



Polasaí um Ranganna Ilghrádacha

Réamhrá

Freastalaíonn aon trian de dhaltáí bunscoile na hÉireann ar ranganna ilghrádacha agus léiríonn taighde go bhfuil buntáistí an-dearfach ag baint leis an múnla seo do dhaltáí sna grúpaí seo. Tugann ranganna ilghrádacha deis iontach do dhaltáí éirí níos neamhspleáiche agus cairde nua a dhéanamh, agus déantar cairdeas seanbhunaithe a choinneáil ag am sosa agus le linn gníomhaíochtaí grúpa ar nós snámh nó turas ranga. Is toradh é an polasaí seo ar chomhoibriú foirne i gcomhairle leis an mBord Bainistíochta.

Réasúnaíocht

Ar mhaithe leis an oideachas is fearr a chur ar fáil do na daltaí go léir, b'fhéidir go gcaithfí ó am go chéile rang-ghrúpaí a roinnt ina ngrúpaí ilghrádacha nuair a bheadh an líon ró-mhór nó ró-bheag i rang amháin murach sin. Déileálfar go cothrom le gach dalta, bíodh siad i ngrúpaí ilghrádacha nó rang singil.

Beidh an cinneadh ranganna ilghrádacha a eagrú bunaithe ar:

- sceidil foirne agus figiúirí coinneála reatha na Roinne Oideachais
- an úsáid is fearr a bhaint as acmhainní teagaisc
- na deiseanna oideachais is fearr a sholáthar do gach dalta

Aidhmeanna

Tá sé mar aidhm ag an bpolasaí seo a bheith simplí, cothrom agus trédhearcach chomh fada agus is féidir.

- Creat a sholáthar chun ranganna ilghrádacha a eagrú
- Soiléiriú a dhéanamh ar na critéir faoina roghnaítear daltaí le cur i ranganna ilghrádacha
- Na socruithe maidir le hábhar curaclaim do ranganna ilghrádacha a leagan amach
- Na tacaíochtaí a d'fhéadfaí a úsáid chun na torthaí foghlama is fearr a chinntiú do gach dalta i ranganna measctha a leagan amach
- Cumarsáid éifeachtach an pholasaí a cheadú leis an bhfoireann agus leis na tuismitheoirí

Creatlach chun ranganna ilghrádacha a eagrú

Agus ranganna á bpleanáil don scoilbhliain seo chugainn, breathnóidh príomhoide na scoile ar an líon iomlán i ngach rang-ghrúpa agus ar líon na múinteoirí ranga príomhshrutha atá ar fáil chun iad a mhúineadh mar atá leagtha amach i sceideal foirne na Roinne Oideachais.

Déanfar cinntí faoin mbealach is fearr ranganna a eagrú d'fhonn na deiseanna oideachais is fearr a sholáthar do gach dalta ar fud na scoile. Déanfar páistí a ghrúpáil ar bhealach a uasmhéadóidh na torthaí foghlama do gach leanbh. Déanfar cinntí maidir le ranganna ilghrádacha i gcomhairle leis an bhfoireann teagaisc.



Pointí Ginearálta

- Soláthraíonn grúpaí ilghrádacha deiseanna iontacha do dhaltáí neamhspleáchas agus scileanna sóisialta a fhorbairt agus i gcásanna áirithe chun athchuir a thabhairt ar thopaicí a múineadh cheana féin
- Ní féidir i gcónaí grúpaí cairde a choinneáil le chéile ach rachfar i gcomhairle leis na múinteoirí ranga faoi seo agus ranganna á n-eagrú
- Is scil thábhachtach saoil é an próiseas a bhaineann le cairdeas nua a chruthú. Is gné ríthábhachtach é dearcadh dearfach tacúil ón bhfoireann agus ó thuismitheoirí chun toradh rathúil a bhaint amach i ngrúpaí ilghrádacha
- Tiocfaidh ranganna roinnte le chéile ag am sosa ionas gur féidir leo cairdeas atá ann cheana féin a choinneáil chomh maith le cairde nua a dhéanamh sa ghrúpa nua
- Is é an cleachtas is fearr ná grúpaí ranga cumais mheasctha a chur le chéile
- Is faoin bpríomhoide atá an cinneadh deiridh maidir le heagrú na ranganna ilghrádacha

Critéir faoi dhul isteach i rang ilghrádach

Agus ranganna ilghrádacha á n-eagrú, féadfar na pointí thíosluaite a chur san áireamh (gan aon ord ar leith):

- líon na ndaltaí sna ranganna cuí
- aois na ndaltaí sa rang atá le roinnt
- dáileadh na mbuachaillí/cailíní sa rang le roinnt agus le cur le chéile
- dinimic ranga - d'fhéadfadh tionchar a bheith ag fachtóirí mothúcháin, iompraíochta agus sóisialta ar dhinimic rang ilghrádach
- socrúchán i rang ilghrádach roimhe seo
- méid an tseomra ranga agus cóiríocht

Curaclam agus Leabharliosta

- Déanfaidh múinteoirí atá ag obair le ranganna ilghrádacha pleanáil don teagasc agus don fhoghlaim i gcomhpháirt lena chinntiú go mbeidh cur chuige comhsheasmhach ann do gach dalta
- Maidir leis na trí chroí-ábhar – Gaeilge, Béarla & Matamaitic – leanfaidh na daltaí ábhar an churaclaim ag a leibhéal ranga féin. Mar sin féin, beidh achair áirithe de gach curaclam a cheadóidh comhtháthú idir an dá rang
- Déanfar na hábhair eile a theagasc don rang iomlán ar bhealach comhtháite
- Socróidh múinteoirí ranga na leabharliostaí go bliantúil chun a roghanna ar leith a léiriú agus d'fhéadfadh go mbeadh difríocht bheag eatarthu maidir le hábhair nach croí-ábhair iad. Beidh na leabhair do chroí-ábhair mar an gcéanna

Tacaíochtaí do dhaltáí i rang ilghrádach

Rachaidh príomhoide na scoile, múinteoir(í) ranga agus foireann oideachais speisialta na scoile i gcomhairle maidir leis an mbealach is fearr le tacaíocht a eagrú i gcásanna ranga ilghrádacha. Ag teacht lenár bPolasaí Oideachais Speisialta, cuireann ár scoil meascán de thacaíocht in-ranga, grúpaí beaga agus tacaíocht aonair ar fáil.

Is iad seo a leanas na cineálacha tacaíochta a d'fhéadfadh a bheith oiriúnach don rang:



- Is féidir le múinteoir oideachais speisialta (MOS) oibriú sa seomra ranga leis an múinteoir ranga i socrú múinteoireachta foirne nó stáisiúin
- Féadfaidh MOS oibriú sa seomra ranga ag tacú le grúpa beag páistí, agus an múinteoir ranga i mbun príomhtheagasc an cheachta
- Féadfaidh an MOS nó an múinteoir ranga grúpa beag daltaí a thabhairt amach ón rang do cheacht
- Féadfaidh an múinteoir ranga agus MOS tabhairt faoi theagasc ábhair ar leith m.sh. don Mhatamaitic, múineann an múinteoir ranga rang amháin, agus múineann an MOS an rang eile

Breathnófar ar na socrúithe seo ó **rang go rang, ó bhliain go bliain** chun an freastal is fearr a dhéanamh ar shainriachtanais na scoláirí aonair i ngach rang.

Cumarsáid

Leithdháileann an Roinn Oideachais múinteoir amháin ar gach 23 dalta faoi láthair. Is é buiséad an rialtais a riarann an cõimheas dalta-múinteora seo go bliantúil agus níl aon smacht ag scoileanna air seo. Gach bliain, foilsíonn an Roinn sceideal foirne don scoil a leagann amach cé mhéad múinteoirí ranga príomhshrutha atá an scoil i dteideal a fháil bunaithe ar an líon daltaí reatha.

Nuair a bheidh cinneadh déanta ar ghrúpaí ranga, cuirfidh príomhoide na scoile na tuismitheoirí ar an eolas maidir le heagrú na ngrúpaí ranga don scoilbhliain dár gcionn. Scaipfear leabharliostaí chomh maith ina leagfar amach na leabhair a bheidh ag teastáil ó gach rang-ghrúpa.

Tá dearcadh dearfach agus tacúil ó thuismitheoirí ina phríomhghné chun toradh rathúil a bhaint amach sna rang-ghrúpaí nua atá mar chuid den pholasaí seo. Tá gach socrú ann ar feadh scoilbhliana amháin.

Cur i bhfeidhm agus athbhreithniú

Tá páirt ag gach ball foirne i gcomhordú agus i gcur i bhfeidhm an pholasaí seo agus déanfar é a athbhreithniú ar bhonn leanúnach agus é a leasú de réir mar is gá.

Faomhadh

Ghlac an Bord Bainistíochta leis an bpolasaí seo. Cuireadh ar fail don scoilphobal é ar shuíomh idirlín na scoile.

Sínithe:

Séamie Ó Néill

Cathaoirleach

Caitriona Nic Ghiolla Easpaig

Príomhoide

Dáta: 27/05/2024.



POLICY ON MULTI-GRADE CLASSES

Introduction

One third of Irish Primary school children are in multi-grade classes and research shows that there are very positive benefits for pupils in these groups. Multi-grade classes afford pupils an excellent opportunity to become more independent and to make new friends, while established friendships can easily be maintained at break times and during group activities such as swimming or school tours. This policy is the product of staff collaboration in consultation with the Board of Management.

Rationale

In the interest of providing the best education for all pupils, it may from time to time be necessary to divide and combine class groups into multi-grade groups. All pupils will be treated equally whether they are in multi-grade or single class groupings.

The decision to organise multi-grade classes will be based on:

- current Department of Education staffing schedules and retention figures
- making optimum use of teaching resources
- providing the best educational opportunities for all pupils

Aims

This policy aims to be simple, fair and transparent as far as is practicable.

- To provide a framework for the organisation of multi-grade classes
- To outline the criteria by which pupils are selected to be placed in multi-grade classes
- To set out the arrangements for curriculum content for multi-grade classes
- To set out the supports which may be used to ensure the best learning outcomes for all pupils in mixed classes
- To allow for effective communication of the policy with staff and parents

Framework for the Organisation of Multi-grade Classes

Organisation of class groupings usually takes place towards the end of the school year. At the time of planning classes for the next school year, the school principal will look at the overall numbers in each class group and the number of mainstream class teachers available to teach them as outlined in the DES staffing schedule.

Decisions on how best to organise classes will be taken with a view of providing the best educational opportunities for all pupils throughout the school. Children will be grouped in such a way as to maximise the learning outcomes for each child. Decisions regarding multi-grade classes will be taken in consultation with teaching staff and with the approval of the Board of Management.

Some general points:

- Multi-grade class groupings provide excellent opportunities for pupils to develop independence and social skills and in some cases to revisit topics previously taught.



- It is not always possible to keep groups of friends together but class teachers will be consulted about this when classes are being organised.
- The process of forming new friendships is an important life skill. A positive and supportive attitude from staff and parents is a key element in achieving a successful outcome in multi-grade class groupings.
- Classes that have been divided will unite at break times so they can maintain existing friendships as well as making new friends in the new group.
- It is considered best practice to form mixed-ability class groupings.
- Every effort will be made not to divide/combine Naíonáin Shóisearacha or Rang 6 but this may not always be possible due to numbers within those classes.
- The final decision regarding the organisation of multi-grade classes rests with the Board of Management.

Criteria by which pupils are selected to be placed in particular multi-grade classes

When organising multi-grade classes, the factors listed below may be taken into consideration (in no particular order):

- The number of pupils in relevant classes;
- The chronological age of the pupils in the class to be divided;
- The distribution of boys/girls in both the class to be divided and that to be combined;
- Class dynamics: emotional, behavioural and social factors may impact on multi-grade class dynamics;
- Prior placement in a multi-grade class;
- Classroom size and accommodation.

Curriculum content and booklists

- Teachers working with multi-grade classes will plan for teaching and learning collaboratively to ensure a consistent approach for all pupils.
- For the three core subjects -Gaeilge, English & Mathematics- pupils will follow the curriculum content at their own class level. There are, however, certain areas of each curriculum that allow for integration between the two classes.
- Non-core subjects- History, Geography, Science, Music, Drama, Art, Physical Education & SPHE -will be taught to the whole class in an integrated manner.

Booklists will be decided annually by class teachers, books for core subjects will be the same.

Supports for pupils in Multi-grade classes

The school principal, class teacher(s) and special education team within the school will consult on how best to organise support in multi-grade class situations. In line with our Special Education Policy, our school offers a combination of in-class, small group and individual support.

Forms of support that may suit the class are as follows:

- A special education teacher (SET) may work in the classroom with the class teacher in a team-teaching or station-teaching arrangement;



- A special education teacher (SET) may work in the classroom supporting a small group of children, with the class teacher undertaking the main teaching of the lesson;
- The SET or class teacher may withdraw a small group of pupils;
- The class teacher and SET may undertake the teaching of a particular subject separately e.g. for Mathematics, the class teacher teaches one class while the SET teacher teaches the other class.

Such arrangements will be considered on a **class by class** basis, **from year to year**.

Communication with parents

The Department of Education allocates one teacher to a group of 23 pupils at present. This pupil-teacher ratio is dictated annually by the government budget and schools have no control over this. Each year, The Department of Education publishes a staffing schedule to school which outlines how many mainstream class teachers a school is entitled to based on current enrolments.

When class grouping have been decided, the school principal will inform parents of the class group organisation for the following school year.

Implementation and Review

All staff share in the co-ordination and implementation of this policy and will be reviewed on an ongoing basis and amendments made as necessary.

Ratification and Communication

This policy was presented to and ratified by the Board of Management on 27/05/2024. Following ratification, it was made available to the wider school community on the school website.

Séamie Ó Néill

Cathaoirleach

Caitríona Nic Ghiolla Easapiq

Príomhoide Feidhmeanaigh