

Numeracy

Preparation for Teaching:

Teachers' planning is based on the Maths Curriculum and an over reliance on text books is avoided. Measures are in place to ensure that all teachers are familiar with the curriculum for their class through the school Maths plan. Specific issues relating to multi class situations are addressed when needed. Mental maths is encouraged across all the strands and is given a specific time slot.

Teaching Approaches:

Talk and Discussion is an integral part of Mathematics. Opportunities are provided for pupils to explain how they got the answer to a problem. There is an agreed maths language across the school and teachers model the language to be used. There is an agreed and common approach to the teaching of tables and number facts. There are agreed strategies outlined in the school plan for the teaching of addition, subtraction, multiplication and division. Mathematics games and concrete materials are regularly used in teaching Maths. Problem solving lessons are varied and children are encouraged to find multiple approaches to solving problems. We have a large bank of extra Maths equipment available in the staff room which was purchased by the Parent Association in 2014. Teacher observation and the results from thirty six tracker children in the school is that measures, data and problem solving are areas that require more input.

Management of Pupils

Collaboration between class teachers and SEN teachers takes place on a structured basis on the third Wednesday of every month. Each class uses a variety of organisational styles – pair work, group work, individual work and whole class work. There is order and structure in the way activities are organised.

Assessment

A variety of AfL and AoL modes are used in all classes to monitor progress. Assessment results are analysed and used for screening, diagnosis of learning difficulties or identifying aspects of maths needing re-teaching. Teachers differentiate their lessons to cater for children with different needs. Class teachers and SEN teachers collaborate to ensure that supplementary teaching is available for children with learning difficulties and exceptional abilities. Team teaching and early intervention strategies are provided.

Learning Environment

The school is a safe stimulating environment and classrooms and the building in general is organised, clean and well maintained. Classrooms are appropriately laid out and well resourced and orderly. Teachers are aware of and follow the school's Child Protection Guidelines. The school environment is used to provide opportunities for mathematical problem solving and creating an awareness of number – Maths trails.

Pupil's engagement with learning

From pupil surveys in fourth and sixth classes as part of the WSE, 84% of pupils indicated that they are progressing well at Maths, 13% did not know and 3% indicated that they did were not. A focus group of 12 sixth class pupils in June 2015 indicated that pupils are challenged to achieve their full potential, get to experience a wide range of methodologies and eleven out of the twelve had a preference for the inclusion of lessons taught using stations. One pupil stated "the teachers expect us to do really well, and I mean that in a good way".





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Principal: Paul O'Donnell

Parental Involvement

Parents are very supportive of school Numeracy initiatives. Parents are encouraged to support their child's Maths through homework and online Khan Academy activities in second, third and fourth classes. During Maths week each year, a puzzle for parents activity takes place with good participation levels. A meeting takes place in October for parents of new Junior Infants to explain the primary school literacy strategy. 98% of parents returned the surveys for the school Whole School Evaluation. 98% of those who replied indicated that they believed that the school was helping their child to progress in Maths.

Whole School Evaluation September 2014 Maths

The WSE report stated the following in relation to Maths in our school *"The overall quality of teaching, learning and pupil achievement in Maths is very good. Lessons are well structured and content is effectively linked to pupils' life experiences. An extensive range of resources is used purposefully and effectively to support teaching and learning. A whole school approach to the use of mathematical language has been successfully adopted. Suitable emphasis is placed on the development of number facts. The implementation of valuable school improvement initiatives which includes Ready Set Go Maths and whole school approaches to problem solving has impacted positively on the development of pupils' mathematical skills. Their written work is carefully presented and monitored in a systematic, constructive manner."*

Attainment in Numeracy

The Standardised Sigma-T Maths Test results for the last three years are as follows:

	At or Below 2 nd	3 rd – 16 th	17 th – 50 th	51 st – 84 th	85 th – 98 th	99 th
National Distribution	2%	14%	34%	34%	14%	2%
May 2014	1%	2%	15%	35%	47%	0%
May 2013	0%	4%	14%	41%	40%	0%
May 2012	1%	7%	11%	45%	38%	0%

Our school has strengths in the following areas with regard to Numeracy:

- Mental Maths is encouraged and given a specific time slot.
- There is equal emphasis on all strands though some require more time than others.
- Teachers' planning is based on the Maths curriculum and the school Maths plan.
- Talk & discussion and opportunities for pupils to explain answers for part of Maths lessons.



Proud of our school's achievements



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- There is an agreed whole school policy on Maths language and agreed strategies for teaching various Maths topics.
 - There is an agreed approach to numeral formation and presentation of written work.
 - The school has a good supply of Maths resources centrally located.
 - Results of assessments are used to inform teacher planning.
 - A puzzle term takes place for pupils from 4th to 6th classes.
 - Online Maths Khan Academy programme is being used by pupils in 2nd, 3rd and 4th classes.



Proud of our school's achievements