

Overview of 3 year plan

Shellybanks ETNS

September, 2014

Target(s)

- To develop a whole-school approach to the use of mathematical language
- To place more importance and focus on Oral Maths at every class level
- To create a culture and practice of mathematical problem solving in our school
- To enable the pupils to develop a 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 create awareness of the mathematical links across the curriculum in our school

Baseline data/evidence

- Teacher observations and teacher designed tasks highlighted problem solving as an area for development
- Pupil and Parent questionnaires administered across the school

Year 1 actions

- Resources to be sourced from within the school and new resources purchased. Refer to reviewed Maths plan
- Problem Solving activities in each class e.g Number stories, target boards etc
- Focus on mathematical language
- Teachers encouraged to create a Maths area in each classroom
- Teacher modelling of problem solving strategy to whole class, small groups, peer groups and individual pupils using concrete materials.
- All teachers will increase their Maths timetable as required under the new literacy/numeracy strategy
- Learning Support teachers to work with class teachers in implementing strategy
- Keep records of weekly /termly maths tests/observations

Year 2 actions

- Incorporate Maths Week into first term plans- focus on 'Hands on activities'
- Whole school review of the Maths curriculum September 2015
- SCOT analysis for Maths identifying strengths, opportunities, concerns and threats
- Mathematical language to be looked at and discussed for all remaining strands and strand units
- Oral maths at the beginning of each class: 5 minutes Infant classes/10 minutes all other classes
- Focus for term 1 will be to revisit and continue emphasis on oral maths and simple problems
- Maths trail to be developed in each classroom, once per term
- Provide parents with suggestions on how problem solving skills can be developed and integrated into everyday life at home
- Home/School Link pages will be sent home at each class level

Year 3 actions

- Undertake an audit of all Maths resources available throughout the school and what may need to be upgraded or replaced
- Continue to develop bank of resources as budget allows
- Integrate use of IT with maths activities
- Oral maths at the beginning of each class: 5 minutes Junior Infants/10 minutes all other classes
- To focus on language of measures specifically in relation to money and time as a concrete example of the link between Maths and everyday life
- To identify a wide number of opportunities to enable the pupils to gain experience in the application of their knowledge and skills in relation to money and time
- Aistear in the classroom: activities such as 'The market' and 'An Siopa'

Overview of 3 year plan

Year Plan to improve Numeracy LEVELS

Target(s)

- 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 pupils will develop higher order thinking and logic skills
- Children will be provided with Problem Solving activities e.g Target Boards, number Stories etc

Actions

State proposed actions (both existing and new) to improve NUMERACY LEVELS

| Action | Who? | When? | Resources? | Completed / ongoing? |
|---|--|--|---|----------------------|
| <ul style="list-style-type: none"> • Review the mathematical language currently being used throughout the school | Whole school staff | September 2015 specifically to ensure that the new teachers joining the staff were familiar with the whole school Maths plan | <ul style="list-style-type: none"> • Teacher discussion • Maths books being used in school • PDST website • Whole school plan for Maths • Curriculum books | Ongoing |
| <ul style="list-style-type: none"> • Source resources within the school suitable for use as part of problem solving programme, particularly oral maths problems • A bank of resources is to be developed for each class level and will be added to as resources are sourced | Post Holder-Anne Marie Lillis to monitor maths resources | Ongoing | <ul style="list-style-type: none"> • Teacher designed tasks • PDST printables • Hands on resources | Ongoing |
| <ul style="list-style-type: none"> • Focus on Oral Maths at each class level | All Staff | September-June 2014/15 | <ul style="list-style-type: none"> • Bank of resources • Lists of oral maths games | Ongoing |
| <ul style="list-style-type: none"> • Learning Support Teacher to focus on area of oral maths as part of programme with their groups | Learning Support Teacher with class teacher | September-June 2014/15 | <ul style="list-style-type: none"> • Bank of resources • Teacher designed tasks and tests • New Wave Mental Maths | Ongoing |

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| <ul style="list-style-type: none"> • Sept 2015-June 2016: Continue all of the above • Focus specifically on oral maths and hands on activities • Learning Support Teacher to focus on oral maths as part of their programme within their groups • Support Teacher to support as part of an in-class support programme • Emphasis on developing Maths trails, one per term | All Staff | Sept 2015-Dec 2016 | <ul style="list-style-type: none"> • Bank of resources • Teacher designed Maths trails • Learning support materials | Ongoing |
|---|-----------|--------------------|--|---------|

Monitoring/Review

State how

- Progress will be monitored in June and December over the three years
- 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
- Self-evaluation section on cuntas míosúla will be used to gauge feedback also: Progress in Oral maths will be recorded
- Discussion at staff meetings and Croke Park Hour meetings re: feedback and the identification of new strategies and approaches
- Specific time will be allocated to the discussion and progress of the numeracy programme during our planning time 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 (at appropriate class levels)
- Parental Feedback will be sought through questionnaires, information evenings and at parent/teacher meetings

Success Criteria/Evaluation

- State how impact of actions on NUMERACY LEVELS 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 pupils, pupils and pupils to gauge feedback
- Pupil/parental involvement and feedback will be used to gauge progress of the numeracy plan
- Review of children's work samples, maths projects, maths trails etc.
- Self Assessment Folders will be kept in each class. Children will assess their own work by using 'smiley' faces