

**Baseline data / Evidence**

Camross National School is committed to the process of school self-evaluation.  
 During the academic year of 2012/2013 teaching and learning were evaluated in the curriculum area of Numeracy  
 The focus of the school's Self Evaluation is to sustain and build on the high levels of teaching and learning already in existence in the school.

The school used pupil Questionnaires 5<sup>th</sup> and 6<sup>th</sup> / Parent Interviews / Fortnightly Plans /Teacher Observation and Reflection / Standardised Test Results in SIGMA Maths attainment / Pupils Work / Yearly Plans / Parental Feedback / Monthly Reports/Maths Tracker diagnostic tests / Analysis of SIGMA maths results over the previous three years from 1<sup>st</sup> to 6<sup>th</sup> class.

**Strengths**

- There is a positive attitude towards maths among the children.
- There is good parental interest in improving mathematical levels.
- There is good use of collaborative group work in maths lessons.
- There is equal emphasis on all strands, though some require more time than others.
- Talk & Discussion and opportunities for pupils to explain their answers are included as part of Maths lessons.
- The school has a good supply of Maths resources centrally located in the tea room and in the classrooms.
- Results of assessments are used to inform teacher planning.
- There is a good use of differentiation in teacher planning.
- There is good use of ICT in maths lessons, through the use of Planet Maths online resources, participation in the World Numeracy Games, Sebran, IXL, NZ Maths, use of MangaHigh in senior classes.

**Concerns**

- The areas of Number, Measures and DATA as well as problem solving across all strands need the greatest attention.
- A need to focus on number throughout the school, adequate time allotted to new number units e.g. place value, subtraction, long division.
- Strategies to support pupils problem solving need to be agreed at whole school level – developing maths pouches – whiteboards, markers, number fans, maths mat etc.
- Use of mini white boards for mental maths, pair work maths lessons.
- Develop maths packs based on different strands e.g. DATA
- Increasing opportunities for pupils to engage with Maths.
- Timetabling a slot for mental maths in each lesson.
- Increase the use of Maths in the school environment – maths trails.
- Creation of Maths trails within and outside the school building.
- Increased use of Maths games
- Examine how we can support parents with regard to the content, methodologies and language of Maths – especially topics of subtraction, long division and fractions.
- Examine strategies to provide challenge for more able students in Maths.

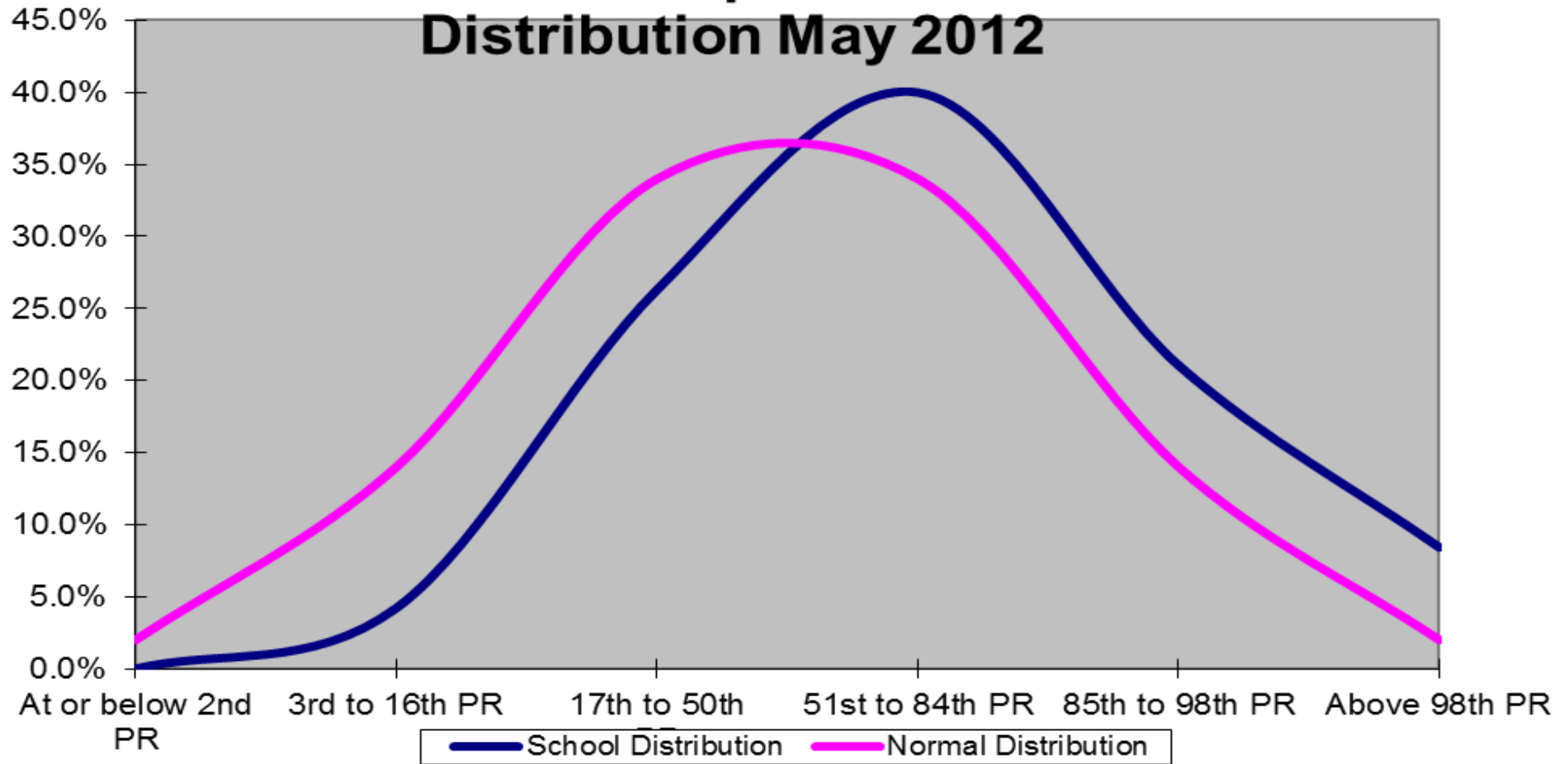
**Target(s)**

- Increase children's performance in the strands of Number, Data and Measures by 5% each year.

- Increase children's ability to problem solve across all strands.

Year 1 Actions (2012 - 2013)	Year 2 Actions (2013 - 2014)	Year 3 Actions (2014 - 2015)
<ul style="list-style-type: none"> <li>• Timetable a slot for mental maths in each maths lesson.</li> <li>• Focus on number across the school.</li> <li>• Use of a maths pouch for each child from 2<sup>nd</sup> – 6<sup>th</sup> to aid independent problem solving – to include maths mat, number fan, whiteboard, markers, hundred square, multiplication square etc.</li> <li>• Attendance at maths courses by teaching personnel – Mata sa Rang, Problem Solving Workshops, Numeracy link course, Ready Set Go.</li> <li>• Use of Ready Set Go Maths programme in Infants Classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build on the success of number through Mata sa Rang, Ready Set Go maths, station teaching.</li> <li>• Introduction of maths games team teaching in 2<sup>nd</sup> and 3<sup>rd</sup> classes with a focus on Number initially.</li> <li>• Increase basic maths resources in all classrooms through the purchase of coloured counters, dice, attribute bears and unifix cubes for all classes.</li> <li>• The production of Data packs to increase children's exposure to real life data problems and opportunities to work and solve data questions collaboratively.</li> <li>• To focus on the maths language of data through the use of a maths dictionary in the upper classes and the display of data language around the school environment.</li> <li>• Development of maths trails around the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build on the success of number and data through Mata sa Rang, Ready Set Go maths, station teaching and use of maths packs.</li> <li>• Development of measures maths packs to increase children's exposure to real life measures problems and opportunities to work and solve measures questions collaboratively.</li> <li>• Audit of measures resources in the school.</li> <li>• Purchase of new measures resources which are damaged or in short supply within the school environment.</li> <li>• Development of maths trails centred on measures.</li> </ul>

# Test Results Compared with Normal Distribution May 2012



3 Year Plan to improve NUMERACY LEVELS

**Target(s):**

- An overall increase of 5% in Sigma T scores in May/June 2013 from 1<sup>st</sup> – 6<sup>th</sup> classes.
- An increase of 5% in the strand of Number in May/June 2013 from 1<sup>st</sup> – 6<sup>th</sup> classes.
- An overall increase of 5% in Sigma T scores in May/June 2014 from 1<sup>st</sup> – 6<sup>th</sup> classes.
- An increase in the strand of Data by 5% in May/June 2014 from 1<sup>st</sup> – 6<sup>th</sup> classes.
- An overall increase of 5% in Sigma T scores in May/June 2015 from 1<sup>st</sup> – 6<sup>th</sup> classes.
- An increase of 5% in the strand of Measures by 5% in May/June 2015 1<sup>st</sup> – 6<sup>th</sup> classes.

**Actions:**  
 State proposed measures (both existing and new) to improve NUMERACY LEVELS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Action	Who?	When?	Resources?
Purchase of manipulative resources and pouches.	Principal/Secretary	Sept. 2013 and on going	Bears/cubes/counters/dice/Whiteboards
Making Maths Packs	All staff	Problem Solving - 2013 Data - Oct – Dec 2013 Measures - 2014	Laminating pouches, wallet folders, I.C.T., various maths books and websites.
Making Maths games and resources for team teaching and group work.	All staff	Ongoing	Laminating pouches, wallet folders, I.C.T., various maths books and websites, dice, counters, dominoes.
Creation of Maths trails in the school environment	All staff	2014	Websites, laminating pouches, card.
Creating maths pouches for 2 <sup>nd</sup> – 6 <sup>th</sup> Classes	Class teachers 2 <sup>nd</sup> – 6 <sup>th</sup>	1 <sup>st</sup> term 2013	Number fans, whiteboards, markers, hundred squares, maths mats, multiplication squares.

**Monitoring/Review:**  
 The above actions will be monitored and reviewed on a termly basis.

**Success criteria / Evaluation:**

- The success of this plan will be measured through an increase in numeracy levels in our Sigma T scores over the three years.

- The increased enjoyment of maths by all children.
- Evidence of a maths rich environment.
- Progress will be measured through teacher observation, samples of children's work, maths displays, administering of maths tracker diagnostic test, teacher designed tasks and tests, class assessment, pupil knowledge of number facts, pupil questionnaires, parent questionnaires.