
St. Mochta's National School



Numeracy

3 Year Improvement Plan

Overview of 3 Year Plan

Targets

- To develop a whole-school approach to the use of mathematical language.
- To increase the average score of problem-solving within the school as identified in the Drumcondra Tests.
 - Year 2 – Trial detailed data input on standardised test results on Aladdin.
 - Year 3 – Collate detailed data on problem solving.
 - Year 4 – Increase average score in problem solving by 3%.
- To enable the pupils to increase their positive attitude towards maths, to develop the pupils logic and higher order thinking skills and to enable the pupils to apply maths to everyday life.
- To improve parents satisfaction rating on school feedback relating to their child's performance in numeracy from 61% (2012) to 70% (2015).
- To increase the percentage of pupils who report on the use of maths language from 88 % (2015) to 91% in 2018.
- To increase the percentage of children who feel they are good at maths from 87% (2014) to 92 % in 2018.

NUMERACY LEVELS should improve as a result of actions in the school:-

- Through teacher modelling of problem-solving strategies including RUDE strategy, pupils will be enabled to discuss mathematical problems and understand the reasons behind each step in the process.
- By developing a whole-school approach to the use of mathematical language throughout the school, pupils will become very familiar with the language of operations and be enabled to apply their knowledge to mathematical problems.
- Through focussing on oral maths problems and word problems, pupils will develop higher order thinking and logic skills.
- Pupils will develop a variety of strategies aimed at solving mathematical problems.
- Pupils will be provided with regular opportunities to problem solve, enabling them to acquire proficiency in this area.

Baseline Data/Evidence

- Drumcondra Results are examined each year.
- Teacher observations and teacher designed tasks and tests highlighted problem solving as an area for development.
- Questionnaires are administered to pupils from 3rd to 6th classes each year to gauge the children's opinions of maths.
- Questionnaires are issued to entire parent body each year.
- Teachers focus on strengths and areas for development for numeracy at whole school level and in numeracy committee.

Year 1 Actions 2013/2014				
Action	Who?	When?	Resources	Completed/Ongoing
<ul style="list-style-type: none"> Analysis of Drumcondra results from May 2013 	NC	Autumn 2013	Aladdin, Drumcondra Tests	Ongoing (pilot completed)
<ul style="list-style-type: none"> Questionnaire to be administered to pupils from 3rd – 6th classes 	Staff	Spring 2014	Google	Completed
<ul style="list-style-type: none"> Resources to be sourced from within the school and resources bought if necessary 	Maths Postholder	September–June		Completed
<ul style="list-style-type: none"> A bank of resources to be created problem-solving folder to be developed with examples of activities for each class level. 	All Staff & NC	September-June	Problem solving activity books	Completed
<ul style="list-style-type: none"> Focus on mathematical language, specifically the language of operations. 	All Staff	September-June		Ongoing
<ul style="list-style-type: none"> Problem solving strategy RUDE to be implemented throughout the school and to be taught at each class level. 	All Staff	September-June		Completed
<ul style="list-style-type: none"> Posters on mathematical language and problem solving strategies to be displayed in each classroom. 	All Staff	September-June	RUDE Posters	Ongoing
<ul style="list-style-type: none"> Teacher modelling of problem solving strategy to whole class, small groups, peer groups and individual pupils. 	All Staff	September-June		Ongoing
<ul style="list-style-type: none"> Curriculum letters with parents will include suggestions on how problem-solving skills can be developed and integrated into everyday life at home. 	All Staff	September 2013		Ongoing
<ul style="list-style-type: none"> One lesson per week will focus on problem-solving and will be delivered through team teaching with Learning Support Teacher. 	All Staff	September-June	Team Teaching – Learning Support Personnel	Ongoing
<ul style="list-style-type: none"> Maths week 	Led by NC– All Staff	April 2014	Prizes, Quiz Questions, Maths Trails	Ongoing
<ul style="list-style-type: none"> Ready Set Go Maths will be implemented in Junior Infant Classrooms. 	Infant Team	September 2013	Maths Equipment	Ongoing

<ul style="list-style-type: none"> • Input detailed data on Drumcondra Maths. 				Piloted
<ul style="list-style-type: none"> • Communicate children's performance in maths to parents during spring term. 				Completed/ongoing
<ul style="list-style-type: none"> • Mental/Oral maths at the beginning of each class for 5-10 minutes. 				Ongoing

Year 2 Actions 2014/2015

Action	Who?	When?	Resources	Completed/Ongoing
<ul style="list-style-type: none"> Analysis of Drumcondra results from May 2014. 	NC	Autumn 2014	Aladdin, Drumcondra Tests	Gather and analyse
<ul style="list-style-type: none"> Repeat questionnaire and include pupils' attitudes toward problem solving. 	All Class Teachers	Spring 2015	Google	Completed
<ul style="list-style-type: none"> Mathematical language to be looked at and discussed for all strands and strands units. 				Ongoing
<ul style="list-style-type: none"> Continue to develop the bank of resources. 	Maths Postholder & Staff	September-June		Ongoing
<ul style="list-style-type: none"> Input detailed data on Drumcondra Maths. 	All Staff	May 2015		Croke Park hrs 20/5/15
<ul style="list-style-type: none"> Communicate children's performance in maths to parents during spring term. 	All Staff	Spring 2015		Completed
<ul style="list-style-type: none"> Maths Week. 	Led by NC & All staff	October 2015	Prizes, Quiz Questions, Maths Trails	
<ul style="list-style-type: none"> Ready Set Go Maths will be implemented in Senior Infants Classrooms. 	Infant Team	September 2014	Maths Equipment	Completed

Year 3 Actions 2015/2016

Action	Who?	When?	Resources	Completed/Ongoing
<ul style="list-style-type: none"> Analysis of Drumcondra results from May 2015. 	NC	Autumn 2015	Aladdin, Drumcondra Tests	
<ul style="list-style-type: none"> Continue to develop bank of resources . 	Maths Postholder & Staff	September-June		
<ul style="list-style-type: none"> Maths problem of the week to be introduced in each classroom. 	All Staff	September-June		
<ul style="list-style-type: none"> Mental/Oral maths at the beginning of each class for ten minutes. 	All Staff	September-June		
<ul style="list-style-type: none"> Problem solving to be taught throughout each topic. 	All Staff	September-June		
<ul style="list-style-type: none"> Include use of IT in problem solving activities. 	All Staff	September-June		
<ul style="list-style-type: none"> Maths Week. 	NC & All Staff	April 2015		
<ul style="list-style-type: none"> Information Sheets Junior Infants – 6th Class. 				

Monitoring/Review

- Numeracy Committee will monitor and review each action termly
- Teacher observation is a key tool which will be used in monitoring the progress of this numeracy strategy. Key observations will be noted and discussed at whole staff level.
- Cuntas Míósúil's will be used to gauge feedback also.
- Discussion at Numeracy Committee and Staff meetings and feedback and the identification of new strategies and approaches.
- Specific time will be allocated to the discussion and progress of the numeracy programme during Numeracy Committee and staff meeting.
- Continuing professional development will be sought and staff encouraged to attend, to further develop teacher knowledge and skills and to keep abreast of best practice.
- Pupil feedback will be sought at regular intervals throughout the year. Questionnaires, self-assessment will be used to gauge pupil opinions at the end of each year.
- Parental feedback will be sought through questionnaires, information evenings and at parent/teacher meetings.
- Develop information sheet for Curriculum Meetings
- Communicate maths performance in January/February 2014.
- Team teaching.
- Standardised Drumcondra will be given at end of each year and results will be discussed to further develop our 3 year plan.

Success Criteria/Evaluation

State how impact of actions on NUMERACY LEVEL S will be evaluated at the end of the three years.

State how progress will be measured, using baseline and targets as guide.

- Teacher observations will be noted and collated.
- Class conferencing between teacher and teacher, teacher and pupils, pupils and pupils to gauge feedback.
- Pupil questionnaires will be analysed to gauge how pupil feedback altered over the three year period.
- Review of children's work samples, maths projects, etc.
- Parent questionnaire noted and collated.
- Review of school resources.
- Review of classroom displays/problems/RUDE Posters, etc.
- Feedback from Inspector