

# Overview of 3 year plan Scoil San Carlo JNS 2013/2014

Target(s)		
<ul style="list-style-type: none"> <li>To develop a whole-school approach to the “hands-on” use of money through structured play, active learning and guided discovery which should lead to a better understanding of money problems</li> <li>To increase the pupils use of ICT in a structured way in line with the Maths Curriculum</li> <li>To create a culture and practice of mathematical problem solving in our school</li> <li>To enable the pupils to continue developing a positive attitude towards maths, and to increase the pupils logic and higher-order thinking skills and to enable the pupils to apply maths to everyday life</li> <li>To increase communication with parents on how best they can help their children with Mathematics. To provide a list of suitable games and useful websites.</li> </ul>		
Baseline data/evidence		
<ul style="list-style-type: none"> <li>Sigma T Results 2012 and 2013 were analysed. Tests results were compared with Normal Distribution and according to percentile bands. Staff discussion of results followed. It was shown that pupils performed least well in the areas of money and problem solving</li> <li>Teacher observations and teacher designed tasks and tests highlighted money and problem solving as areas for development</li> <li>Questionnaire was administered to pupils from Senior Infants to Second classes to gauge the children’s attitudes to Mathematics</li> </ul>		
Year 1 actions 2013/14	Year 2 actions 2014/15	Year 3 actions 2105/2016
<ul style="list-style-type: none"> <li>Questionnaire to be administered to pupils from Senior Infants to Second classes</li> <li>Resources to be sourced from within the school and resources bought if necessary</li> <li>A bank of resources to be created and a Numeracy Room to be established on a trial basis where pupils have access to a wide range of resources</li> <li>Oral mats at the beginning of each Maths lesson for ten minutes</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of Sigma T results from May 2014</li> <li>Repeat questionnaire with a target group to establish benefits of using a Numeracy Room</li> <li>Mathematical language to be looked at and discussed for all remaining strands and strand units</li> <li>Continue to develop the bank of resources</li> <li>Focus for term 1 will be to revisit and continue emphasis on oral maths, “hands-on” use of coins and word</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of Sigma T results from May 2015</li> <li>Continue to develop bank of especially involving the use of money eg. Calculating shopping bills and giving change</li> <li>Maths problem of the week to be introduced in each classroom</li> <li>Problem solving to be taught throughout each topic</li> <li>Emphasise use of IT in problem solving activities</li> <li>Possibility of promoting the use of a</li> </ul>

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<ul style="list-style-type: none"><li>• Focus on mathematical language, specifically the language of operations</li><li>• Problem solving strategy RUCSAC to be implemented throughout the school and to be taught at each class level (READ, UNDERLINE, CHOOSE, SOLVE, ANSWER and CHECK)</li><li>• Posters on mathematical language and problem solving strategies to be displayed in each classroom</li><li>• Teacher modelling of problem solving strategy to whole class, small groups, peer groups and individual pupils</li><li>• Word problems and open-ended tasks to be promoted</li></ul>	<p>problems</p> <ul style="list-style-type: none"><li>• Term 1 for September 2014/2015 – maths games and puzzles</li><li>• Term 2 – Continuation of all strategies put in place and creation of maths trails both within and outside the classroom</li><li>• Term 3 – Maths Week activities</li><li>• Parents to be given sheets with suggestions on how problem solving skills can be developed and integrated into everyday life at home</li></ul>	<p>paired maths programme between different class levels to be discussed</p> <ul style="list-style-type: none"><li>• To focus on language of measures specifically in relation to money and time</li><li>• To identify a wide number of opportunities to enable the pupils to gain experience in the application of their knowledge and skills in relation to money and time</li></ul>
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## Year Plan to improve Numeracy LEVELS

### Target(s)

NUMERACY LEVELS should improve as a result of the following actions taken in the school

- By developing a whole-school approach to the use of money and the relevant mathematical language throughout the school. Pupils will become very familiar with the language of operations, and be enabled to apply their knowledge to mathematical problems
- Through teacher modelling of RUCSAC problem solving strategy, pupils will be enabled to discuss mathematical problems and understand the reasons behind each step in the process
- Through focussing on oral maths problems and word problems, pupils will develop higher order thinking and logic skills
- Pupils will develop strategies aimed at solving mathematical problems
- Pupils will be provided with regular opportunities to problem solve, enabling them to acquire proficiency in this area

### Actions

State proposed actions (both existing and new) to improve NUMERACY LEVELS

Action	Who?	When?	Resources?	Completed / ongoing?
<ul style="list-style-type: none"> <li>• <b>Review of the bank of resources available in the school. The establishment of a Numeracy Room where teachers have timetabled access to a wide variety of resources. Resources for oral maths problems and word problems to be sourced and made available</b></li> <li>• <b>Information sheet for parents to be compiled and made available to parents</b></li> </ul>	<p>Mrs. Diggins</p> <p>Mrs. Diggins</p>	<p>October – November for set-up 2013. Constant review with a report on success in May 2014</p> <p>January 2014</p>	<ul style="list-style-type: none"> <li>• Teacher discussion</li> <li>• Maths books being used in school</li> <li>• Numeracy Room</li> <li>• PDST website</li> <li>• Notes from courses attended on numeracy</li> </ul>	<p>Establishment of Numeracy Room completed but location may have to change in Sept 2014</p>
<ul style="list-style-type: none"> <li>• <b>Review of mathematical language currently being use throughout the school, focusing on mathematical operations.</b></li> <li>• <b>Following a review of our Mathematics scheme we will change to the 2Planet Maths" scheme throughout the school. This will provide an increased amount of structured I.C.T. resources.</b></li> </ul>	<p>Mrs. Diggins</p> <p>Mrs. Divilly/Mrs Diggins</p>	<p>October 2014</p> <p>Sept 2013</p>	<ul style="list-style-type: none"> <li>• Books on problem solving</li> <li>• Teacher designed tasks</li> <li>• PDST printables</li> </ul>	<p>On-going</p> <p>Change of scheme completed.</p>

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<ul style="list-style-type: none"> <li><b>Problem-solving strategies e.g. RUCSAC to be taught at each class level. Problem solving posters to be displayed in each class. Teacher modelling, how to solve problems using RUCSAC Strategy</b></li> </ul>	Mrs. Divilly/Mrs. Diggins.	Jan 2014	Bank of resources to be made available	Bank of resources completed. Strategy on-going.
<ul style="list-style-type: none"> <li><b>October-May: Focus on oral maths at beginning of each maths class for 5 minutes at infant level and 10 minutes at all other class levels. Bank of resources to be developed</b></li> </ul>	All Staff	October-May 2013-2014	<ul style="list-style-type: none"> <li>Bank of resources</li> <li>Lists of oral maths games</li> </ul>	On-going
<ul style="list-style-type: none"> <li><b>2014 -2015: Continue all of the above</b></li> <li><b>Focus specifically on "hands-on use of money, maths word problems and open-ended tasks</b></li> <li><b>Emphasis on problem solving in groups as part of maths .</b></li> </ul>	All Staff	2014-2015	<ul style="list-style-type: none"> <li>Continue to build on resources, suitable websites and games.</li> </ul>	On-going

### Monitoring/Review

Progress will be monitored by Mrs. Diggins in 2013 and 2014 on a monthly basis and over 2015 on a termly basis.

- Teacher observation is a key tool which will be used in monitoring the progress of this numeracy strategy. Key observations will be noted and discussed at whole staff level
- Professional reflection section on cuntas míosúil's will be used to gauge feedback also
- Discussion at staff meetings and Croke Park Hour meetings re: feedback and the identification of new strategies and approaches
- Specific time will be allocated to the discussion and progress of the numeracy programme during our planning time and staff meeting
- Continuing professional development will be sought and staff encouraged to attend, to further develop teacher knowledge and skills and to keep abreast of best practice
- Pupil feedback will be sought at regular intervals throughout the year.
- Parental Feedback will be sought through questionnaires and at parent/teacher meetings
- Standardised Sigma T test will be given at end of each year and results will be discussed to further develop our 3 year plan.

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## **Success Criteria/Evaluation**

The impact of actions on NUMERACYLEVELS will be evaluated at the end of the three years  
Progress will be measured, using baseline and targets as guide

- Teacher observations will be noted and collated
- Class conferencing between teacher and pupils, pupils and pupils to gauge feedback
- Standardised testing at end of each year – data will be analysed over the three years to track performance of pupils' problem solving
- Pupil questionnaires will be analysed to gauge how pupil feedback altered over the three year period
- Review of children's work samples, maths projects etc.