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**Bekan N.S. School Improvement Plan - Numeracy**

**School Improvement Plan for Numeracy 2019-2022**

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| **Bekan N.S ~ School Improvement Plan for Numeracy** |
| **Baseline data** | * Information gathering base on Standardized Testing – Drumcondra Testing; Math’s-Tracker; End-of-term tests***. [ See reports, graphs etc. in folder]***
* [Teacher Mathematics review shee](file:///C%3A%5CUsers%5CUser1%5CDesktop%5CSchool%20work%5CKelly.%20V%5CPlanning%20Diary%5CIn-School%20Planning%202013-14%5CSSE%202013-14%5CNumeracy%5CChecklists%20etc%5CMaths%20Review%20Checklist%20for%20Senior%20class%20VK.docx)t & MaLT test on tracker pupils [[included in SSE report]](file:///C%3A%5CUsers%5CVKelly%5CDesktop%5CIn-School%20Planning%202013-14%5CSSE%202013-14%5CTools%20Docs%20%20for%20SSE%20Bekan%20NS%20Literacy%5CBekan%20NS%20Docs%5CSchool%20Self-Evaluation%20Report%20Bekan%20NS.docx)
* Children’s copies, tasks etc, & teacher observation.
* Survey of parents and pupil attitudes towards maths.
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| **Attainment of Curriculum Objectives:**  | Based on analysis of the data above the following conclusions are drawn in relation to attainment of curriculum objectives in numeracy:Analysis of standardised test data over the past two years along with evidence elicited through parent/student surveys and teacher input indicate that the area of **measures** appears to pose difficulty at many levels and requires a targeted approach* Throughout all classes analysis of Drumcondra Standardised Tests indicates that last year over 64% of students performed above the 50th percentile. Almost 21% performed between the 85th and 98th percentile.
* The data indicates that the number of children performing in the low to mid-percentile bands is either on a par with or below the normal levels while the number of children performing in the 85th to 98th percentile band is above the normal level.
* The number of children performing below the 10th percentile is significantly lower than normal distribution.
* Our pupil survey indicated that 65% had a very positive attitude to Maths, felt confident in their ability at and felt that Maths is a very important subject.
* Over 93 % of parents indicated that their children had an interest in Mathematics and were progressing well. 72% felt confident in explaining maths concepts to their children and 98% agree that learning tables is a very important part of maths homework.
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| **Pupils engagement in Learning:**  | * Children are generally confident and motivated regardless of their ability level.
* Teacher, Pupil and parent surveys indicate that pupils engage readily with Maths ICT’s and these generally act as a motivational factor in the teaching of Maths.
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| **Teaching Approaches:** | * Teachers will continue to use a range of methodologies including: active learning including play, guided activity discovery and teacher modeling;
* Collaborative and small group-teaching (introduced in classes 1st to 6th where children are experiencing difficulty).
* Teaching approaches are planned to meet the requirements of varying learning styles and abilities of students.
* A good range of concrete materials and resources are used by teachers in the classroom at all levels.
* A wide variety of assessment tools and methodologies e.g. Standardised Testing Drumcondra Numeracy tests, MaLT; Teacher designed tasks and tests are used in assessment of and for learning.
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| **Summary of main areas requiring improvements** | Teacher input and co-ordinated evidence indicates that one of the strands that require a targeted whole-school approach is **‘Measures’** from Infants to Sixth Class inclusive. |
| **Actions** | * Teachers to familiarise themselves with ‘the strategies for supporting and developing mathematical thinking.
* Teachers are to utilise ‘hands-on’ approach in their teaching of the **Measures strands**, giving pupils plenty of opportunity to engage in practical activities.
* Teachers will explicitly teach the strategy of **estimation** as part of the focus on **Measures**.
* Provide useful resources to consolidate teaching and learning in Measures.
* Link the Language of Mathematics to teaching and learning of fractions.
* To have a whole school approach to Learning Support / Resource teaching of **Measures** at each class grouping level.
* To utilise and provide concrete, pictorial ad abstract experiences in the teaching and learning of **Measures**.
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| **Targets** | **Required Actions** | **Persons Responsible** | **Success Criteria / Measurable Outcomes** | **Review Dates** |
| * To improve each child’s percentile score by 5 percentiles in the **measures** strand in standardised tests
* To improve problem solving in a real life context by **introducing** digital learning /technology as a methodology.
* In the teaching of the **measures** strand pupils will engage in active learning through teacher designed activities. **This involves one hands-on workshop per month.**
* In the teaching of the measures strand pupils will be explicitly taught the strategy of **estimation** (practical application and abstract)
 | * Each teacher to access pdst booklet ‘Measures: Teacher’s Manual’
 | All teachers | Hard copy available in staffroomChildren’s work samplesEnd of term; End of year; Standardised Test evidenceEnd of term; End of year; Standardised Test evidence | **Start Date:** November 2019**Review Date**June 2020 |
| * Common Approach to ‘Culture of

Maths’{cf: pdst Measures Booklet **p.24**} | All Staff – CP hours CPD |
| * Familiarisation with the common

fundamental facts about measures and the ***importance of differentiation***[pdst booklet p.20 ] | Class Teachers |
| * I-pads- digital learning – teacher will use technology as a teaching tool in the attainment of targets for measures
 | All teachers  |
| * As an introduction to each measures strand unit, all teachers **will use strategies for supporting and developing mathematical thinking** as outlined in PDST Measures booklet **p.23**
 | All teachers  |
| * Organisation and sourcing of useful & appropriate resources for the teaching and learning of measures for each class grouping
 | Class Teachers & Numeracy Link teacher |
| * **Teachers to use appropriate teacher language in eliciting, supporting, extending the promoting the skill of estimation. (both practical and abstract)**
 | Class Teachers |
| * **Agreed approach to the language used and to the teaching of the standardised units of measures**
 | Senior Class teachers  |
| * Whole Class Assessment
 | Class Teachers |
| * Assessment: Individual Pupil
 | Class Teacher/LST |

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| **Year 1 – 2019-20** | **Year 2 -2020-21** | **Year 3 – 2021-22** |
| * Familiarisation with fundamentals of estimation and measures
* Collect / Source and use

appropriate concrete resources for each class grouping * Copy of ‘Measures : Teacher’s Manual (hard copy available in staff room) soft copy available on PDST website
* Familiarisation with strategies for ‘**eliciting, supporting and extending’** pupils mathematical thinking **{p23}**
* Creation of classroom culture to enhance mathematical thinking **{p24}**
* Teacher designed hands- on workshops/ activities to introduce a measures strand unit
* Teacher to familiarise and trial ‘Sample Teaching and Learning Experiences’ appropriate for class grouping
* Teachers will use ICT to enhance and embed learning in the measures strand
* Agreed approach to the teaching of standardised units (3rd Class upwards)
* In Class Support to support class

Teaching of measures.{Differentation) |  |  |