

Numeracy School Improvement Plan – S.S.E.

<p>June 2016. Our school has strengths in the following areas with regard to Numeracy – as identified by SSE.</p>	<ul style="list-style-type: none">• Mental Maths is prioritised and included in every Maths lesson throughout the school.• Teacher’s planning is based on the Maths Curriculum and the school Maths Plan.• There is an emphasis on Talk and Discussion in Maths Class and pupils are provided with regular opportunities to explain the process involved in arriving at answers.• There is an agreed Whole School Policy on Maths Language and agreed strategies for teaching various Maths topics.• There is an agreed approach to numeral formation and presentation of written work.• The school has a good supply of Maths Resources and these are centrally located.• Results of assessments are used to inform teacher planning.• 94% of pupils surveyed answered “Yes” to the statement “I like Maths”- an increase of 2% .• 76% of pupils answered “yes” to the statement “I am good at Maths”, and increase of 2% from the last survey. This shows that confidence levels are remaining high in this area.
<p>Summary of areas requiring improvement, as identified by SSE.</p>	<ul style="list-style-type: none">• 20%of pupils surveyed in June 2016 answered “yes” to the statement “ I need help with Maths problems in my homework”. While this shows a decrease of 2%, it indicates that there is still considerable room for improvement.• On examination of our Sigma scores, we have identified the need for increased focus on Problem Solving in First and Second Classes. Our School average individual score for Problem Solving is 59.2%, while the average individual score for First and Second Classes is 47.3%.

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KNOWLEDGE, UNDERSTANDING AND SKILLS.

TARGET	REQUIRED ACTION	PERSONS RESPONSIBLE	SUCCESS CRITERIA
<p>Our average Sten Score has increased by 0.6 over the last 3 years – from 7.2 – 7.8. We aim to maintain this score over the next three years.</p> <p>We aim to increase average scores in Word Problems (Sigma) in 1st and 2nd classes from 47.3% by at least 3% over the next 3 years.</p> <p>In the sample classes surveyed, to increase positive attitudes to problem solving by 1% each year,</p> <p>To expose children at all levels to group work, practical work and maths games. Organise “fun” Maths activities as part of Maths week.</p>	<p>Regular class discussion of strategies used in solving problems.</p>	<p>Maths co-ordinator Class Teachers – 2nd to 6th.</p>	<p>Staff engagement with new methodologies and feedback.</p> <p>There will be a positive effect on scores in Sigma – Solving Word Problems – in June 2017 and onwards.</p>
	<p>Continue to display, teach and use problem solving Rubric – RUDECCC. – 2nd to 6th.</p>	<p>Class Teachers - 2nd to 6th. L.S./Resource Teachers.</p>	<p>Pupils apply RUDECCC Rubric when solving problems.</p> <p>Pupils will confidently discuss how they would approach the solving of problems.</p> <p>Increase positive attitudes towards Maths in both pupils and parents as evidenced in re-surveying. (June 2016)</p>
	<p>Continue using Planet Maths programme from 3rd to 6th – this scheme places much stronger emphasis on problem solving. We will also make use of ICT integration opportunities within programme. 2nd class to implement Operation Maths Scheme.</p>	<p>Class teachers from 2rd to 6th.</p>	<p>Each child from 3rd to 6th will continue to keep a Maths Journal to show their understanding of each concept – with an ongoing emphasis on attitudes to and understanding of, problem solving.</p>
	<p>Teachers of 1st and 2nd class to increase the amount of time spent on Problem Solving strategies – teacher modelling/group work/class discussion.</p>	<p>Class teachers of 1st and 2nd. Learning Support Teachers .</p>	<p>Avail of opportunities within S.E.S.E. , S.P.H.E. and other curricular areas to integrate the development and consolidation of problem solving skills and skills relevant to data interpretation.</p>

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YEAR 3 Targets	ACTIONS REQUIRED	PERSONS RESPONSIBLE	SUCCESS CRITERIA
There will continue to be an increase in positive parental attitudes towards Maths.	Provide all parents with a Tip Sheet outlining language used, methods as appropriate and activities in daily life that can be used at home to support each strand.	Numeracy – link teacher. Input from all staff.	Parents to be re-surveyed and attitudes to be more positive.
To continue to decrease reported levels of anxiety about Maths amongst children by 2% over 2 years.	Children's engagement with self-assessment will allow teachers to address the concerns of children with less positive dispositions toward Maths - continue with Maths Journals, Traffic Lights, Smiley Faces...	All teachers.	Children will be re-surveyed and attitudes will be reported as 1% at least, more positive by June 2018.