OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN MARCH 2021

We undertook a teaching and learning evaluation of numeracy in our school during the period January *2019* to March 2021.

We evaluated our progress using teacher professional dialogue, teaching observation and pupil assessment as our source of evidence under the following domains and standards from Teaching and Learning dimension in the Quality Framework for Primary Schools:

Domain 1: Learner Outcomes - Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum

Domain 2: Learner Experience - Pupils engage purposefully in meaningful learning activities

Domain 3: Teachers' Individual Practice -The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs

Domain 4: Teachers' Collective/ Collaborative Practice - Teacher value and engage in professional development and professional collaboration

This is what we did to find out what we were doing well, and what we could do better:

Analysis of weekly class assessments and teacher observation indicated that the pupils' knowledge and skills of the numeracy curriculum were at a good standard in accordance with the objective, skills and concepts of the maths Curriculum, although sometimes the understanding was not quite at the same level.

Pupils demonstrate high levels of interest and participate actively in learning during maths lessons.

Teaching Number Sense was selected as our focus area.

Number sense is important because it encourages students to think flexibly and promotes confidence with numbers. A strong number sense provides the foundation needed for both simple and complex arithmetic. It refers to a child's fluidity and flexibility with numbers, the sense of what numbers mean and an ability to perform mental mathematics and to look at the world and make comparisons.

-In 2019, teachers engaged with PDST sustained support to develop practices and strategies to effectively teach number sense across the classes, focusing on practical hands on activities for infants.

-Explicit teaching of Addition and Subtraction strategies were the focus of 2019 – 2020 and these strategies were embedded in classrooms this year.

-In 2020, Teachers participated in a STEM Lesson Study project to further collaborate and consolidate learning.

-Explicate teaching of Multiplication and Division Mental Strategies from 3rd to 6th classes is the next stage of this improvement plan.

This is what you can do to help:

Teachers foster a positive classroom culture, where all pupil contributions are encouraged, and ideas and solutions shared respectively.

At home, parents should continue to praise effort and encourage their child to document their approaches using jottings, models or images to carry out calculations.

Encourage your child in discussion when they explain their methods and strategies to you. Refer to our Monthly plan for teaching these mental strategies. (next page).

Remember, encourage a 'have a go' attitude at home also where all efforts and contributions are valued. There are many ways to solve a problem

Addition and Subtraction Strategies Teaching Plan

1st – 6th Class

	Major Strategy	Minor	Minor	Minor
Oct	Counting forwards (using the empty number line)	Facts of ten	Reordering	Doubles
Nov	Facts of ten	Reordering	Doubles	Near doubles
Dec	Reordering	Doubles	Near Doubles	Bridging through ten
Jan	Doubles	Near Doubles	Bridging through ten	Partitioning by Place Value
Feb	Near Doubles	Bridging through ten	Partitioning by Place Value	Rounding with compensation
Mar	Bridging through ten	Partitioning by Place Value	Rounding with compensation	Think Addition
Apr	Partitioning by Place Value	Rounding with compensation	Think Addition	Constant difference
May	Rounding with compensation	Think Addition	Constant difference	Bridging through 60

Multiplication and Division Strategies Teaching Plan

3rd - 6th Class

		3rd & 4th		5th & 6th	
		Major Strategy	Minor	Major	Minor
Oct	x	Skip Counting		Skip Counting	Doubles 2s 4s 8s
Nov	x	Doubles 2s 4s	Skip Counting	Repeated addition	Multiplying by 10
Dec	x	Doubles 8s	Doubles 2s 4s	Multiplying by 10	Partitioning by place value
Dec	÷	Skip counting division		Repeated subtraction	Dividing by 10
Jan	x	Repeated addition	Doubles 4s 8s	Partitioning by place value	Rounding with Compensation
Jan	÷	Repeated Subtraction		Dividing by 10	Partitioning by place value
Feb	x	Repeated addition	Partitioning by Place Value	Rounding with compensation	Using known facts
Feb	÷	Dividing by 10		Factorisation	Rounding with compensation
Mar	x	Partitioning by place value	Rounding with compensation	Using known facts	Break down factors
Mar	÷	Factorisation		Think multiplication	
Apr	x	Rounding with compensation	Using known facts	Break down factors	Doubling & Halving
Apr	÷	Using known facts		Proportional Adjustment	
May	x	Using known facts	Break down factors	Doubling & Halving	Partial Products
May	÷	Proportional adjustment		Partial Quotients	