St Seachnall’s NS School Improvement Plan 2014-2015

Numeracy

**Our school has strengths in the following areas with regard to Numeracy:**

* Standardised tests scores for numeracy attainment are significantly above the national norms
* Mental Maths is encouraged.
* There is an agreed whole school policy on Maths Language and strategies for teaching various Maths topics.
* Teachers’ planning is based on the Maths curriculum and the school Maths plan.
* Talk & Discussion and opportunities for pupils to explain answers for part of Maths lessons.
* There is an agreed approach to numeral formation and presentation of written work.
* The school has a good supply of Maths resources centrally located.
* Results of assessments are used to inform teacher planning

**The following Areas are prioritized for improvement with regard to Numeracy:**

* Strategies to support pupils’ problem solving to be agreed at whole school level.
* Focus on the language of Mathematics
* Focus on estimation
* Emphasis on presentation of Mathematical work. Agreed policy be amended:
1. No Rough Work Column
2. Two or four sections per page, all calculation to be shown within the section
3. Must display units in use, e.g. cm, hrs, € etc.
* Focus on a topic for two weeks to be integrated into the strands being covered during that time, e.g. estimation, tables, fractions, shape.
* Maintain the percentage of pupils at or above the 50th percentile at 60 to 65 per cent and target of 30% of pupils scoring in 85th to 99th percentile.
* More information, feedback to parents re methodologies in Mathematics and pupils’ progress in Mathematics.

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|  | **Improvement Target** | Actions | Planning | **Time** | **Responsibility** | **Success Criteria** |
| **1** | Improvement in problem solvingTo improve by 3% the no. of children scoring at/over the 50th Centile in the Problem Solving strand in 5th and 6th Class | Strategies to support pupils’ problem solving to be agreed at whole school level | Review current practice & create whole school strategy | Sept- Oct 2014 | Teachers | Senior Classes:Improved outcomes in problem solving in Std. TestsLower Classes:Teachers’ opinions |
| Implement and monitor | Nov 2014 -May 2015 | Teachers & Principal |
| **2** | Mathematical Language | Review use of mathematical language at whole school level | Review current practice & create whole school strategy | Sept- Oct 2014 | Teachers & Principal | Consistency in use of mathematical language throughout the classes |
| Implement and monitor | Nov 2014 -June 2015 | Teachers |
| **3** | Development of Estimation Skills | See No 4 belowInclude estimation as part of class & home work | In action | Sep 2014- June 2015 | Teachers | Improvement in pupils’ ability to estimate orally & in written work. |
| **4** | Regular Revision of core Maths topics | Focus on topics for two weeks, e.g. estimation, tables, fractions, shape, to be integrated into the strands being covered. | Rota of topics developed for focus during Sept – Dec 2014. | Sep- Dec 2014 | Teachers & Principal | Feedback via teachers’ Cuntaisí Dul Chun Chinn  |
| **5** | Support for more able studentsTarget: 60-65% of pupils at/above 50th Centile and 30% of pupils scoring in 85th to 99th Centile. National Average: 16%. | Examine strategies to provide challenge for more able students in Maths | Review current provison for differentiation for able pupils. | Sept 2014 –June 2015 | Teachers & Principal | Results of standardized tests |
| Create plan for more able students |
| Implement and monitor |
| **6** | Supporting Parents | Discuss plans to support parents re methodologies and language of Maths – esp. subtraction, long division and fractions. | Identify needs as outlined in parents’ questionnaires & develop plan | Sep- Dec 2014 | ParentsTeachers | Improved levels of satisfaction in future surveys. |
| Implement and monitor | Jan – Jun 2015 | ParentsTeachers |