

Numeracy Targets 2018/2019

Numeracy	Review	<ul style="list-style-type: none"> • Analysis of standardised test results along with teacher-lead assessment indicates lower attainment in word-based problem-solving maths tasks. This is due in part to the high level of children with E.A.L. within the school population. • Principal and ISM team evaluated standardised test scores in depth. • STEN scores and standardised scores were analysed • Due to the very transient nature of our pupil population standardised scores analysed as a school did not give an accurate or fair reflection of good teaching and learning that is taking place in the school <ul style="list-style-type: none"> • 10% of pupils left school in 2017/18, • 24% left school in 2016/17 school year. • 41% of pupils were “new enrolments” in the 2017/2018 school year • 53% of pupils were “new enrolments” in the 2016/2017 school year • Principal met with inspector Mary Dunne and discussed concerns over data being analysed and how it reflected on the school, It was decided for the forthcoming academic year to focus on new SSE guidelines 2016 -2020 to set targets with an emphasis on teaching and learning. • DOMAIN 3: TEACHERS’ INDIVIDUAL PRACTICE: The teacher selects and uses planning, preparation and assessment practices that progress pupils’ learning. • DOMAIN 4: TEACHERS’ COLLECTIVE/COLLABORATIVE PRACTICE: Teachers work together to devise learning opportunities for pupils across and beyond the curriculum
	Target(s)	<ul style="list-style-type: none"> • We will increase the comprehension and application of maths language, through explicitly teaching maths vocabulary. • We will increase attainment in word-based problem solving assessment through explicitly teaching strategies for solving word-based problems.

	<p>Action(s)</p>	<ul style="list-style-type: none"> • Each class to have a “word problem” station for maths stations • Maths vocabulary to be specifically taught, with maths topic vocabulary on display in the classroom • RUDE problem solving strategy to be specifically taught • Colour coded vocabulary to support word problem analysis to be on display in each room e.g. addition - green, subtraction - pink, multiplication - yellow, division-red • Use of maths sentence starters daily and on display in the classroom • Broaden range of teaching methodologies used • CPD encouraged and shared at staff level. • Develop a programme of maths based on life in local community for use throughout the school e.g. Maths Eyes, Maths trails etc • School will purchase any necessary resources to support the successful implementation of maths curriculum and station teaching.
	<p>Monitoring</p>	<ul style="list-style-type: none"> • Each term, using agreed numeracy milestones for each class level, progress will be monitored by class teacher • Word problem ability to be assessed at end of each term, based on topics covered. • Results at whole school level will be monitored by the ISM team and the Principal. • Outcomes to feed into subsequent actions and teacher planning
	<p>Evaluation</p>	<ul style="list-style-type: none"> • We will analyse and evaluate pupils’ progress in class based tests and teacher designed tasks and review progress • Planning meetings will discuss test results at end of each term and maths stations restructured in line with needs of the particular class. • We will analyse and evaluate pupils’ individual progress in standardised test results and review progress.

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Numeracy Target for 2018-2019: Focus on maths language -

- Develop maths vocabulary and oral language
- Improve word-based problem solving ability and achievement

Priority	Improvement Target	Required Actions	Planning Activities	Timescale	Responsibility	Carried out by	Success Criteria
No.	<i>Related to pupil achievement</i>	<i>Teaching and learning that will help achieve the target</i>	<i>Review; Research; Consultation, Action Plan, Policy/Plan; Implementation, Monitoring, Evaluation</i>	<i>When will the target be achieved?</i>	<i>Principal, Teacher, Staff, BoM, Parents, Pupils, Other</i>	<i>Individual, Committee, Cluster, Other</i>	<i>Outcome measures</i>
1.	Teaching: Teachers will work in planning teams to deliver maths curriculum	<ul style="list-style-type: none"> • Implement and support co-teaching system for planning, preparation and teaching of maths stations • Ensure stations include maths language and word-based problem-solving activities 	<ul style="list-style-type: none"> • Participate in fortnightly planning meetings allowing for feedback re success criteria, planning, resource preparation and assessment • Plan explicit maths vocabulary and language stations • Plan explicit word-based problem solving stations • Discuss and clearly assign roles within stations • Share planning and assessment information within planning group 	Ongoing	Maths team	Teachers	Successful implementation of co-teaching stations three days per week, to include explicit maths language and word-based problem solving activities.
2.	Resources: Recommended School wide resources to be on display in each classroom	<ul style="list-style-type: none"> • All classrooms to display maths topic vocabulary • Explicitly teach the R.U.D.E. approach to word-based problem solving 	<ul style="list-style-type: none"> • Classroom Maths word display – Topic Posters. (working document- can be mind map for maths word for new topics. • RUDE- problem solving click here / check email 	Ongoing	Maths team	Teachers	Adequate maths displays evident in every classroom

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		<ul style="list-style-type: none"> • Colour coding of main operation to be standardised across the school 	<ul style="list-style-type: none"> • Coloured Coding word problems - Addition *Green*, Subtraction *Pink* Multiplication *yellow* Division *Red* - adding vocab to these pages that are associated with each class • Maths sentence starters– for around the board click here • Word problem boxes with extension work for high achievers in each class to promote maths problem solving skills 				
2.	<p><u>Assessment:</u> Teachers will carry out assessment for and of learning in relation to maths, with emphasis numeracy targets</p>	<ul style="list-style-type: none"> • Ensure teachers have materials required for assessment • Direct teachers in the assessment of annual numeracy targets 	<ul style="list-style-type: none"> • Outline assessment criteria for the year ahead in staff meetings • Provide teacher manuals and assessment guidelines; teachers can design own tests based on topics covered • Participate in fortnightly planning meetings allowing for feedback re success criteria, assessment and subsequent planning and resource preparation • Maintain Assessment Folders for whole class checklists and individual observations assessing maths language and word-based problem solving 	Ongoing	Maths team	Teachers	Improvement of assessment results in word problems and problem solving.
4.	<p><u>C.P.D.:</u> Teachers will participate in C.P.D. in relation to maths curriculum</p>	<ul style="list-style-type: none"> • Gather information about various C.P.D. courses which will support numeracy curriculum especially word problems • Disseminate information to staff about available C.P.D. 	<ul style="list-style-type: none"> • Keep up to date with C.P.D. schedules from providers such as D.W.E.C. & Drumcondra EC • Contact P.D.S.T. about the provision of C.P.D. courses on word-based problem-solving, and 	Ongoing	Maths team	Teachers	Teachers attend C.P.D. workshops and courses and therefore increase knowledge,

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			<p>maths language within the school.</p> <ul style="list-style-type: none"> • Inform staff about relevant C.P.D. both during academic year and summer in staff meetings, emails and through displaying posters in the staffroom noticeboard • Encourage teachers who have completed C.P.D. to share their knowledge and resources with wider school 				skillset and resources about annual numeracy targets
5.	<p><u>Display:</u> Create whole school maths display board to increase focus on maths language and word-based problem solving within the school community</p>	<ul style="list-style-type: none"> • Create and maintain maths display board to highlight maths language, word-based problem solving strategies, R.U.D.E. approach and interactive maths problems 	<ul style="list-style-type: none"> • Create and maintain maths display board • Update interactive maths problems regularly and invite children to solve the problems by writing an answer and attaching it to the display or through oral language in class visits to the maths board • Create resources to be used on the maths board throughout the year • Encourage teachers to use maths board as a teaching wall with regular visits to discuss maths vocabulary • Review maths board at staff meetings 	Ongoing	Maths coordinator	Maths team	Teacher and children engagement with whole school maths board
6.	<p><u>COS:</u> Support children with E.A.L. or D.L.D. in their understanding of maths language</p>	<ul style="list-style-type: none"> • Support teachers to include specific maths language within E.A.L. and D.L.D. support & recommended differentiation evident in classroom teacher planning 	<ul style="list-style-type: none"> • Assess E.A.L. and D.L.D. children in relation to maths language comprehension • Include specific maths language in plans for E.A.L. and D.L.D. withdrawal and in- 	Ongoing	Support Teachers	Support Teachers	Children with E.A.L. and D.L.D. increase their understanding

POWERSTOWN ETNS SCHOOL PLAN 2017/2018: NUMERACY

			class support to meet the needs of these children				of maths language
7.	<u>Homework:</u> Include word-based problem solving as part of daily maths homework	<ul style="list-style-type: none"> Teachers will assign word-based problem-solving homework every day 	<ul style="list-style-type: none"> Assign daily word-based problem-solving homework in Mental Maths workbook (1st – 6th Class) Discuss strategies to solve word-based problems in homework the following day e.g. Using R.U.D.E. approach Provide differentiated homework as necessary to ensure each child can successful complete tasks 	Ongoing	Teachers (1 st – 6 th Class)	Teachers	Children complete daily word-based problem solving tasks and their rate of correct completion increases
8.	<u>Maths Week:</u> Ensure word-based problem-solving activities have a specific focus during Maths Week	<ul style="list-style-type: none"> Ensure word-based problem-solving activities are included in each class level Maths Week plan 	<ul style="list-style-type: none"> Create a bank of word-based problem solving activities Display word-based problem solving challenges on maths board and invite classes to answer the questions Encourage teachers to include word-based problem solving activities in maths week plans Promote and support Maths Eyes Competition to give children opportunities to create their own word based problems. 	October 2017	M.G. (G.R.)	M.G. (G.R.) & Maths Committee	Successful organisation of and participation in Maths Week