

Scoil Ghráinne Community National School

Phibblestown, Clonee, Dublin 15.

Phone: 01-6402418

www.scoilghrainnecns.ie

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Roll No: 20247W

School Improvement Plan (SIP)

School Year 2014-2015

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Baseline Data

In 2014 Scoil Ghráinne CNS engaged in the self-evaluation process. We evaluated the curriculum area of Numeracy and specifically targeted problem solving. Data of both a qualitative and quantitative nature in relation to problem solving was collected, analysed and evaluated. This data was then used to determine pupil performance in relation to problem solving. Data from standardised tests, numeracy lessons, teacher focus groups, parental focus groups and pupil 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:

- Junior and Senior Infants are exploring maths and problem solving through the Ready Set Go Maths curriculum.
- All class levels are receiving learning support for maths at least 3 times a week.
- The children in general enjoy maths lessons
- The children are mostly confident in maths
- In the standardised testing the children are scoring in the average overall.
- We have run a course for parents of children who would like to learn more about the primary maths curriculum.
- All of the children enjoy maths and problem solving
- The school is providing all pupils (including pupils in Croí) the opportunity to experience problem solving using a variety of different resources and relating the problems to real life contexts relative to their age and experiences.
- Nearly all children are exposed to word problems and games during problem solving lessons
- A lot of children experience open ended tasks and puzzles through problem solving lessons
- In general most teachers encourage the children to use multiple ways of finding the same answer and time is often provided for the pupils to explain to the others how they got their answer and the children are encouraged to listen to each other.
- Equal emphasis is generally placed on the process of problem solving as on finding the answer.
- All teachers report actively modelling the language to be used in problem solving
- 85% of the teachers integrate problem solving across the curriculum.
- 85% of the teachers teach problem solving by moving from the concrete to pictorial to abstract.
- 93% of teacher are confident teaching problem solving in their classes.

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Summary of main areas requiring improvement with regard to Numeracy and specifically problem solving:

- Teachers are not specifically planning for problem solving
- Word problems are being sourced from textbooks alone
- All eight types of problems are not being covered.
- There isn't one set acronym used for problem solving throughout the school.
- Students feel that they don't get to share their process as to how they got an answer.
- Parents would like to know how we teach word problems to students.

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Improvement Targets	Actions	Persons Responsible	Timeframe For Action	Success Criteria/ Measurable Outcomes	Review Dates
<p>1 a) Increase the variety of problem solving methodologies used throughout the school.</p> <p>1 b) Increase the amount of types of problems being taught from about 2 or 3 to all 8.</p>	<ul style="list-style-type: none"> ➤ Fostering a positive attitude towards maths in relation to problem solving through the Introduction of Maths Eye's to the whole school. ➤ Carry out Maths Trails through the school campus, finding maths in the school environment. ➤ Encourage the children to be confident and have a 'have a go' attitude. ➤ When planning each teacher will plan for problem solving on each Friday. They will then tick off what type of problem solving that they are doing on their chart so that they can make sure that they are covering all 8 problem solving areas. ➤ Use the PDST maths books to plan for open ended investigations. 	All Staff Members	<u>September 2015- June 2017</u>	<p><u>Improved interest in maths to be measured by:</u></p> <ul style="list-style-type: none"> • Teacher observation • Student's self-evaluation <p><u>Measureable outcomes</u></p> <ul style="list-style-type: none"> • Enhanced pupil engagement in terms of contributions to class. • Improvements in terms of linking different strands of maths to what they are doing. <p><u>Increased time devoted to Problem Solving and use of its methodologies in class will be measured by:</u></p> <ul style="list-style-type: none"> • Teacher records • Pupil engagement • Future Sigma-T scores 	<u>February 2016</u>
Improvement Targets	Actions	Persons	Timeframe For	Success Criteria/ Measurable	Review Dates

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		Responsible	Action	Outcomes	
<p>2) Increase the average score in the SIGMA-T results from an average of 38% by 10%.</p>	<ul style="list-style-type: none"> • Introduce the RUCSAC posters to all classes from 1st to 6th for using for word problems. (posters to be displayed on maths wall) • Introduce the operations language to students. (posters to be displayed on maths wall-posters are colour coded to each operation) • Practice using RUCSAC through the use of Apex maths word problem programme. • In year one each class will choose one or two of the PDST packs to follow. The will show each teacher how to start each lesson with a problem and teach from there their topic. • In year two each class will be encouraged to use all of the PDST packs to plan each lesson. • Each Friday each class should consolidate the topic that they have been studying by practicing their problem solving (one of the 8 different types of problems) linked to their weekly topic. 	<p>All Staff Members</p>	<p><u>November 2015- June 2017.</u></p>	<p><u>Increased time devoted to teaching maths language and problem solving in class to be measured by:</u></p> <ul style="list-style-type: none"> • Teacher records • Peer Collaborative Review (PCR) – In classes where PCR is being used • Pupil engagement • Sigma-T assessment scores • Copy book assessment 	<p><u>June 2016</u> <u>June 2017</u></p>
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3) Increase the child led teaching in each classroom	<ul style="list-style-type: none">• Teachers will give more opportunity for pupils to converse in pairs/small groups.• Group work will take place in all classes on a more regular basis.• Strong emphasis will be placed on the process more so than on the answer found.• Allow time for the children to share their problem solving process 100% of the time.	All class teachers	<u>January 2016 – June 2016</u>	<ul style="list-style-type: none">• Greater collaboration and engagement between pupils when working together in pairs, groups and in stations.• Pupils taking greater responsibility for their own learning e.g. their role within a group, asking questions in pair work or reporting information back to the whole class.• Children engaging in more self- assessment methods such as WALT and WILF.	<u>June 2016</u>
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