steps to be taken	Timeline	Success Criteria	Monitoring and Evaluation
Teacher writes the focal point of the lesson and writes it clearly in a place where it can be seen	<p>Learning Intention will be displayed in a prominent place for children to see.</p> <p>During the lesson teacher asks what is being learnt.</p> <p>At the end of the lesson teacher asks what has been learnt.</p>	On going	The children show a clear understanding of what they are learning	Head Asst. Head Teacher
Feedback can be oral or written	Feedback will be given to students according to the lesson's learning intention.	On going	The children show a clear understanding of what they are learning	Head Asst. Head Teacher
Type of feedback according to students' ability	<p>Using symbols. Prompting e.g. why?, where? Etc....,</p> <p>Giving examples – modelling</p> <p>Giving choices – two answers so they can choose the one they prefer</p> <p>Giving them time to correct their work.</p>	On going	The children are able to correct and improve their work.	Head Asst. Head Teacher

## KEY AREA: Teaching and Learning – Public Speaking Kindergarten Classes

<b>Priority Development Targets</b>		Public Speaking		
<b>Success Criteria [effectiveness]</b>		All learners will show progress in the way they express themselves in front of others		
<b>Person Responsible for Monitoring</b>		Ms Briffa – KGAs		
<b>Action to be taken</b>	<b>Steps to be taken</b>	<b>Timeline</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>
During Assembly	The child is able to describe a toy he/she brings from home	On going	The children show confidence in the way they address others	Asst. Head
Circle time	Speaking about themselves and their family	On going	The children show more willingness to address others	KGA
Role-play	Pretend play – they are able to act out a story	On going - leading to action songs during concerts	The children show progress in the way they act during play	KGA
Story telling	Questions to be asked after the story  Children can choose their own way to end the story	On going	Better descriptions by children	KGA
Picture story/interpretation	Telling a story using pictures  Each child will give his/her own interpretation of the story	On going	Better and more varied interpretations	KGA
Puppets	The children can create their own personality using a puppet	On going	Improvement in self expression	KGA

<b>Interpreting their own drawings</b>	<b>Speaking about their work</b>	<b>On going</b>	<b>Better descriptions</b>	KGA
<b>Using digital interactive gadgets</b>	<b>Clicker 7, Lighting Table, Easy Speak, Talking Book</b>	<b>On going</b>	<b>Better descriptions</b>	KGA

## KEY AREA: Teaching and Learning – Displaying Learning Intention and giving Formative Feedback - Kindergarten Classes

<b>Priority Development Targets</b>	Displaying Learning Intention and giving Formative Feedback		
<b>Success Criteria [effectiveness]</b>	All learners will show better understanding of what is being learnt and progress in the way they express themselves		
<b>Person Responsible for Monitoring</b>	Ms Briffa – KGA's		
<b>Action to be taken</b>	<b>Success Criteria</b>	<b>Timeline</b>	<b>Monitoring and Evaluation</b>
<b>Choosing focal learning point of each activity</b>	<b>The children will understand what they are learning at that moment</b>	<b>On going</b>	KGA
<b>Feedback</b>	<b>Giving verbal praise</b> <b>Displaying their work</b> <b>Rewarding/claps/stickers</b>	<b>On going</b>	KGA
<b>Questioning</b>	<b>Ask open ended questions to encourage better responses</b> <b>Giving feedback about each other's work</b> <b>Show each other how to do something.</b> <b>Learning through peers.</b>	<b>On going</b>	KGA

## KEY AREA: Teaching and Learning – Displaying Learning Intention and giving Formative Feedback – Years 4, 5 & 6

<b>Priority Development Targets</b>	To share learning objectives and share feedback with the children		
<b>Success Criteria [effectiveness]</b>	All learners should be aware of what they should have learnt by the end of the lesson  All learners should receive formative feedback which will enable them to improve their work		
<b>Person Responsible for Monitoring</b>	Mr. J Caruana		
<b>Action to be taken</b>	<b>Success Criteria</b>	<b>Timeline</b>	<b>Monitoring and Evaluation</b>
Learning objectives should be visible throughout the whole lesson	Children will have a clear idea about what they're learning	On going	Mr. J Caruana
Constructive feedback should be given about all areas (presentation, content, punctuation, handwriting, etc.)  All areas should be taken one at a time.	Marked improvement following feedback given	On going	Mr. J Caruana
Children will self-assess their work through the use of a checklist	The children will be able to self-assess themselves according to the given checklist	On going	Mr. J Caruana

## KEY AREA: Teaching and Learning – Public Speaking – Years 4, 5 & 6

<b>Priority Development Targets</b>	To develop public speaking ability		
<b>Success Criteria [effectiveness]</b>	All learners show greater interest in speaking publicly All learners will show improved confidence in expressing themselves verbally		
<b>Person Responsible for Monitoring</b>	Mr. J Caruana		
<b>Action to be taken</b>	<b>Success Criteria</b>	<b>Timeline</b>	<b>Tools and resources needed for implementation and evaluation</b>
Learners are given the opportunity to speak in small groups through show and tell activities	Children will read aloud in front of the whole class to build up confidence  Show and tell about topics of interest every two weeks	First Term	Classroom: books and items of interest
Learners are made aware of non-verbal and verbal communication skills that improve public speaking	Children will be able to discriminate between good/mediocre public speakers after watching different models	First Term	Models, IWB
Learners demonstrate their work/talents (anything) during assembly	All learners will be divided into groups and show their work during assembly on a monthly basis. This will be done through a theme chosen by the peers themselves	On going	Microphone, tablets, pictures, videos
A debate between classes related to a theme chosen by the students	The theme is discussed in class through brainstorming (e.g. uniform vs casual)  Look for opinions  Organise the debate	Every Term	Powerpoint, voting system