

School Improvement Plan – Maths

Kilbonane National School 2018-2020

Summary of main strengths	<ul style="list-style-type: none"> • Children enjoy maths. 80.3% of parents report that their children like maths and 60.6% of children report liking maths. • Teachers report that children enjoy maths and are motivated to learn. • The introduction of Ready Set Go Maths and station teaching has been a great success. • Good supply of maths equipment and games available. • Diagnostic and standardised tests administered and results of assessments are used to inform teacher planning. • Results are above the national norms. • Variety of teaching approaches used. 			
Summary of main areas requiring improvements	<ul style="list-style-type: none"> • Particular emphasis should be placed on developing pupils skills in the area of problem solving. • Group teaching approaches need to be introduced throughout the school. • Problem solving strategies should be taught. • ICT's opportunities are used/explored as an integral part of problem solving activities. 			
Improvement Targets Problem Solving	Required Actions	Persons Responsible	Timeframe for actions	Review Dates
	YEAR ONE 2018-2019			
<ul style="list-style-type: none"> • As the school's standardised test results are above the national norm we aim to maintain, and if possible improve, this standard. 	Purchase a set of problem solving books for use in each classroom.	Principal		
	Problem Solving strategies such as RUDE and RUCSAC will be taught from May 2018. Problem solving posters to be displayed in each class. Teacher modeling, how to solve problems using RUDE/RUCSAC Strategy.	Class Teacher		
	Every child will be assigned a Problem Solving copy, kept by	Principal/Class		

<ul style="list-style-type: none"> All children will use the RUDE and RUCSAC strategies to solve problems. Group work and the use of ICT will become an integral part of maths in the school. The number of children who reported that they use group work and I pads will increase by 5% per year. The number of children who reported liking solving problems in maths will increase by 5% per year. 	the relevant class teacher.	Teacher		
	Problem Solving will be timetabled for at least once a week.	Class Teacher		
	As part of assessment, teachers will implement a weekly Friday test in Mental Maths and Problem Solving and teacher-designed tasks and tests throughout the year.	Class Teacher		
	Each child will have a Problem Solving Copy, in which their work will be kept.	Class Teacher		
	Teachers will check pupils' understanding during and at the end of lessons (Thumbs up, Thumbs down. Discussion).	Class Teacher		
	Celebrate Maths Week / Maths Day – invite guests/ parents to come in to school to play games or talk to students about Maths in their jobs.	Whole School		
	YEAR TWO 2019-2020			
	A review of resources for maths will be done and new resources will be ordered if needed.	Principal		
	Teachers will continue to implement the Problem Solving Copies and use of the RUDE and RUCSAC strategies in the classroom.	Class Teacher		
	Teachers will use the Problem Solving Rubric to assess children.	Class Teacher		
Success Criteria/Measurable Outcomes				
We know we will have achieved our targets through teacher observation, pupil feedback, discussion at staff meetings and professional reflection.				
Monitor and Review				
Progress and challenges will be reviewed during Croke Park hours.				
Agree and allocate time for monitoring actions.				