

Monastery Primary School Tipperary Town



School Improvement Plan (Numeracy) 2013-2016

THE MONASTERY BOY'S SCHOOL IMPROVEMENT PLAN - NUMERACY

<p>SUMMARY OF MAIN STRENGTHS AS IDENTIFIED BY SSE</p>	<ol style="list-style-type: none"> 1. Teachers reported that mental maths is a strength in our maths repertoire. 2. 93% of pupils answered "Yes" to the statement, "I like maths", indicating a positive attitude towards maths 3. 96% of pupils agreed that "Maths activities help me to learn". 4. There has been a marked improvement in Sigma-T results from Oct. 2011 to May 2012 since numeracy was prioritised for improvement. 5. Specific needs of multi-class settings are being addressed.
<p>SUMMARY OF MAINS AREAS REQUIRING IMPROVEMENT AS IDENTIFIED BY SSE</p>	<ol style="list-style-type: none"> 1. The area of problem solving was identified as an area for improvement across all standards - 50% of pupils surveyed responded negatively to the statement, "I find problem solving easy". 2. Both parents and teachers responded that there was greater need for communication between home and school in relation to new approaches in maths e.g. new methods, language and strategies. 3. Establishing common terminology for maths across all standards. 4. More emphasis on group work, concrete work and maths games in the teaching of numeracy.

TARGETS
<p>Learner Outcome:</p> <ol style="list-style-type: none"> 1. Since the introduction of new measures to promote numeracy development in Jan. 2012, the number of pupils scoring above the 50th percentile on the Standardised Test Scores has increased from 44.4% in May 2011, to 59.4% in May 2012, to 60.1% in May 2013. Our target is to maintain this percentage over the next 3 years. <p>Learning Experiences</p> <ol style="list-style-type: none"> 2. In the sample class surveyed, increase the positive attitudes towards problem solving by 5% each year to reach 65% at the end of year 3. 3. To expose children at all levels to group work, practical work and maths games. Organise 'fun' maths challenges and activities in all classes to celebrate maths week. All classes take part in and discuss a Problem of the Week. 4. To expose children to a wide variety of maths language with a view to improving problem solving. All classes from 2nd -6th explicitly teach RUDE problem solving strategy. <p>Teacher's Practice:</p> <ol style="list-style-type: none"> 5. To adopt a common terminology and approach to the teaching of operations. All class teachers/LSRT teachers to have displays of mathematical language in classrooms and refer and read them regularly with class/individuals. 6. To increase communication between parents and teachers in relation to the teaching and learning of maths. To provide parents with a Tip Sheet that will assist in the teaching/learning of maths by end of 2014-2015 school year.

YEAR 1 ACTIONS	PERSONS RESPONSIBLE	TIME	SUCCESS CRITERIA
All class teachers/LSRT teachers to have displays of mathematical language in classrooms and refer and read them regularly with class/individuals.	Class teachers/LS/RT teachers	Ongoing	Children are observed to refer to displays when working in class
All classes from 2 nd -6 th explicitly teach RUDE problem solving strategy.	Class teachers/LSRT teachers	Ongoing	Pupils apply RUDE strategy when solving problems.
All classes take part in and discuss a Problem of the Week.	Class teachers/ Link teacher for numeracy/Principal	Ongoing	Pupils are able to confidently discuss how they would solve the problem
Standardised test results analysed and percentages calculated for problem solving at all class levels.	Class teachers/LS/RT teachers	May 2014, 2015, 2016	Analyse results, review actions if necessary
To review and update existing school maths policy with emphasis on agreeing common terminology in relation to operations to be used at all class levels.	Class teachers/LS/RT/Principal/ Board of Management/ Parent's Association	2013/2014	All teachers using common terminology and School Maths Plan amended to reflect common terminology.
Organise 'fun' maths challenges and activities to celebrate maths week.	Numeracy co-ordinator, class teachers/ LST/ RT	Term 1	Increase positive attitudes towards maths in both pupils and parents as evidenced in re-survey

***Review date – Term 1 – 2014/15**

YEAR 2 ACTIONS	PERSONS RESPONSIBLE	TIME	SUCCESS CRITERIA
Staff training in the area of problem solving	Class teachers/ LS/ RT teachers	Awaiting confirmation from PDST	More variety of problem solving activities being undertaken at all class levels as evidenced in planning and monthly reports.

Draw up a list of websites which are appropriate for developing maths skills at each class level	Class teachers/ LS/ RT	Term 2 2014/15	Teachers provide opportunity for children to engage in more digital maths activities in class to be evidenced in monthly reports
To provide parents of all standards with a Tip Sheet that will assist in the teaching/learning of maths	Class teachers/Parents	Term 1 2014/15	Tip Sheet communicated. Parents feel more confident in helping their children in the area of maths as evidenced by re-survey.
Purchase and create equipment for maths games, puzzles and problems.	Class teachers/ LS/ RT/ Principal/ BOM/ Parents Council	Ongoing	Availability of a stock of hands-on problem solving equipment to cover various strands to ensure pupils are provided with concrete learning experiences.
Focus on a particular area of problem solving (eg. Word problems, open ended problems, practical tasks etc.) for 4 week periods to ensure a variety of problem solving areas are covered in the year.	Class teachers/ LS/ RT	4 week cycles beginning in Term 2 (dependent on staff training received)	Children will be exposed to different types of problem solving throughout the school year. Teachers' planning and monthly reports will reflect this focus.

Review date: Term 1 2015/2016

YEAR 3 ACTIONS	PERSONS RESPONSIBLE	TIME	SUCCESS CRITERIA
Actions will be based on review – actions to be completed, actions to be improved.	Numeracy sub-committee	Term 1	

