**Three Year DEIS Plan for Our Lady of Lourdes N.S.**

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| **Review** | | **2020-2021** | | **2021-2022** | **2022-2023** |
| **Prioritised Area of Activity -**  ***Numeracy*** |  | | Following the review of the DEIS Plan 2017-2020 the following items were highlighted:   * **Planning** * **Consistent Team teaching** * **Teaching Problem solving strategies** * **Assessment** * **Supporting SEN children** * **Differientation** | | |
| **Target(s)** | | |  |  | | --- | --- | | **Targets**   1. **To support children’s learning of Maths in the home in particular SEN pupils** 2. **To increase children’s enjoyment and confidence in Maths in Junior Infants to Second Class** 3. **To increase children’s feelings of success in Maths in Third to Sixth Class** 4. **To use Assessment of Learning and Assessment for Teaching to plan and evaluate Numeracy targets** 5. **To support individual children with a tailored number programme** 6. **To reduce the % of children below STEN 3 by 10% over 3 years in the following areas-**   **Number: From 43% to 38%**  **Measures: From 49% to 44%**  **Word Problems: From 50% to 45%**   1. **To develop links with local Secondary Schools to support the learning of Numeracy from Primary to Secondary** |  | | | |
| **Action(s)** | | **Three Year DEIS 2020 to 2023**   |  | | --- | | **2020-2021**  1**.To support children’s learning of Maths in the home in particular SEN pupils**   * Providing support for parents to help with homework at home or ensuring that all children who need homework help are being accommodated in school homework club or community homework clubs. (homework Packs) for SEN parents e.g. Busy at Maths 'Tips for Parents' could be sent home for SEN pupils on a fortnightly/monthly basis, a session in Maths just for Junior end parents to explain the concrete, pictorial, abstract approach to them, send home Ready Set Go Games as homework **(CT/SEN/HSCL/Parents)** * Purchase of times tables book for all children beginning in 1st Class and to be set as homework for all children from 1st class to 6th  **(CT/SEN)**     **2.To increase children’s and parents enjoyment and confidence in Maths in the Junior to 2nd Classes**   * Maths for Fun sessions once a week in Juniors to 2nd Classes involving Parental involvement throughout the year and carry out before and after parent surveys **(CT/SEN/HSCL/Parents)**   **3.To increase children’s feelings of success in Maths**   * Differentiated activities for all strands of Numeracy using PDST manuals in Senior Classes **(CT/SEN/Numeracy Co-Ord)** * Use of maths displays for maths topic language to be displayed in classrooms to support learning **(CT/SEN)** * Team teaching in Senior classes – 1st to 6th with SEN teacher for every Maths lesson as required **(CT/SEN/Numeracy Co-ord)**   **4.To use Assessment for Learning and Assessment for Teaching to plan and evaluate Numeracy targets**   * Assessment of Learning for Ready, Set Go to be carried out in September and June   Team teaching for Ready Set Go to be supported by two additional SEN teachers where possible **(CT/SEN)**   * Using PDST manuals Learning Trajectories to assess and provide differentiation for groups of learners for different strands of numeracy **(CT/SEN)** * A broader and more frequent range of maths assessments will be rolled out including use of ICT for whole class, small groups and individual children (ICT portfolios) particularly for SEN teachers e.g IXL website and pupil self assessment using Maths Journals to begin in Junior Infants **(CT/SEN)** * Use of Croke Park hours to allow planning between class teachers and SEN team throughout the school year **(Principal/Numeracy Co-Ord/ CT/SEN)**   **5.To support individual children and groups with a tailored number programme**   * A number of children will be targeted for Maths Recovery programme **(Numeracy Co-Ord/SEN)** * CPD for additional teachers to be trained in Maths Recovery **(Numeracy Co-Ord/SEN)**   **6.To reduce the % of children below STEN 3 by 10% over 3 years in the following areas-**  **Number: From 43% to 38%**  **Measures: From 49% to 44%**  **Word Problems: From 50% to 45%**   * Continued teaching of Mental Maths strategies, use of PDST Measures for whole school, once a week problem solving session using NRICH website **(CT/SEN/Numeracy Co-Ord)** * Refocus on number fact learning from 1st to 6th Class – does this need to be homework for children – should we trial this? class as well teaching and testing tables as part of the daily maths lesson **(CT/SEN/Parents)**   ( -**Number facts** are **basic** addition, subtraction, multiplication and division calculations that children should **learn** to recall instantly with no working out in other words, they need to **learn** them off by heart.)   * To analyise SIGMA results to monitor changes in Measures, Number and Problem Solving annually **(Numeracy Co-Ord/SEN)**   **7. To develop links with local Secondary Schools to support the learning of Numeracy from Primary to Secondary**   * Develop links with Maths teachers in local secondary schools **(Numeracy Co-ord)** | | **2021-2022**  **6.To reduce the % of children below STEN 3 by 10% over 3 years in the following areas-**  **Number: From 43% to 38%**  **Measures: From 49% to 44%**  **Word Problems: From 50% to 45%**   * Teach a range of Strategies for Problem Solving throughout the year from Juniors to 6th  Strategies can include RUDE, concrete, pictorial and abstract rule and others from PDST manuals and begin to develop a yearly plan **(CT/SEN/Numeracy Co-Ord)**   **4.To use Assessment for Learning and Assessment for Teaching to plan and evaluate Numeracy targets**   * Assessment for Teaching and Learning – use of SIGMA results in September to group children for support **(CT/SEN/Numeracy Co-Ord)** * Assessment of learning 1st to 6th topic testing to inform planning and create SMART targets for short focused numeracy support for Maths groups **(SEN/Numeracy Co-Ord)** * Dedicated time to plan maths team teaching to continue **(Principal/Numeracy Co-Ord/CT/SEN)**   **5.To support individual children and groups using a tailored number programme**   * Continuation of CPD for staff **(Numeracy Co-Ord)** | | **2022-2023**  **4.To use Assessment for Learning and Assessment for Teaching to plan and evaluate Numeracy targets**  **6.To reduce the % of children below STEN 3 by 10% over 3 years in the following areas-**  **Number: From 43% to 38%**  **Measures: From 49% to 44%**  **Word Problems: From 50% to 45%**   * A broader range of maths assessments will be imbedded **(CT/SEN/Numeracy Co-Ord)** * The children and parents will be surveyed in May to monitor any changes in areas of need in Numeracy **(Numeracy Co-Ord)** * Evaluation of 3 Year plan will be disseminated to wider community in June 2023 **(Numeracy Co-Ord)**   **5.To support individual children and groups using a tailored number programme**   * Continuation of CPD for staff **(Numeracy Co-Ord)** | | | |
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|  | | **Monitoring:**   * The targets will be formally monitored throughout the year at staff meetings by the Numeracy Co-ordinator and formally evaluated at the end of each year using SIGMA T results * Survey will be carried out in April 2023 for pupils, teachers, parents and wider community | | |
|  | | **Evaluation :**   * Results from and SIGMA T and survey will be analysed each year by Maths team * DEIS report on Numeracy to be carried out annually and presented to the BOM | | |

**Please Note:**

**The following practices have been embedded and will continue as part of the teaching of Numeracy in our school as agreed by staff in the previous DEIS plan 2017-2020**

* Providing support for parents to help with homework at home or ensuring that all children who need homework help are being accommodated in school homework club or community homework clubs.
* Senior teachers will look at developing more opportunities for learning with concrete materials with the possibility of moving away from/ changing the textbook culture in class.
* Creation of a booklet for Parents to help with homework and Maths skills.
* Ready, Set, Go will be used in Junior and Senior Infants.
* Ready, Set Go to be taught 1st term in First Class
* Assessment will be carried out at the end of 1stterm to establish missed concepts using RSG assessment
* Tables will be timetabled into the maths lesson starting with skip counting in 1st class.
* Implementation of consistent use of mental maths methodologies/strategies across the school. Teachers will use the PDST downloads to teach a ten minute mental/oral starter for each lesson.
* Problem solving will be included once per week as a mental oral starter. Strategies can include RUDE, concrete, pictorial and abstract rule and others from PDST manuals
* Parents will receive a maths information sheet in the JI starter pack
* Team teaching with Resource teacher will be implemented by the end of the school year
* Implementation of consistent use of mental maths methodologies/strategies across the school using a mental maths year plan for each class
* Differentiation focus on mental maths, measures and problem solving in each class
* Use of PDST manual to teach measures from Junior Infants to 6th Class and link to STEM work
* Problem solving will be taught once per week as a lesson using NRICH website From Junior Infants to 6th Class
* Senior Classes who use Maths copies to include rough work column margin
* Maths for Fun to be implemented throughout school year (HSCL)
* A broader range of maths assessments will be rolled out including use of ICT for whole class, small groups and individual children (ICT portfolios) particularly for Resource Teachers