

SCHOOL IMPROVEMENT PLAN: GOREY EDUCATE TOGETHER N.S. DATE: JANUARY 2015

FOCUS: NUMERACY

<p>Summary of main strengths:</p>	<p>Good use is made of resources to support pupils in their learning. Teacher reflection indicates a significant focus on active learning during maths lessons, and on practical experience (play & games; manipulating and using objects & equipment; interactions with the environment/with 'every-day situations.')</p> <p>Provision for varying needs and abilities ('differentiation') is enhanced in some classrooms by the collaboration of classteachers and SEN teachers on the general development of all pupils' numeracy skills.</p>
<p>Summary of main areas requiring improvement:</p>	<p>The development of further opportunities to share best practice, i.e. structured provision for in-house sharing of knowledge and skills in relation to maths teaching.</p> <p>Further CPD for teachers re: numeracy skills for pupils with moderate general learning difficulties and/or pupils with significant communication difficulties.</p> <p>Further provision for varying needs and abilities ('differentiation') in <i>all</i> mainstream classrooms through implementation of existing <i>Plean Scoile</i> for Learning Support and Resource Teaching in relation to <u>numeracy</u> as well as literacy.</p> <p>The reintroduction of a substantial Shared Maths programme during the 2014-2015 school year.</p>
<p>Improvement targets (related to pupils' achievement)</p>	<p>All pupils to benefit from curriculum-appropriate teaching and learning methodologies: pupils' knowledge, skills and understanding of maths to further reflect the learning outcomes set out in the curriculum.</p>
<p>Required actions (related to teaching and learning that will help to achieve the targets.) Persons responsible.</p>	<ul style="list-style-type: none"> • Structured provision regarding the sharing of best practice: appointment of <i>Link Teacher</i> for numeracy (teacher volunteer); schedule teacher meetings focused on numeracy (timetabled by principal, sessions led by teacher volunteers.) • Support for teachers undertaking training re: the <i>Numicon</i> resource. (Board of Management) • Differentiation/implementation of <i>Plean Scoile</i> for Learning Support and Resource Teaching, (Deputy Principal and all teaching staff.) • Shared Maths programme: Special Duties Teacher.
<p>Timeframe for action</p>	<ul style="list-style-type: none"> • Appointment of Link Teacher for numeracy: 2014-2015 school year (subject to PDST approval/training.) • Teacher meetings focused on numeracy: beginning Term 1 2014-2015. • Support for <i>Numicon</i> training: from summer 2014. • Enhanced approach to differentiation: from Term 1 2014-2015. • Shared Maths Programme: Term 2/3 of 2014-2015 school year.
<p>Success criteria / measurable outcomes</p>	<ul style="list-style-type: none"> • Appointment of Link Teacher for numeracy. • ≥ 3 teacher meetings/school year dedicated to the sharing of knowledge and skills in relation to maths teaching. • 50% of permanent LSRT & special class teachers trained (directly) in the <i>Numicon</i> approach by September 2016 • Differentiation: implementation of existing <i>Plean Scoile</i> for Learning Support and Resource Teaching in relation to <u>numeracy</u> as well as literacy in all mainstream classrooms by Term 3 2014-2015. • ≥ 2 mainstream classes participating in a substantial Shared Maths programme during 2014-2015 and subsequent school years. • An 11% increase in the number of pupils attaining scores above the 50th percentile in standardised maths tests (SIGMA-T) by July 2016. (Scores above the 50% percentile = STens 6-10 = 'high average/above average/well above average attainment. 11% of a typical class of 28 pupils = 3 children.) (May 2013: 52% of our pupils scored above the 50th percentile. May 2014: 66% of our pupils scored above the 50th percentile.)
<p>Review dates</p>	<ul style="list-style-type: none"> • 2015-2016 school year (on-going review) • September 2016 (overall review)