**DEIS Plan 2023-2026**

**Numeracy Strategy for St Oliver Plunkett N.S. Navan**

**Aims**

* To ensure the overall attainment of students would remain at a high standard in accordance with the learning outcomes of the primary school curriculum.
* That he pupils’ knowledge skills and understanding in numeracy develop in a progressive manner as they move from class to class.
* To improve in the areas of problem solving, time and money
* To maintain a positive classroom environment where children are at ease developing their skills in numeracy
* To exhibit a positive attitude to Maths throughout the school through initiatives such as Maths Week
* To develop and maintain a Maths Resource Room
* To encourage the use of Maths resources in all classes giving children experience of concrete materials
* To develop the computation skills of children with a focus on tables and mental maths games
* All Classrooms/learning settings are organised in a manner that supports learning.
* Focus on children who are strong in Maths and provide opportunity for them to develop further
* The school have an agreed approach to mental maths
* The pupils are enabled in Maths classes to communicate, work with others, investigate, experiment, analyse and problem-solve.

**Responsibilities of Stakeholders**

**School**

* Communicate with parents/guardians and keep them up to date on the progress of their children in relation to numeracy
* Develop strategies for parents to give their opinions /thoughts on the school’s approach to numeracy
* Ensure that the Maths Resource room is well stocked with useful relevant maths resources that are used in all classes. Necessary and relevant resources, materials and equipment are efficiently identified and sourced in advance of lessons, due to the presence of a very well stocked and managed maths press
* Focus on all strands of the Maths curriculum ensuring that all aspects of numeracy are covered
* Develop a language of maths around the school that is visible to all children
* That basic skills of computation and tables be taught, practised and consistently assessed feeding into any planning in the area of numeracy
* Initiatives such as Ready Set Go Maths be used in junior classes to help develop the different skills of maths
* Station teaching be used to focus in on particular skills in collaboration between students, parents, class teacher and SET
* Teacher planning is based on the Maths curriculum. Measures are in place to ensure that all teachers are familiar with the curriculum for their class using school maths plan. Mental maths is encouraged across all strands and is given a specific time slot usually first thing in morning.
* Long and short term plans are prepared and available. Teachers also provide monthly progress records of pupils learning in numeracy..
* Teachers use a variety of approaches and methodologies across all classes in the school.
* The varying needs and abilities of pupils are catered for in the course of lessons through the use for differentiation.
* Teacher-pupil and pupil-pupil interactions are respectful.
* Pupils efforts are affirmed.
* There is respect for all pupils regardless of their background, ability and aptitude, pupils with special educational needs are treated in an inclusive and equitable manner.
* The school has a written policy on assessing and reporting on pupils’ progress taking into account the NCCA guidelines.
* The gathering of information on pupils learning is timely and happens at regular intervals.
* Opportunities for talk and discussion are provided for pupils to explain how they got an answer to the problems. There is an agreed strategy in the school for the teaching of problem solving
* Problem solving lessons are varied and children are encouraged to find multiple approaches to solving problems.

**Parents/Guardians**

* Inform themselves on the day to day events in the school by reading emails, the school website and school newsletters
* Attend Parent Teacher meetings in November to develop an understanding of their child’s development in the area of numeracy
* Monitor children’s work from school and keep informed of their development in Numeracy
* Develop their child’s computation skills by working on their tables at home
* Monitor any Maths tests results that come home and positively encourage the children
* Encourage the development of a positive attitude towards numeracy with their children
* Treat school teachers & staff with respect
* Present children in school on time ready to learn

**Pupils**

* Pupils should inform parents of different activities in the school in relation to numeracy
* Pupils should deliver home different communications from the school

**Strengths of the school in relation to Parental Involvement**

**HSCL**

* HSCL teacher Anthony McDonagh is in regular contact with the parent body and provides a very effective link between school and home. This makes progress a little easier for priority families
* Besides home visits courses are provided for parents to up skill in various ways such as IT, Literacy, Fitness, Diet and Parenting.
* There are many initiatives within the school which encourage parents to feel part of our school community. HSCL initiatives: Maths for fun, science for fun, sewing for parents, English language classes for parents, Irish language classes or parents, ICT/ iPad classes, literacy/ numeracy classes, cookery, Flower arranging, seasonal activities

**Maths Programme**s

The school provides a variety of Numeracy programmes. These initiatives make the development of numeracy skills more accessible. They also encourage children to have a more positive attitude towards Maths. Programmes such as Ready Set Go Maths, Station teaching & Maths boxes help to develop the children’s abilities in different areas of Maths. Mental Maths takes place in each class every morning.

**EAL Programme**

Dedicated teacher for support of EAL programmes in place in the school which makes settling in easier for children from families that do not have English as a first language. This helps to remove the language barrier for certain families and makes the numeracy programme more accessible

**IT**

IPADS are timetabled for each class once a week. There are many Maths apps on the IPADS and this gives the children the opportunity to become more comfortable with numbers in a relaxed setting.

**Maths Week**

Maths week is organised in the school in October by the post-holder with responsibility for numeracy in collaboration with the staff as a whole. This is a fun week that helps to develop a positive attitude to numeracy in the school and encourages the children to see the importance of numeracy skills in everyday tasks.

**A Positive School Environment**

St Oliver Plunkett Primary School is a welcoming place and prides itself in caring for children of all backgrounds. Children feel a sense of belonging and are encouraged to attend and participate. The school is very central to the north Navan community. This sense of belonging increases the likelihood of positive outcomes in all subject areas including numeracy.

**Standardised Tests**

We conduct Drumcondra Maths tests in May so we have the opportunity year on year to identify areas of our approach to numeracy that need improvement as well as identifying areas in which we are performing well.

**Parent Teacher Meetings**

Parent Teacher Meetings take place in late November. This year we resumed face to face meetings. The Principal is fully supportive of a welcoming and open school ethos. Teachers are available at all times by appointment and on a more informal basis as the need arises. The school promotes an open door welcoming ethos. This makes it easier to identify issues in relation to the children’s achievement in Maths.

**Continual Professional Development**

.Teachers are encouraged to participate in Numeracy courses in the Education Centre. We have also been visited by the PDST this year in relation to Maths development and this gave us an opportunity to focus on the area of station teaching in relation to Maths.

**Parents Groups**

Parents Choir & Gardening Group are all groups that exist within the school to facilitate Parental Involvement. The greater the collaboration between parents and the school the easier to address any issues that might arise in relation to Numeracy.

**Challenges for the school in relation to Parental Involvement**

**COVID 19**

The pandemic has had a big effect on children’s results in relation to Maths. The children are getting back into the normality of school again and for some it is still a difficult transition

**Language barrier**

When trying to implement strategies in the area of numeracy many families might struggle to fully understand due to a language barrier. In some instances English is not spoken at home and it is only the children who can speak English. This can make taking part in school life more challenging for certain families.

**Priority Families**

The parents of our priority families sometimes find it difficult to get involved in school life. They are reluctant to call into the school. The HSCL teacher must play a vital role in this regard ensuring that there are many positive interactions with the school. The lack of involvement in school life has a knock on effect on areas like numeracy. Lack of interaction with class teachers informally and in Parent Teacher meetings mean that weaknesses in different areas cannot be worked on as effectively.

**Test results**

As a school we have changed from administering the Sigma tests to the Drumcondra Maths test. Covid has also had an effect on our results. In the last

**Data Findings**

* Increase in children below the 20th percentile
* Decrease in children above the 80th percentile
* Results between Sigma and Drumcondra tests seem to differ greatly
* We are almost double the average for children from the 1st to the 16th percentile
* We are well under half the average for children above the 84th percentile
* Measure and Problem solving are two strands we are performing poorly in as a school
* There is a massive increase in those scoring in the bottom 10th percentile from using the Sigma to using the Drumcondra tests
* There is a massive decrease in those scoring in the top 10 percentile from using the Sigma to using the Drumcondra

**Targets**

|  |  |
| --- | --- |
| **What are our specific Numeracy targets in the next 3 years?**  **Target 1** | |
| **Focus Area** | **Target 1** |
| One of the initial focus areas we had identified in October as a staff was in relation to the need for more Maths games. Maths games increase the children’s participation and foster a sense of fun around maths. They are useful at improving computation and sharpening tables. Our first area for improvement is in relation to tables and computation in the Number strand. We are looking to improve basic adding/subtraction skills using number lines/hundred squares/Mental Maths/Maths games etc | **June 2023**  That we would maintain our percentage of children performing between the 17th & 50th percentile |
| **June 2024**  That we would increase our percentage of children performing between the 17th & 50th percentile by 2% |
| **June 2025**  That we would increase our percentage of children performing between the 17th & 50th percentile by 5% |
| **What are our specific Numeracy targets in the next 3 years?**  **Target 2** | |
| **Focus Area** | **Target 2** |
| Another of area of focus identified by our initial staff discussion was in relation to concrete materials and developing a maths resource room that offered teachers the necessary provisions to give students the opportunity to develop concepts. The knock on effect from this would be an increase in the use of concrete materials in all classes as well as the use of Ready Set Go Maths in the junior classes. | **June 2023**  Ready Set Go Maths to be in use in Infants classes as well as developing a store of games that can be of use to all classes. |
| **June 2024**  Set up station teaching of maths in 1st, 2nd & 3rd class in the school. |
| **June 2025**  Set up station teaching of maths in 4th, 5th & 6th class in the school. |
| **What are our specific Numeracy targets in the next 3 years?**  **Target 3** | |
| **Focus Area** | **Target 3** |
| Another focus area at the outset was in relation to developing a Numeracy group consisting of teachers from all class groups. This group in devising these targets decided that a target would be in relation to a maths friendly environment where classes could develop the language of maths. Maths displays should be prevalent throughout the school and this will also increase maths in the children’s environment. | **June 2023**  Introduce the language of Maths in the Infants classes with a big focus on the parental link. Posters and the school website would all be important. |
| **June 2024**  The development of the Maths language would continue on to 1st, 2nd & 3rd class with the Numeracy committee deciding on the necessary progression from one class to the next. |
| **June 2025**  The development of the Maths language would continue on to 4th, 5th & 6th class with the Numeracy committee deciding on the necessary progression from one class to the next. |

|  |  |
| --- | --- |
| **What needs to be put in place to achieve those targets and by whom?** | |
| **Initiative** | **Led by** |
| Restart Ready Set Go Maths in Junior & Senior Infants using the newly stocked Maths Resource room to provide necessary Concrete Materials | Infants Teachers  SET Teachers |
| Provide opportunity for in-service in the area of Maths games and station teaching that might provide confidence for teachers in tackling the area of Ready Set Go Maths | Principal  Post-holder |
| Restock the Maths Resource room with the necessary concrete materials making them easily accessible for all teachers | Post-holder |
| Build on the existing stock of Maths games for each class group. Maths Boxes to be bought for each class group | Class Teacher  SET Teachers  Post-holder |
| Number of the Day & Problem of the Day in all classes to allow children to think about number and develop the language of Maths as well as mental maths skills | Class Teacher |
| Maths in the immediate school environment through initiatives such as a Maths board, Maths Week and Maths on the school website | Numeracy Team |
| Development of an all year round Numeracy team who will monitor the school’s approach to Numeracy and identify emerging strengths and weaknesses in relation the plan | Principal  Post-holder |
| Use of Maths equipment in class | Class Teacher |
| Increased use of calculators in keeping with developments in the Maths Curriculum | Class Teacher |
| Implementation of the new Primary Numeracy Curriculum within the school | Principal  Post-holder |

|  |  |  |
| --- | --- | --- |
| **Where do the following areas play a role in the plan?** | | |
| **Continued Professional Development**  PDST DEIS training course  PDST training course in relation to station teaching and Ready Set Go Maths  NCCA training for teachers in relation to the Numeracy aspects of the new curriculum  Sharing of ideas through Croke Park hours, Staff meetings and informally  Sharing of ideas and communication of those ideas from the Numeracy committee | **Well-being**  Initiatives such as Maths Week & Science Week  Maths games timetabled throughout the week for different classes  Problem of the Day and Number of the Day in class  Maths displays in relation to work being completed in class such as Data & Measures  Developing social skills in groups during station teaching | **Leadership**  Numeracy Committee in dealing with various numeracy issues that arise from week to week  Organisation of parents courses, staff training and events such as Science & Maths Week  Developing on online method to communicate with parents through Twitter, website and newsletter and improve their participation in Numeracy issues  Post-holder’s work in relation to managing the human, physical and financial resources in relation to Numeracy in the school  Team teaching in certain classes  Work of Principal and ISLM team in communicating and developing the Numeracy plan and Numeracy aspect of the curriculum in the school. |