Scoil Íde Numeracy School Improvement Plan

Baseline data	A school self evaluation took place from September to November 2013. Teachers, pupils, and parents carried out surveys and questionnaires. Sigma T results were also analyzed to help complete a review of Maths practice within the school. A school self evaluation report was completed in 2014. A summary of the main findings from the report include • 85% of parents reported their child enjoyed maths • 59% of parents reported their child enjoys problem solving • 41% of parents reported their child does not enjoy problem solving • A variety of methodologies are used in the teaching of Mathematics • There is a common approach to the teaching strategies used in the different areas in Mathematics noted in the school plan • Children do not enjoy problem solving tasks • The average success rate at problem solving tasks in the school is 43% • Limited resources for problem solving tasks in the school • Opportunities needed to develop problem solving in a cross curricular way • 30% pupils enjoy problem solving • 37% of pupils want to improve at problem solving • 26% of pupils think problem solving is fun
Summary of main areas requiring improvements	Improve pupil attitudes towards problem solving task • Mental maths needs a specific time slot in maths lessons/ timetable • Increase the average percentage success at problem solving tasks in the school by 2% in the first year, review progress and plan targets for the following year • Basic steps on how to problem solve need to be taught • Whole school agreement on strategies to use when problem solving • Improve pupil attitudes towards problem solving

	• Increase Maths resources to allow for more varied lessons • Information could be provided to parents on how they can support their children with maths activities at home			
Improvement Targets	**Required Actions**	**Success Criteria / Measurable Outcomes**	**Persons Responsible**	**Timeframe for Actions**
Increase Mental Maths at all class levels	• Specific slot of 5 /10 minutes mental maths daily either formally as part of a lesson or informally throughout the day depending on class level.	Informal assessment through: a) Teacher observation b) Teacher designed tests and tasks c) Pupil self assessment	Class teachers	Term 1 2014/15 onwards
	• Exposure to ICT as a mental maths resource using the computer room and interactive whiteboards to reinforce strategies.		Class teachers	Term 2 2014/15 onwards
	• Complete Sum Detective mental maths activities on a weekly basis		Class teachers	Term 1 2014/15 onwards
	• Improve the school environment by using maths around the building e.g. numbers/ shapes painted in playground		Principal Caretaker	Term 1 2014/15
	• Paired work between different		Class teachers	Term 1 2014/15

	class levels to play maths games • Pupil self assessment in the form of thumbs up/ down or traffic lights and teacher observation used to inform teaching and learning • SEN team increase mental maths in maths lessons		Class teachers SEN team	during maths week. Term 2 2014/15 monthly Term 3 2014/15 Term 2 2014/15
Increase the success rate at problem solving tasks in the school by 2% in the first year through the following steps 1. Teach the language of maths	• Emphasis placed on the language of maths; print rich environment in each classroom displaying the mathematical language recommended for that class level. • Use websites such as www.amathsdictionaryforkids.com to reinforce maths language in an interactive manner • Create a maths vocabulary dictionary using vocabulary from the activities in maths books etc in the classroom	• Analysis of Sigma T results • Informal assessment • Termly class assessments	Class teachers Class teachers SEN team Class teachers	Term 2 2014/15 onwards Term 1 2014/15 onwards Term 3 2014/15

2. Research strategies to help support pupils when problem solving	• Staff research and examine strategies to use to support pupils such as RUDE (Read Underline Draw Estimate), RUCSAC(Read Understand Choose Solve/show Answer Check), Explaining your Actions and Defending your Decisions • Staff discuss and decide on which of the above strategies to implement at whole school level and include in the maths plan • Implement strategies in all classes during problem solving tasks		Class teachers SEN team Class teachers SEN team Maths coordinator Class teachers SEN team	Term 1 2014/15 January 2015 Staff meeting February 2015 onwards
3. Increase problem solving activities in the school	• Pupils create their own problem solving tasks on a monthly basis and get their peers to solve them • Cross curricular approach to problem solving. Teachers incorporate problem solving tasks into lessons such as P.E, SESE etc. where possible	Children partaking in problem solving activities	Class teachers Class teachers	Term 3 2014/15 onwards Term 1- Term 3 2014/16

	• Utilize maths trails within the school and community environments e.g. Corkagh park. Teachers design maths trails at different class levels to keep in the school as a resource. • Implement Mata sa Rang in the school	 Mata sa Rang assessment	Class teachers SEN team Class teacher	Term 2 2015/16 Term 1 2014/15
4. Assess Problem solving	• Include problem solving tasks in termly tests. Monitor pupils and use the results to inform teaching	Pupil assessment	Class teachers SEN team	Term tests 2015 /16
Increase maths resources in the school	• Build upon existing resources in the school • Use a sign in / sign out method to ensure resources are well maintained • Compile a list of websites that are useful, display in computer	Varied resources in the school for problem solving	Principal Maths coordinator Maths coordinator Class teachers Maths coordinator	2014 – 2016 Term 2 2014/15 Term 3 2014/15 onwards

	room and update regularly			
Improve pupil attitudes towards problem solving	• Problem Solving Friday; a problem solving task will be read out on intercom every Friday to engage pupils in problem solving tasks	Positive pupil attitude towards problem solving Pupil questionnaire/feedback	Maths coordinator	Term 1 2014/15 onwards
	• Maths Week 2014; problem solving tasks on intercom daily with prizes for correct method; raffle tickets to encourage pupils to engage in all things maths during the week ; maths games in yard for all classes together; different class levels pair up to partake in maths activities; ICT activities in computer room		Maths coordinator Class teachers	Term 1 2014/15 onwards
	• Active maths will be used as much as possible and a cross curricular approach will be taken		Class teachers SEN team	Term 1 2014/15 onwards
	• Different class levels will partake in maths games and activities		Class teachers	Maths week annually 2015/16 monthly basis
	• Real life experiences will be incorporated during maths activities in school where		Class teachers	Term 1 2014/15 onwards

	possible • Use of ICT to engage pupils.		Class teachers Sen team	Term 2 2014/15
Provide parents with information on how to support their child in maths	• Suggested websites with maths activities will be listed on the school website • Links will be provided to websites that children have completed activities from in class • Homework will incorporate activities that the children can actively use the home environment to complete e.g. measure, estimations etc • A maths newsletter will be issued to parents during maths week with suggested activities, vocabulary and teaching strategies to help reinforce maths at home.	Parents feel supported in how they can help their children with maths	Maths coordinator Class teachers Class teachers Maths coordinator	Term 2 2015/16 Term 2 2015/16 Term 2 2014/15 Term 1 2015/16
Monitor and Review	This plan will be reviewed yearly and targets set or reviewed for the following year based on targets achieved.			