

ACTION PLAN – TRANSITION YEAR 2023/2024

AREA: MATHEMATICS AND NUMERACY

Evaluation from 2022/2023

The M & N policy was updated/refreshed. The staff were all given their topic overview grid and a list of resources in the Maths store (restocked). Various online resources shared with all staff at a staff meeting on 19.1.23.

The staff were asked to record Magenta links on their medium-term planning however this was not checked due to industrial action. Is hoped to have all planners stored centrally in 2023/2024.

Bar Modelling remained a focus in P4 (but not in any great detail) – in both classes and as part of the Shared Education link for P4McC.

Mental Mathematics strands were shared at the staff meeting on January 19th however these do need to be amended in 2023/2024. Resourcing for this area was checked in all classrooms. Prim. Ed. resources continued to be rolled out in all P3 to P7 classrooms. The Mathigon resource was also shared with all staff – usage not monitored. A P7 transition link with ERGS also featured.

Dynamo Maths continues to be used with a selection of children and follow up programmes are facilitated.

PTM was used from P3 to P7 and results analysed – nothing significant highlighted. It was decided not to test some of the P3 children (based on DE advice given in 2021). The P7 classes administered the new CCEA Adaptive assessments and the feedback was generally positive, it is planned to take part again in the next pilot.

Pre-industrial action some Numeracy Team meetings featured.

Various Maths themed activities were supported – Paired Maths, Maths Week Ireland, Young Enterprise etc. A Business Beginnings focus in P7 did much to enhance skills in financial capability.

P7 homework resources updated

Additional needs:

Mathematics and Numeracy will remain as a secondary focus for this year.

Changes in staff and awareness of policy/practice in places do need revisiting; Very dated Mental Mathematics guidance in place and review deferred already on several occasions; Formal data conveying a generally positive overview of mathematics and numeracy attainments in this school; Constraints imposed on monitoring and evaluating due to Industrial Action.

Target 1 – Planning/Policy

Success Criteria - what we want to see at the end of this school year:

Consistency/agreed policy reflecting a better-informed expectation in provision, delivery and teaching of mental mathematics in each year group;
Mathematical experiences to include continued/more of an emphasis on mental mathematics

BASELINE	APPROACHES TO BE USED	RESOURCE/INSET/SUPPORT NEEDS	TIMELINE
<p>1. Take note of last year's targets – revisiting some areas marked for development</p> <p>2. Need identified to conduct a detailed audit of practice/teacher approaches in relation to the delivery of Mental Mathematics – largely due to dated scheme guidance, potential ad hoc approaches being rolled-out coupled with change of staff deployments. No major dips in attainments being recorded.</p>	<p>1. Impetus maintained re. planning, bar modelling, dynamo maths, resourcing etc.</p> <p>2. Existing but dated schemes to be used as a measure to gauge current level of delivery, organisation, progression, resourcing and competences</p>	<p>Co-ordinators' engaging with relevant staff on a regular basis</p> <p>Time available for staff to consider their current practice against outlined mental mathematics strands and to reflect changing teaching/delivery over the years. To be augmented by detailed discussions with teachers</p> <p>Relate all to mental mathematics elements of NHM (currently used as a core scheme in this school) and in addition to embedded other used sources such as Prim Ed etc.</p> <p>Share good practice approaches to mental mathematics e.g. Consider use of - Webinar; Guest Speaker; EA links; Sharing in-house practices/additional CEA/other resources; Magenta links</p> <p>Trial 'Times Tables Rock' in KS2 classrooms</p> <p>Stocktake what resourcing is available for use in each classroom to support mental mathematics and supplement accordingly</p> <p>Pupil focus groups – use to measure pupil engagement/performance in this</p>	<p>All year</p> <p>SDD – February 2024</p> <p>FS/KS1/KS2 meetings thereafter</p> <p>Term 2</p> <p>Termly</p>

		area. Proper and consistently applied system to be devised by the co-ordinator, in liaison with any available advice e.g. EA	
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MONITORING AND EVALUATING: Pupil focus groups established and termly check re. what has been covered

Areas to be addressed this year that relate to the above targets (ongoing/new):

- 1. The Mathematics and Numeracy policy/guidance – refresh (September 2023)**
- 2. Co-ordination of Numeracy to become more collaborative - co-ordination has been widened but further reflection required e.g. Numeracy Team meetings/set time to meet re. Numeracy to be timetabled across the year (in addition to informal contacts). Log of Numeracy activities/interventions involving staff, pupils and parents updated monthly**
- 3. Alongside the Assessment co-ordinator track class performances based on generated data (but not exclusively data). Engage staff in group/pupil analysis of data/tracking patterns.**
- 4. PTM and CAT4 assessments (P3 and up) – parental guidance to develop (May and June 2024). To include CEA pilot in P7**
- 5. Continue to deliver the Paired Mathematics programmes in P2 and P5.**
- 6. Whole school themed events e.g. Maths Week Ireland (homework), NSPCC Number Day – include Maths/Orienteering Trails, Young Enterprise (P3-P7), Business Beginnings (P7 financial capability)**
- 7. Numeracy to remain very much to the fore as part of pre-school and post primary school transition, parent training, maths play mornings etc.**
- 8. Partnerships to be strengthened this year e.g. ERGS transition programme**

MONITORING AND EVALUATING:

Organisation of pupil focus groups: