

Setanta School: Numeracy School Self Evaluation

1. Introduction

Our Whole School Maths Plan was first drafted by the Principal and then redrafted in collaboration with the teaching team. The Whole School Maths Plan was written in response to the Department of Education guidelines on the new Literacy and Numeracy Strategy. The school recognises that Numeracy is a very important skill for our pupils. This plan outlines our whole school approach to teaching Numeracy. The plan will form the basis for teacher's long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

2. Vision.

We hope that this Whole School Plan will ensure that we cater for students of all abilities and that each student is encouraged and challenged to achieve their best, with due regard to different aptitudes and abilities. We hope that the plan will contribute to the personal development of the students by instilling feelings of worth as a result of finding meaning and interest in mathematics, as well as feeling a sense of success in their achievements in this area. We would hope that our students will develop the ability to use these skills in a functional manner in their local shopping environment.

3. Aims and Objectives:

We endorse the aims of the Primary School Curriculum for Mathematics, which are:

- To enable the student to acquire proficiency in fundamental mathematical skills and in recalling basic number facts.
- Money: To develop each student's ability to recognise and use money functionally.
- To enable the child to use mathematical language effectively and accurately
- To enable the child to acquire an understanding of mathematical concepts and processes to his/her appropriate level of development and ability.

4. Current Practice and Vision for Change

We currently have eleven class teachers with 5/6 children in each class. As we are an ASD school our students display varying degrees of mathematical skill and each of the children in our class will have a different profile of skill, need and capability. Many lack fundamental Maths skills and basic number facts while others are achieving at their expected level of potential. Currently, each class teacher ensures that Maths targets are incorporated into the child's Individual Education Plan. We recognise that teaching Maths to six children with different skills and abilities poses challenges in terms of quality and consistency for our pupils. While discussing our vision for improving the teaching of Maths this year, teachers have made suggestions that will be incorporated into the school's improvement plan for Maths. Review and research of current practices will inform this plan.

5. Strands and Strand Units

All teachers are familiar with the strands, strand units and content objectives in the Maths Curriculum and refer to them regularly when planning for their pupils ensuring all strands and strand units are covered.

6. Resources

We acknowledge the importance of concrete materials in the development of mathematical concepts for children in all classes. Each class teacher should ensure that there is Maths equipment suitable for that class level in the classroom.

- All Maths equipment bought with school funds remains the property of the school
- Teachers may borrow equipment from other classes but must make sure that it is returned
- Mathematical textbooks are stored in the Curriculum room. Textbooks are in line with the content objectives for each class level. Textbooks reinforce the concept taught and give practice in each activity; the school will also include teacher designed worksheets.

7. Approaches and Methodologies

The following approaches and methodologies are used when teaching Maths:

- **Differentiation**

We recognise the importance of teaching differentiated Maths lessons because we teach in multigrade classrooms. Teachers must ensure that learning experiences are matched to the needs, capabilities and previous learning of individual pupils.

- **Talk and Discussion**

Talk and discussion is seen as an integral part of the learning process and opportunities should be provided during the Maths class for children to discuss problems with the teacher, other individual children and in groups.

- **The use of Concrete Objects**

Children will have access to and use a broad range of mathematical equipment during lessons.

- **Active Learning**

As part of the Maths programme for each class children are provided with structured opportunities to engage in exploratory activities under the guidance of the teacher to construct meaning, to develop mathematical strategies for solving problems and to develop self motivation in mathematical activities.

- **Collaborative and Co-operative Learning**

We encourage the use of collaborative and co-operative learning in Maths lessons.

Collaborative learning is a method of teaching and learning in which student's team together to explore a significant question or create a meaningful project. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

8. Language – Concepts/ Skills

There is a strong link between language and concept acquisition. We feel it is important to have a common approach to the terms used and the correct use of symbol names. This language has been agreed at whole school level in order to ensure consistency from one classroom to the next and also to help avoid confusion for children having difficulties with Mathematics.

Improvement Targets	<p>Maths language is to be consistent across the school.</p> <p>Basic operations of addition and subtraction</p> <p>Money: Coin recognition Understand and recognise the value of each coin Exchange money functionally</p>
Required Actions (related to teaching and learning that will help to achieve the target)	<p>Explicit teaching of basic operations of addition and subtraction</p> <p>Daily maths lessons which will focus on Money</p> <p>Practical experience- students will visit school Tuck Shop and/or shop in local community to practise functional exchange of money weekly.</p> <p>Displays in school corridors that are rich in language associated with Money</p>
Timeframe for Action	<p>The actions, unless otherwise specified, will be carried out over the Three Year Cycle. Some actions will be repeated annually, whilst others will only require subsequent review and possible amending.</p>
Persons responsible	<p>Principal All school staff Board of Management</p>
Monitoring	<p>Test the skills of the students at the start and year end. Monitor improvements in fluency and accuracy. Set as I.E.P. goals and check progress mid and year end.</p>
Success criteria	<p>Success will be based on the achievement of our targets as set out above in accordance with the N.C.C.A. guidelines</p>
Review dates	<p>June 2015 June 2016 June 2017</p>