



Scoil Choilm Community National School

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Porterstown Road, Clonsilla, Dublin 15

Roll No: 20241K

School Improvement Plan (SIP)/Numeracy

School Year 2014 - 2017

Baseline Data

In 2014/2015 Scoil Choilm CNS engaged in the self-evaluation process. We evaluated the following curriculum area; 'Numeracy', and specifically 'Measures: Time'. Data of both a qualitative and quantitative nature in relation to numeracy and time was collected, analysed and evaluated. This data was then used to determine pupil performance, engagement with and perception of 'Time'. Data from standardised tests, numeracy lessons, parent/pupil questionnaires and teacher focus groups were all utilised to compile the *School Self Evaluation Report* and subsequently the *School Improvement Plan*.

Our evaluation findings indicate that our school has strengths in the following areas as regards Numeracy and Time

- Based on our findings from the pupils questionnaires and focus groups there is overall a positive attitude to maths in our school. (*see findings in school self-evaluation report*)
- Over 80% of the respondents to our parent questionnaire on maths reported that their children liked doing maths. In addition our focus groups and questionnaires with the children found that the attitude to maths is overall quite positive and the children enjoy taking part in maths lessons.
- From the parent questionnaires it was clear that many parents realise the importance of maths and are keen to support their children in this area. Statements like the following were recorded; 'I think maths is a great subject, it's everywhere around us', 'I appreciate that my daughter was placed in a maths support group as it will help her develop a liking for the subject', 'Use real life situations like the shop and try to keep the fear of maths at bay'.
- Parents are listening to their children speak about school and what they are doing in all subject areas including maths. There is also a willingness to support their children with maths homework.
- Group planning takes place across the school with a strong emphasis placed on the teaching and learning of all subject areas including maths. Teachers share concrete and on-line resources and each classroom in Scoil Choilm CNS has access to their own set of maths classroom resources. In addition there are shared maths boxes in both schools with concrete resources to reinforce topics such as length, weight, capacity, money etc. All children have access to clocks as part of their classroom maths resources.



- Children are given many opportunities to work with concrete and on-line mathematical materials and resources and from the teacher year group reflections this is seen as necessary and important.
- Maths vocabulary is pre-taught.
- A variety of teaching methods are being used in the teaching of maths e.g. team teaching, station teaching and one to one support through LS/Resource teaching.
- Ready Set Go Maths takes place in Junior and Senior Infants. This programme aims to support children with their earliest understanding of number by focusing on four related strands; sorting, relationships & operations, counting and understanding number. The Ready Set Go Maths programme is designed to give a more secure start in early number work in the infant years.
- Maths Week is a big event in Scoil Choilm. Each year a special emphasis is created around mathematics during maths week. The children engage in maths quizzes, maths trails, treasure hunts and puzzles throughout the school. The numeracy committee which is composed of teachers from the Junior and Senior schools work together to make Maths week interesting, fun and engaging for the pupils in our school.
- The children from 1st to 6th class participate in Manga High an on-line Maths consolidation programme. The children really enjoy and benefit from this experience.

Summary of main areas requiring improvement with regard to Numeracy – Time

- More emphases to be placed on the teaching of the language of mathematics and in particular the topic of 'Time'. Class teachers, EAL and LS teachers will all be involved in helping with language development around the topic of 'Time'.
- 'Aistear' will continue to take place for up to one hour daily in all Junior Infant and Senior Infant classrooms, where children will be given opportunities to engage with time; clocks, timers, a bus/train station drama/role play.
- Each day and in every classroom, the topic of 'Time' will form part of discrete oral language lessons.
- In all classes more emphasis will be placed on 'Time' in real life situations; bus/train timetables, times of the day e.g. break time, home time etc.
- From 1st to 6th class there will be an increased focus on the reading and recording of time (see SIP for ideas)
- The teachers will inform the children that in every classroom in Scoil Choilm CNS we are going to focus on learning and having fun with 'Time' this year (teachers stating the Learning Intention)



- The parents will be informed through the website/orally and at meetings that numeracy particularly in relation to the topic of 'Time' is our focus for SSE this year.
- During 'Maths Week' time will form an integral part of the lessons and games taught and played during the week.
- All teachers will focus on displaying time-lines in their classroom, as appropriate to their year group.
- Assessment: teachers will check and assess understanding around the topic of 'Time' termly and as appropriate to their year group content. In the senior classes the conversion of analogue to digital time should be reviewed fortnightly to ensure understanding.
- At staff meetings teachers from different year groups will present the ways in which they are developing an understanding of 'Time' with their class giving examples of the language and classroom activities used.

Strand: Measures Strand Unit: Time / All Year Groups

*****Note: Activities & Ideas from Teacher Year Group presentations as regards the teaching of 'Time' will be included as an appendix to the SIP**

Improvement Target	Actions for each year group	Persons Responsible	Timeframe For Action	Success Criteria / Measurable Outcomes	Review Dates
1. A school wide approach will be taken to further develop the concept of time. Throughout the school an emphasis will be placed on teaching the language of time.	<ul style="list-style-type: none"> Maths oral language lessons focusing on the language of time will be taught to all children in Scoil Choilm CNS from Junior Infants to 6th Class. <p><u>Vocabulary of Time for each year group: (to be taught daily)</u></p> <p><u>Junior Infants:</u> morning, evening, night, day, lunch time, bed time, early, late, days of the week, school days and weekends. The children will discuss events using the language of time and recording the weather for each day which will reinforce the days of the week.</p> <p><u>Senior Infants:</u> as above including yesterday, today, tomorrow, the four seasons, soon, not yet, birthday, calendar and o'clock.</p> <p><u>1st class:</u> as above including times of the day, days of the week, months of the year, the day before, the day after, break time, home time, yard time, calendar, o'clock, half-hours, clock face, hands, hour hand, minute hand.</p> <p><u>2nd class:</u> as above including analogue clock, digital clock,</p>	<p>All teaching staff:</p> <ul style="list-style-type: none"> classroom teachers support teachers 	October 2015	<ul style="list-style-type: none"> Teacher observation Teacher designed tests and tasks in the area of TIME: pupils tested now, in Term 2 and in Term 3 to track success and progression Pupil engagement Drumcondra Maths testing - specifically the questions on Measures – Time will be tracked for progression 	October 2016

	<p>o'clock, half hours, quarter hours, 12 hour clock.</p> <p><u>3rd class/ 4th class:</u> as above including re-naming minutes and hours e.g. 1 hour = 60 minutes, express weeks as days from the calendar, 12 & 24 hour clock</p> <p><u>5th class/6th class:</u> as above including timetables (class/bus/train/cinema), international time zones (predominantly 6th class)</p>				
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2. More emphasis to be placed on an awareness of the passing of time and developing time-lines in each classroom to illustrate this.	<ul style="list-style-type: none"> Sequencing daily events /Time Lines: <p><u>Infant classes:</u> I get up, I have breakfast, I go to school, I listen to teacher, I go out to yard etc. layout of the school year timeline e.g. when I was a baby, I am now is school, layout of the school year, e.g. first day at school, Halloween dress up day, Winter shows etc.</p> <p><u>Senior classes:</u> time line based on historical topics taught in each year group should be displayed. This can be displayed using visuals, dates and text to explain event.</p> <p><u>Time-Line</u> to be started and displayed in every classroom by the end of November 2015 (note: a time line is a working display in each class room so it will naturally be added to as the year progresses)</p>	<p>All teaching staff:</p> <ul style="list-style-type: none"> classroom teachers support teachers 	October 2015	<ul style="list-style-type: none"> Teacher observation Teacher designed tests and tasks in the area of TIME: pupils tested now, in Term 2 and in Term 3 to track success and progression Pupil engagement Drumcondra Maths testing - specifically the questions on Measures – Time will be tracked for progression 	October 2016

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3. A focus is to be placed on the reading and recording of time from Senior Infants to 6 th class	<ul style="list-style-type: none"> • Senior Infants: reading of time in one hour intervals e.g. 1 o'clock, 2 o'clock using an analogue clock. • 1st class: read and record time using an egg timer, read time in hours and half hours on the 12 hour analogue clock, read the day, date and month using a calendar • 2nd class: as above including reading time in hours, half hours and quarter hours on the 12 hour analogue clock, read time in hours and half hours on the digital clock, discuss the passing of time; 24 hours in a day, 7 days in a week and number of days in a month. • 3rd class/4th class: as above and including renaming minutes as hours and converting hours to minutes. Read dates from calendars and express weeks as days and vice versa. • 5th class/ 6th class: as above and including reading and interpretation of timetables and the 24 hour clock, digital and analogue, interpret and convert between times in 12 hour and 24 hour format, time-zones (6th class) 	<ul style="list-style-type: none"> • Senior Infants to 6th class teachers • support teachers working with these year groups 	October 2015	<ul style="list-style-type: none"> • Teacher observation • Teacher designed tests and tasks in the area of TIME: pupils tested now, in Term 2 and in Term 3 to track success and progression • Pupil engagement • Drumcondra Maths testing - specifically the questions on Measures – Time will be tracked for progression 	October 2016