**ACTION PLAN – YEAR 3 2019/2020 AREA: MATHEMATICS AND NUMERACY**

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| **Target 1 – Long term planning: Embed and monitor topic overview; Revisit Number scheme of work for relevance to current practice** | | | | | |
| **Success Criteria:**  **Clear, well-informed and concise written guidance in place for staff to follow – reflective of current practice** | | | | | |
| BASE LINE POSITION/PROCESS OF IDENTIFICATION  A better overview/understanding has been acquired about what mathematics is being delivered and when – content and progression. This has been achieved through comparing 6 weekly planning to the topic overview grid.  Topic overview has been updated as necessary.  Gaps in Mathematics and Numeracy planning in FS/KS1 have been addressed through the review of the planning for other curriculum areas  Time and Area schemes of work have been updated and amended by each year group.  Measure: Volume, Capacity and Weight schemes of work have been created by each year group.  Opportunity to meet and discuss Mathematics has been invaluable and has helped focus on policy, data, monitoring & evaluating, SDP etc. | APPROACHES TO BE USED  Continue to review and embed the topic overview grid by checking off areas of work being completed by each year group (from their 6 weekly planning). Amend the grid as appropriate.  Teaching staff require time to check and adapt the Number schemes of work – now dating | | RESOURCE/INSET/SUPPORT NEEDS  As evaluated periodically by the co-ordinators – planning and samples of work scrutinised at the end of each planning cycle. Individual feedback to feature. More sharing of work samples between staff to feature.  Time allocated as part of a SDD for cross checking/ updating previous guidance | TIMETABLE  Ongoing. Co-ordinators to liaise with all P1 to P7 staff on Wednesday afternoons  SDD 16.3.20 | |
| **Target 2 - Continue to strengthen opportunities for the coherent teaching of/pupil engagement in Problem Solving from P1 to P7 – notably word problems/bar modelling** | | | | | |
| **Success Criteria:**  **Increased evidence of problem solving activities being delivered, including word problems and bar modelling**  **Staff familiarisation/development enhanced by having access to a variety of resources/availing of support and training** | | | | | |
| BASE LINE POSITION/PROCESS OF IDENTIFICATION  New resources to further promote problem solving strategies were used by staff – cross checked. Teachers now have access to resources for all the strands of problem solving.  Evidence of planning for problem solving can been sourced in all year groups as it is being recorded/highlighted in 6 weekly planning. Samples of work to collaborate have also been collected.  Teachers have indicated that they are now more aware of the different facets/components of problem solving – and in delivering same. Feedback has been good.  NSPCC ‘Number Day’ was a huge success, raising the profile of number and the use of board games and ISAK9 as numeracy resources. Involved all of the staff in a Numeracy focus day. There is perhaps a need to use Isak9 on other occasions as it tends to be sporadic and limited to special events.  P7 Young Enterprise ‘Business Beginnings’ sale well profiled with application of mathematics very much to the fore.  The KS2/3 cross-phase project continues to be a valuable experience and focused on problem solving approaches – great staff development. The observation in a year 8 class was a new dimension. | APPROACHES TO BE USED  Complete work on problem solving with a particular focus on word problems. R Coulson will attend Numeracy Cluster Meetings (agreed common focus is on Bar Modelling) - ensure that direction/value comes out of meetings. Share bar modelling resources gleaned from these meetings.  Staff to be trained in the delivery of word problems which are linked to problem solving.  KS2/3 transition project will have a focus on word problems and bar modelling – probably self- funded.  Continue to monitor problem solving/strands in the 6 weekly planning. All year groups to highlight where problem solving in taking place in their planning so that it is more obvious.  Primary 4 to trial new NHM word problem resources and evaluate how useful they are.  Primary 7 to lead ‘Number Day’ focused/problem solving events involving the whole school  Encourage greater use of ISak9 – explore other ways to use | | RESOURCE/INSET/SUPPORT NEEDS  .  Liaising with all staff on Wednesday afternoons followed by a more formal inset session in February  As above. Use of Fronter resources  Re-establish relationship with Head of Mathematics in ERGS. Engage P7 children in bar modelling/word problem tasks. Teachers to glean ideas.  As evaluated periodically by the co-ordinators – planning and samples of work scrutinised at the end of each planning cycle. Individual feedback to feature. Amend medium term planning format to allow for more obvious recording of tasks/ strands  Resources purchased  Liaising with all staff on Wednesday afternoons | | TIMETABLE  12.2.20  12.2.20  Late term 2/ early term 3  Ongoing  All year  Term 2  Term 2 |
| **Target 3 – Increase opportunities for planning activities/tasks to reflect mathematics across the curriculum and developing topic webs e.g. play**  **experiences to enhance mathematics, new build** | | | | | |
| **Success Criteria:**  **Broadening teaching opportunities for using and applying mathematics across the curriculum (P1 to P7)** | | | | | |
| **BASE LINE POSITION/PROCESS OF IDENTIFICATION**  Areas of Numeracy that were being delivered during Play have been highlighted and gaps in Numeracy planning addressed.  Staff are now exploiting more Numeracy topic links though their topic webs – as evidenced through planning. | **APPROACHES TO BE USED**  FS/KS1 staff to record Numeracy work covered in Play on their Numeracy planning for Numeracy Co-ordinators  Teachers to continue to develop mathematical links across the curriculum through 6 weekly planning and topic webs. CEA pop-up resources (Thematic Units) to complement suggested activities for staff to use.  In light of the new school build and opportunities for Mathematics related work should be exploited. There is the opportunity for maths to evolve from the build for example – area, perimeter, shape, volume. Each year group to take a focus area of Mathematics and develop with the children. | | **RESOURCE/INSET/SUPPORT NEEDS**  Incidental. Co-ordinators to have access to planners including play and topic webs. As evaluated periodically by the co-ordinators – planning and samples of work scrutinised at the end of each planning cycle. Individual feedback to feature.  Consider amending medium term planning format to allow for more obvious recording of cross curricular activities | | TIMETABLE  12.2.20 – refer to Thematic Units |
| **Areas to be addressed this year that relate to the above targets (ongoing/new):**  Continue to monitor the correct use of Prim. Ed. (P3 to P7).  Encourage more children to bring more board games for Golden Time rather than other toys – mathematical focus  CEA Using Mathematics portfolio to be compiled – as specified. Discuss requirements/collection of work strategy (February/March) on 27.1.20 – convene a group thereafter to scrutinise  With the Assessment co-ordinator monitor the target progress plans (analysis and discrepancy) for individuals and classes. These records will be collected, monitored and any progress made at the end of the academic year recorded.  PTM and CAT4 assessments and individual and group analysis (P3 and up) – parental guidance to develop (May and June 2020)  Continue to deliver the Paired Mathematics programmes in P2 and P5. Review approaches to this programme. P2 parents’ meeting 22.1.20  Review the co-ordination of Mathematics and Numeracy in light of staff changes  KS2/3 transition project to complement bar modelling (hoping to organise without funding)  Cluster meetings – dissemination of ideas with regard to bar modelling – October 2019 on  CEA – Maths Pop-up event (November 2019) – dissemination of resources (thematic units)/incidental  Whole school themed events e.g. Maths Week Ireland (homework), NSPCC Number Day (31.1.20?) – includes Maths Trails, Young Enterprise (P3-P7), Business Beginnings (P7 selling to the whole school – June)  Numeracy to remain very much to the fore as part of transition, parent training etc.  Various SEN guidance/support in place to enhance numeracy (and using more ICT to aid learning)  Repeat of set Numeracy Team meetings (designated dates) | | | | | |
| **Hard targets:**  Based on April/May 2019 results this school has –  The pre-set targets relating to end of KS1 and KS2 Assessment for Mathematics and Numeracy were exceeded in KS1 and in KS2. The results for P4 and P7 pupils in 2018/2019 were:  91% of P4 pupils were deemed to be at L2 and above (predicted – 90%)  78% of P7 pupils were deemed to be at L4 and above (predicted – 76%)  Records are also kept in relation to PTE data (performance and discrepancy when compared to CAT4) – relating to individual pupils, classes, year groups and key stages. Where appropriate, these have been cross referenced to N. Ireland averages.  Based on April/May 2019 performances this school has -  PERFORMANCE: 74.75% of pupils falling into Stanine bands 5 and above (GL average is deemed to be 60%) - relates to all P4 to P6 pupils in 2018/2019 – becoming P5 to P7 in 2019/2020.  DISCREPANCY: 89.95% of pupils at Expected, Higher than Expected and Much Higher than Expected attainment (GL average is deemed to be 75%) – relates to all P4 to P6 pupils in 2018/2019 – becoming P5 to P7 in 2019/2020. | | **Policy/Scheme check list:**  Mathematics and Numeracy Policy – last reviewed with staff (August 2018)  Long term map overview (progression of topics) – revamped (2018/2019)  Number Scheme (2013)  Shape and Space Scheme (2014)  Handling Data Scheme (2016)  Measures Scheme -  Length (2017);  Time and Areas (2018)  Volume and Capacity and Weight (2019)  Mental Mathematics Scheme (2015) | **Team:**  Mrs Coulson  Mrs Smith | | |