

NUMERACY
INCHICORE NATIONAL SCHOOL
ACTION PLAN 2017-2020

TARGETS

- Develop strategies and methodologies to scaffold the children’s mathematical learning and attainment.
- Having analyzed the Sigma-T results, target an area of Maths to focus on during Maths Week.
- Support teachers in delivering the Maths curriculum.
- Target areas for parents to be involved with their children’s mathematical learning.
- Perform a yearly inventory of classroom Maths equipment and replenish resources to facilitate active learning.
- Increase the use of I.T. during Maths through the use of Mathletics.
- Maintain scores in the 4 quartiles within 3 to 4 per cent either side of the normal distribution.

Programmes to date	<u>ACTION PLAN</u>	Who?	When?
Ready, Set, Go Maths in Infant classes	Continue the use of Ready Set Go Maths in the infant cycle.	Class teachers of Infant classes	School years 2017 - 2020
Numicon is being used in Junior Infants	Numicon programme will be trialled in junior infants during the school year 2017 - 2018, and extended to Senior Infant in the following school year. A teacher will undertake CPD in relation to the use of the programme. Further CPD will be offered to other teachers as the opportunity arises.	Resource teacher for Junior Infants	School years 2017 - 2018
		Postholder for Maths	Term 2 2017 - 2018 Term 3 2017 - 2018
	The Postholder for Maths will	Infant teachers and	Term 3 2017 - 2018

<p>Maths Recovery approach is in use in 1st and 2nd classes</p> <p>All classes have interactive whiteboards and access curriculum materials online. These materials come from a selection of published programmes, namely, Mathemagic, Busy At Maths and Maths Planet. Other materials chosen by individual teachers are also available.</p> <p>Maths problem of the day or week is done in individual classrooms</p> <p>Throughout the school there is a spiral approach to the delivery of the Maths curriculum</p> <p>Maths groups are used in all classes and these are mixed ability</p>	<p>demonstrate the use of Numicon.</p> <p>Continue using Maths Recovery strategies in 1st and 2nd classes. Train an additional teacher in Maths Recovery.</p> <p>Ensure that all class teachers have access to curriculum materials from the maths programmes named.</p> <p>Encourage teachers to share good materials and websites that they discover while planning for the maths curriculum in their classes.</p> <p>Create checklists from the mathematics curriculum for each class.</p> <p>Make use of NRICH among other providers for problem solving activities.</p> <p>Ensure that there is an adequate supply and variety of books and hands-on</p>	<p>Resource teachers</p> <p>Postholder for Maths</p> <p>Class teachers of 1st and 2nd classes</p> <p>Postholder for Maths</p> <p>Postholder for Maths</p> <p>Class teachers with postholder for Maths</p>	<p>School years 2017 - 2020</p> <p>School years 2017 - 2020</p> <p>Staff meetings</p> <p>School year 2018 - 2019</p> <p>For Maths groups</p> <p>As needed</p>
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<p>Mental Maths programme is used in all classes to support spiral development of the curriculum</p> <p>Everyday maths is encouraged</p> <p>Maths Week</p> <p>Mathletics is used schoolwide</p>	<p>materials to ensure the effective delivery of the spiral curriculum.</p> <p>Conduct a yearly inventory in order to identify and purchase new materials needed.</p> <p>Continue to provide a variety of learning experiences that meet the differing needs and abilities of the children.</p> <p>Deployment of staff members will take into account the need to timetable Maths groups with the maximum personnel possible in order to facilitate effective maths group lessons.</p> <p>During maths groups, children should be given opportunities to self-assess in a variety of ways and at frequent intervals.</p> <p>During Maths groups, teachers have the opportunity to develop Maths language with the children.</p> <p>Teachers will use maths group time as an opportunity to conduct assessment for learning.</p>	<p>Class teachers and Resource teachers</p> <p>Postholder for Maths</p> <p>Postholder for Maths</p> <p>Class teachers and Resource teachers</p> <p>Principal</p> <p>Class teachers</p>	<p>June and September each year</p> <p>School years 2017 -2020</p> <p>June of each year</p> <p>School years 2017 -2020</p> <p>School years 2017 -2020</p> <p>School years 2017 - 2020</p> <p>School years 2017 - 2020</p> <p>School years 2017 - 2020</p>
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<p>Maths clinic is an approach being used with Senior pupils in Learning Support</p>	<p>Use Mental Maths (Prim-Ed) in the classrooms, but use Work It Out (Ed Co) on the year below in Learning Support for children who need extra support and practice.</p>	<p>and Resource teachers</p>	<p>School years 2017 - 2020</p>
<p>Maths for Fun</p>	<p>Find opportunities to relate maths to everyday experiences where possible, through the school shop, attendance recording, lunch distribution, temperature monitoring, charity initiatives and so on.</p>	<p>Class teachers and Resource teachers</p>	<p>October each year</p>
<p>Maths Eyes</p>	<p>Focus on an area of maths identified as an area of need through the standardised testing.</p>	<p>Class teachers</p>	<p>September each year</p>
<p>100th Day of School</p>	<p>Maintain registration with Mathletics. Encourage the children to access the site at home. Use Mathletics in Independent Maths groups.</p>	<p>Resource teachers</p>	<p>School years 2017 - 2020</p>
<p>Scratch</p>	<p>Give pupils the opportunity to self-assess in a variety of ways and at frequent intervals:</p> <ul style="list-style-type: none"> • Children identify an area they want to work on • The SET teacher prepares work • Other children may join in for the session/s 	<p>All school personnel</p> <p>Postholder for Maths</p>	<p>Beginning 2017 - 2018</p>

	<ul style="list-style-type: none"> • Generate information that can be used to tailor Mathematics experiences for children <p>Further Actions</p> <ul style="list-style-type: none"> • Inform teachers and SNAs about CPD opportunities in Maths, and about information from the PDST • Share information and good practice • Enhance the maths environment in the school 	<p>Postholder for Maths</p> <p>Ms Rooney</p> <p>Postholder for Maths</p> <p>Postholder for Maths Principal Class teachers Resource teachers</p>	
	<u>MONITORING</u>	Who Will Monitor?	When?
	Develop strategies and methodologies to scaffold the children's mathematical	Principal	Term 1 each school year

	<p>learning and attainment.</p> <ul style="list-style-type: none"> Teachers' plans <p>Having analyzed the Sigma-T results, target an area of Maths to focus on during Maths Week.</p> <ul style="list-style-type: none"> New area to be targeted each year <p>Support teachers in delivering the Maths curriculum.</p> <ul style="list-style-type: none"> Access to CPD Access to literature and resources <p>Target areas for parents to be involved with their children's mathematical learning.</p> <ul style="list-style-type: none"> Parental involvement in specific programmes Parental involvement in classroom initiatives <p>Perform a yearly inventory of classroom Maths equipment and replenish resources to facilitate active learning.</p> <ul style="list-style-type: none"> Lists compiled Orders submitted Materials distributed <p>Increase the use of IT during Maths through the use of Mathletics.</p>	<p>Assessment Team Maths Team</p> <p>Maths Team</p> <p>HSCL</p> <p>Postholder for Maths</p> <p>Class teachers</p>	<p>After testing/In October each year</p> <p>Throughout the school year as applicable</p> <p>September</p> <p>June/September each year</p> <p>Throughout the school year</p>
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	<ul style="list-style-type: none"> • Groups use Mathletics during Independent Group • Children use Mathletics at home <p>Maintain scores in the 4 quartiles within 3 to 4 per cent either side of the normal distribution.</p> <ul style="list-style-type: none"> • Cumulative test scores (Sigma-T) 	Resource teachers	October each year
	EVALUATION	Who will Evaluate?	When?
	<p>Development of strategies and methodologies to scaffold the children's mathematical learning and attainment.</p> <ul style="list-style-type: none"> • Teachers' long and short term plans • Cuntaisí Míosúla <p>Having analyzed the Sigma-T results, target an area of Maths to focus on during Maths Week.</p> <ul style="list-style-type: none"> • Children show work at the end of Maths Week that reflects the focus of the week <p>Support teachers in delivering the Maths curriculum.</p> <ul style="list-style-type: none"> • Feedback from teachers 	Principal	Term 1 each year Each month
		Maths Team	October each year
		Postholder for Maths	End of each school term

	<ul style="list-style-type: none"> • Summer courses taken <p>Target areas for parents to be involved with their children's mathematical learning.</p> <ul style="list-style-type: none"> • Feedback from parents <p>Perform a yearly inventory of classroom equipment and replenish resources to facilitate active learning.</p> <ul style="list-style-type: none"> • Feedback from teachers • Feedback from pupils <p>Increase the use of IT during Maths through the use of Mathletics.</p> <ul style="list-style-type: none"> • Reports from Mathletics • Certificates and awards from Mathletics <p>Maintain scores in the 4 quartiles within 3 to 4 per cent either side of the normal distribution.</p> <ul style="list-style-type: none"> • Analysis of Sigma-T scores 	<p>HSCL Teacher</p> <p>Postholder for Maths</p> <p>Postholder for Maths</p> <p>Postholder for Maths</p>	<p>End of each school term</p> <p>June/September each year</p> <p>Throughout the school year</p> <p>After resting</p>
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