

Scoil Chormaic
COMMUNITY NATIONAL SCHOOL
SCOIL NÁISIÚNTA POBAIL



Castlemill, Balbriggan, Co. Dublin
Muileann an Chaisleáin, Baile Brigín, Co. BÁC

**School Improvement Plan:
Numeracy
June 2015
Detailed Information for the
School Community**

Introduction

This school improvement plan has been formulated as part of the school self-evaluation process, following consultation with the whole school community in 2014/2015. It should be read alongside the School Self Evaluation Report. This plan was developed based on input from children, parents, teachers and management throughout the SSE process. It was coordinated by Patrick Burke (mathematics co-ordinator, Special Duties Teacher A).

Summary of main areas requiring improvement

- While all pupils are able to use *some* correct mathematical language, they need to draw on and produce a greater array of vocabulary for different operations.
- Some children have difficulty in fully explaining how they arrive at answers when presented with simple number sentences or mathematical problems. They also have difficulty explaining why they chose a certain operation.
- A sizeable amount of parents are unfamiliar with the type of language expected of their children, and are unaware of the strategies and approaches used for different operations.
- A greater level of consistency is required across class levels, in the form of an agreed school plan.
- Pupils need to have more experience of pair work, group work, trails and projects.
- An agreed approach to problem solving is needed. Low average scores in problem solving need to improve.
- Pupils are over-reliant on vertical strategies for adding and subtracting.

Targets

Note that the following targets, and their associated actions, are spread across the three year period May 2015- May 2018. Actions will be implemented at various points during this period, as indicated in the table.

School Improvement Plan: Numeracy
INFORMATION FOR THE SCHOOL COMMUNITY

TARGET 1
Children will be able to draw on a wider array of mathematical language to talk about and explain maths tasks relevant to their class level. The number of children scoring at level 3 of the school maths inventory will increase by 2% each year to 2018, while the number of children scoring at level 4 will also increase by 2% each year to 2018.

Action and sub-actions to achieve this target	Persons Responsible	Timeframe for actions	Review Dates
<ul style="list-style-type: none"> • An agreed mathematical language plan will be implemented in all classrooms. <ul style="list-style-type: none"> ○ Teachers' short and long term plans will include a focus on communicating and expressing as a key skill in maths. Key vocabulary will be included in plans. ○ Each classroom will have a display containing the agreed maths language for that level. It will be referred to regularly when teaching. 	Special Duties Teacher A All teachers	Consultation in June 2014. Implementation in September 2015.	January 2016 Annually
<ul style="list-style-type: none"> • Parents will be provided with increased information regarding the mathematical language used in the school. <ul style="list-style-type: none"> ○ Class level introduction meetings conducted in September will include information on maths language for the class level. Greater emphasis will be placed by management on parental attendance at these meetings. ○ The school website will be used by teachers to provide information on the maths content/language being taught in a given term (in line with the agreed school plan). ○ Resources for helping parents to help their children with maths will be developed/sourced and placed on the school website. 	All teachers Principal BOM/Single Manager All teachers Special Duties Teacher A, All teachers	September 2015	January 2016 Annually

School Improvement Plan: Numeracy
INFORMATION FOR THE SCHOOL COMMUNITY

<ul style="list-style-type: none"> Teachers will use a greater amount of learning experiences that encourage mathematical discussion, communicating and expressing. <ul style="list-style-type: none"> Group and pair work to encourage discussion in maths will take place at least once a week. Professional development (via PDST) will be arranged on mathematical discussion and collaboration. Ready, Set, Go, Maths (RSGM) will be used a minimum of three times a week in all infant classes. A RSGM manual will be available to each teacher. Increased in-class support will be prioritised for teaching that supports the learning of mathematical language Teachers will have the opportunity to observe teaching of mathematics lessons in other classrooms 	<p>All teachers</p> <p>Special Duties Teacher A</p> <p>Infant teachers</p> <p>SET Co-ordinator SET Teachers</p>	<p>Following appropriate CPD, or no later than January 2016</p>	<p>May 2016, 2017</p> <p>Review of progress in RSGM in December 2015/ January 2016</p>
<ul style="list-style-type: none"> Resources that support discussion and collaborative work will be purchased (concrete materials, mini whiteboards, and mathematical games). 	<p>Principal</p> <p>Special Duties Teacher A</p>	<p><i>Resources will be reviewed:</i></p> <p>June/ September 2015</p> <p>January/ September 2016</p> <p>January/ September 2017</p>	<p>See left</p>

TARGET 2
 The average percentage correct ‘Solving Word Problems’ score in the SIGMA-T will increase by 2% annually to June 2018.

Actions and sub-actions to achieve this target	Persons Responsible	Timeframe for actions	Review Dates
<ul style="list-style-type: none"> A common approach to problem solving will be agreed and implemented across the school. Develop class-level problems based on the school environment, relevant to each class level. 	<p>Special Duties Teacher A</p> <p>Special Duties Teacher A and Class Level Teachers</p>	<p>Implement from January 2016</p> <p>Develop and trial in 2015/2016, implement in Sept 2016</p> <p>Term 2/3 2015/2016</p>	<p>May 2015</p> <p><i>Further actions for this target will be considered in line with the</i></p>

School Improvement Plan: Numeracy
INFORMATION FOR THE SCHOOL COMMUNITY

<ul style="list-style-type: none"> Professional development (via the PDST) will be organised on the topic of problem-solving. 			<i>review of actions for Target 1.</i>
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TARGET 3
 Maintain the positive attitude towards maths reported by pupils and parents at or above 80% as the school enters senior classes for the first time.

Actions and sub-actions to achieve this target	Persons Responsible	Timeframe for actions	Review Dates
<ul style="list-style-type: none"> Increase the number of times that active and enjoyable maths activities are used in class; project work, trails, open-ended tasks. 	Special Duties Teacher A Class teachers	Development of activities on an ongoing basis	May 2016 May 2017
<ul style="list-style-type: none"> Compile a list of recommended apps and websites for each level, suitable for use in school and at home 	Special Duties Teacher A	September 2015	Added to annually
<ul style="list-style-type: none"> Increase the visibility of maths in the school <ul style="list-style-type: none"> A maths notice board will be established and updated at a minimum once a term Teachers will display the work of mathematical activities from trails/Maths Week etc. The principal will include enjoyable maths activities in assembly at least once a term. 	Special Duties Teacher A with input from classes All teachers Principal	September 2015	

School Improvement Plan: Numeracy
INFORMATION FOR THE SCHOOL COMMUNITY

TARGET 4

Pupils will draw on a wider range of strategies to solve operations involving larger numbers by June 2018, as indicated by qualitative data in the school maths inventory.

Actions and sub-actions to achieve this target	Persons Responsible	Timeframe for actions	Review Dates
<ul style="list-style-type: none"> • Training for teachers will be provided in <i>Mata sa Rang</i>. <ul style="list-style-type: none"> ○ At least one teacher at each class level will avail of training in 2015/2016. ○ Further teachers will be trained, pending review, in 2016/2017. ○ Staff meeting time will be made available to share learning with the whole staff. 	Special Duties Teacher A Nominated teachers	Training of first set of teachers in Sept. 2015. Availability of further training will be reviewed in January 2016 and June 2016.	January /May 2016 January/ May 2017
<ul style="list-style-type: none"> • Following staff discussion/training, the <i>Mata sa Rang</i> approach will be used when teaching operations and place value. <ul style="list-style-type: none"> ○ Parents will be involved in the creation and storage of games and resources for <i>Mata sa Rang</i>. 	All class teachers (First up, in particular)	September 2016 if review in May 2016 deems it appropriate. Otherwise, September 2017.	May 2016 May 2017
<ul style="list-style-type: none"> • Information on different strategies for operations will be provided for parents on the school website. 	Special Duties Teacher A with input from class teachers	September 2016	May 2017

Success Criteria

- The success criteria are inherent in statistics and timelines included in each target.
- Each of the surveys/tasks administered will be used to evaluate progress.
- The level of success will also be judged based on the number of actions that have been completed.

Monitor and Review

- Review will take place on a continuous basis through informal teacher reflection at class-level meetings, and through formal reflection in the cúntas míosúil.

School Improvement Plan: Numeracy
INFORMATION FOR THE SCHOOL COMMUNITY

- Dedicated time will be allocated to a review of numeracy in January and May of each year.
- Information on SSE in Numeracy will be provided to new staff members during induction each August/September.

Reminders of the implementation of new SSE actions will be delivered via Aladdin by Special Duties Teacher A. They will also be displayed in the staffroom on the SSE noticeboard (to be established).

School Improvement Plan: Numeracy
INFORMATION FOR THE SCHOOL COMMUNITY

References

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School Improvement Plan: Numeracy
INFORMATION FOR THE SCHOOL COMMUNITY

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