**School Self-evaluation report on NUMERACY and SPECIAL NEEDS: 2015**

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| **WHO was engaged in the reflective enquiry and/or consulted?**  Teachers, Ancillary staff, Parents, Pupils, Board of Management, and PDST. | |
| **The six-step school evaluation process and the teaching/learning framework (with a focus on learning outcomes; learning experience and teachers’ practice) were used.** | |
| **Step 1**  **DATA used as evidence:**   * Minutes of school development planning days * Minutes of staff meetings * Standardised tests * Pupils’ questionnaires * Parents’ questionnaires * Inspectors’ report on Special Needs May 2015 * Teachers’ yearly and fortnightly plans * Data from teacher-designed tests * Teachers’ monthly reports * Teachers’ reflections * Outcomes of teacher dialogue at teacher class level meetings | |
| **Step 2**  **Analysing evidence:**   * Compared to their peers nationally, children in Scoil Mhuire continue to score (June 2015) ‘above the national average’ in both English and Mathematics in standardised tests. With an intake into Junior Infants of nearly 50% of children with English as a second language, we will strive to maintain this ‘above average’ level. It should be noted that many children with English as a second language scored ‘above average’ in both English and Mathematics standardised tests. * The inspectors’ report May 2015 noted the following: * “Pupils with SEN attain very good quality learning outcomes” * “IEPs are available for all pupils on the school support and school support plus stages of the continuum of support.” * “There is a high degree of collaboration between mainstream and support teachers in planning for teaching and learning.” * “All teachers engage in very good quality reflection on their teaching… Very commendable attention is afforded to the learning of pupils with SEN in these reflections.” * “The system of allocating teaching responsibilities to teachers and of organising the special education teachers is very successful.” * “The school has very good whole school programmes in place to support pupils’ learning in literacy and numeracy, including very effective provision for early intervention.” | |
| **STEP 3: DRAWING CONCLUSIONS**  **STRENGTHS**   * End of unit/term tests and personalised teacher designed tests are used in 5th/6th class. Weekly tests are used by 3rd – 6th classes effectively, to monitor progress. * Maths journal/ notes copy is used by 5th/6th class pupils * SALF folders are used effectively 3rd – 6th classes. * Collaboration among the team in particular teacher/teacher communication and planning at class levels. * At 5th/6th class level the problem solving boxes (activities) effectively facilitate differentiation * At 5th/6th class level teachers use TCharts (from the JUMP Maths programme) effectively. Teachers share teaching strategies from the JUMP math programme with each other. * At 5th/6th class level where there was a focus over the year (2014-2015) on “communicating and expressing when problem solving in maths” teachers noted that the children were engaged. Data collected show that all children feel that they have improved orally in Maths and an increase in confidence was noted by all on pupil self-evaluating questionnaires. At 3rd/4th class level oral strategies for discussing numeracy are effective. * At 3rd/4th class level ‘listening skills’ are good and are being revisited on an ongoing basis. Oral language stations effectively support the dev. of listening skills. Station teaching and peer tutoring is also working well as reflected in data from standardised tests. * ICT is used daily in the school to enhance learning (interactive white boards, laptops, iPads and iPods). At 3rd/4th class level the ongoing use of the online programme Mangahigh has created an ‘I can do’ attitude among the pupils. 0 * At 3rd/4th class level JUMP resources and strategies are being used effectively for the measurement (specifically ‘Time’) and data strands. Maths games and concrete resources have led to better engagement with Maths. * At 3rd/4th class level the terms ‘all’, ‘some’ and ‘few’ piloted for differentiation in the short term plans in 2015 (March – July) are working well. Other effective strategies include open and closed questioning used daily; differentiated reading groups and use of ICT for meeting different needs (different apps, and online programmes).   **AREAS REQUIRING IMPROVEMENT**   * Junior/Senior Infant teachers after analysing data, identified a need to audit NUMERACY concrete materials. * Junior/Senior infant teachers identified a need to better meet the needs of high achievers in numeracy. * Junior/Senior infant teachers identified a need within their team to upskill on the strategies used within Aistear. * There is a need to ensure what is written reflects the “effective differentiation observed in mainstream classes” (inspectors’ report May 2015) * There is a need to monitor the learning outcomes of pupils with general learning disabilities and with specific speech and language disorders more closely. Appropriate baseline data should be recorded for these pupils, on which progress can be measured. * Teachers need to plan more specifically for differentiated learning outcomes and activities. * Learning targets for pupils allocated resource hours and attending learning support need to be specific, measurable and based on valid assessment data. This is particularly important for providing for continuity and progress in pupils’ learning in areas such as literacy and numeracy. Learning targets must be derived from assessment data. Short-term planning/objectives will be linked with IEP (Individual Education Programme)/IPLP targets. * Teachers need to use assessment data when planning. Results of teacher designed tests will be used to inform teaching (AFL). All test results will be passed on to the forwarding teacher at the end of the school year. * After analysing data 1st/2nd teachers identified a need to focus on oral maths skills * Using parent and pupil surveys 3rd/4th teachers identified a need to integrate ICT better into the maths curriculum and in so doing meet the needs of both low achievers and high achievers. * Using pupil surveys and standardised tests 5th/6th teachers identified the need to focus on the skill of *Communicating and Expressing* when problem solving in Maths. | |
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**Step 5 - SCHOOL IMPROVEMENT PLAN (SIP) 2014-2018 NUMERACY and SPECIAL NEEDS**

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| **Areas requiring improvement focusing on**  **Learner outcomes**  **Learning experiences**  **Teachers’ practice** | **Evidence used to elicit ‘what we do in Scoil Mhuire’ – June 2015** | **How will we know that we are doing things better in 2016?**  **Evidence criteria** | **When and Who?** |
| **Teachers’ Practice**  **Aistear**: infant curriculum | Following a review of Aistear, with many new teachers allocated to infant classes teachers sought training on Aistear.  1st class teachers  noted in 2014 –’15 that the transition from Senior infants- longer day and no withdrawal for *Aistear* made transition difficult for the children going into 1st class | All teachers will be familiar with the Aistear strategies.  Aistear will be used effectively in the infant classes. Teacher reflections will record the success of Aistear.  1st classes will continue to use the Aistear methodologies in classrooms for 30minutes daily incorporating use of concrete materials for Maths and SESE. Classes will survey the children at the start and end of the school year to glean their pre and post knowledge/ attitudes re the use of concrete materials. Two out of three maths stations will use concrete materials and the support teacher will bring some resources from one class to another. The classes will go through maths equipment and share among classes and order new equipment which they need. | Aisling Greene, NCCA tutor who was seconded to the NCCA 2014 – 2015 will deliver training to teachers on Aistear in July 2015.  All 4 1st class teachers from Sept 2015 with support from SEN teachers |
| **Management of students:**  **Differentiation** | The inspectors’ report May 2015 identified a need to ensure what is written reflects the “effective differentiation observed in mainstream classes” | All teachers will refer in their short-term planning to the targets recorded in the IEPs (resource) and group IEPs (LS and EAL) – a copy of the IEP and group IEP will be included in all teachers’ planning folders.  Teachers will show differentiation in their short-term planning in literacy and numeracy agreeing at each class level the terminology to be used (e.g. ‘average/most will’, ‘below average/all will’ and ‘above average/some will’).  All teachers will receive hardcopies of SEN team plans containing the IEP/IPLP targets and differentiated lessons for mixed ability groups or /and same ability groups.  At 1st/2nd class level Maths will be taught in stations and differentiation as above will be applied | All teachers will be aware of and use the targets set in the short-term fortnightly/IEP and IPLP plans for planning for children attending resource.  Teachers will differentiate learning outcomes according to ability.  The learning outcomes of pupils with general learning disabilities and with specific speech and language disorders will be monitored more closely. Base line data will be recorded for these pupils, where progress can be measured e.g. targets with checklists. |
| **Assessment** | The inspectors’ report May 2015 identified a need to ensure continuity and progression in learning for children allocated resource hours. | Learning targets will be based on assessment data –test results will be used by all teachers when planning work for students. 3rd/4th class teachers have identified this as *‘smarter testing’* where three differentiated groups will have questions that they can answer and achieve progress at their own level in teacher designated tests.  All assessment data will move with the children as they are promoted for use by the teacher the following year (checklists, teacher designed tests etc.)  Teachers will keep on file progress records, clearly stating what a child with low incidence disability, is able to do, monitored at regular intervals (targets achieved, targets ongoing and new targets) and this progress record will travel with the child.  At the end of every year in June, the targets met by each child allocated resource hours will be stored in two places – the special needs filing cabinet and the child’s classroom file. This will become a single document that will travel with the child from Junior Infants to 1st/6th – one child/ one plan. This plan will be reviewed at the end of Sept./ beginning of Oct. and end of Jan./beg. Feb.  1st class/2nd class diagnostic tests will be progressive documents/ whereby updated testing will be inserted in different coloured ink. Tests will be available to all teachers in central location- SEN room. | Is currently being implemented (June 2015) and will be monitored on an ongoing basis.  At 5th/6th class level the end of unit/term tests and personalised teacher designed tests will continue. The results of these tests will be used to inform teaching (AFL). Maths Journals/ Notes copies and SALF folders will continue to be used.  Patricia Morris and Alberta Healy will oversee this transfer/storing of information. |
| Oral Language | Teachers be very explicit about the new language that they wish pupils to learn during lessons and to both model the language and provide opportunities for pupils to use it during lessons (recommendation in report, May 2015) | Teachers will list key phrases that they wish the children to use. The list of individual words under different themes, already identified in the English Plan for development of vocabulary will be extended to include phrases.  Teachers scaffold pupils’ language carefully. Teachers are very explicit about the new language they wish pupils to learn during lessons, and they model the language and provide opportunities for pupils to use it during lessons. Teachers will intentionally and purposefully use phrases and questions aligned to the oral language themes/vocabulary listed in the school plan each month.  1st/2nd class yearly plan will be revised during planning week to differentiate between work being done in stations and work being done by the class teacher.  Oral language (Listening skills as per Collaborative Learning Initiative) will be taught- one per month. A pack has been put together for each class teacher | Planning week July 2015 |
| **Exploring JUMP Maths strategies for teaching some Maths strands 1st-6th.** | Ericsson has agreed to fund JUMP Maths resources – textbooks/teacher manuals for our school. | Teachers using JUMP have identified the advantages of using JUMP MATHS strategies for teaching some Strands e.g. time, the use of Tbars, pattern etc. Teachers will identify the weaker strands at each class level using data from standardised tests, and explore using strategies in JUMP Maths to teach these strands.  Teachers will share their learning of JUMP Maths strategies with each other.  At 5th/6th class levels teachers will continue to use *TCharts* as a strategy, promoted in JUMP. Strategies used in the JUMP programme will be used to teach division and measurement of angles. Teachers will use the JUMP post unit tests as necessary. Topics in JUMP will be reviewed, decisions made on strategies to be used and targets set accordingly.  At 1st/2nd class levels teacher will choose an area for implementation from September 2015 onwards. The area chosen for implementation in Sept 2015 is ‘Time’ and evidence will be gathered from standardised tests to evaluate progress. | JUMP was introduced 3rd – 6th in 2013. JUMP will continue in 2015 to be explored and used in 1st – 6th classes. Teachers will decide at each class level when to/when not to, use JUMP. Teachers will be encouraged (as is the current practice) to share good practice with each other.  A request will be made to Ericsson to support the cost of employing substitute cover so that teachers can share/learn from each other about JUMP strategies. |
| **Learning Experiences**  Learning environment | Junior/Senior Infant teachers after analysing data identified a need to audit NUMERACY concrete materials. | Teachers will have a list of equipment available in all infant classes. Some resources that are not used daily will be stored centrally in Resource Room 10a. Numeracy concrete materials will be accessible for all teachers. | Equipment will be moved to Resource Room 10a before July 2015. Equipment for purchasing will be identified and bought. |
| **ICT**  **To teach children with mild learning difficulties computer skills to help them communicate: social media, word processing, use of a calculator, spell check, typing etc.** | To teach children with mild learning difficulties computer skills to help them communicate: social media, word processing, use of a calculator, spell check, typing, data handling programmes, databases and spreadsheets etc. | SEN teachers who are allocated to 1st /2nd classes will ensure that IEP's contain targets relating to ICT skills.  I pads will be used during Aistear/Group teaching | A PDST tutor will be contacted to deliver training to staff |
| **LEARNER OUTCOMES**  **Meeting the needs of high-achievers in the infant classes** | Following analysis of data, infant teachers identified a need to meet better the needs of high-achievers in numeracy in infant classes. | To better need the needs of high-achievers in infant classes. | A test to assess and identify high-achievers will be devised by the infant team before the end of June 2015, ready for use in September 2015. |
| **5th/6th classes**  **Problem Solving in Maths**  **A focus on the skill of *Communicating and Expressing*** | Children not always able to express in their own words how they solved a maths word problem. Data used included SigmaT results – part b; class copies; teacher designed tests and tests; teacher observation; children’s survey. | Children will be better able to express how they solve a maths problem using mathematical language.  Children will use step-by-step process when solving problems. The will realise that the workings process is just as important as the actual answer.  Strategies with an emphasis on *communicating and expressing* will begin in September. Confidence building exercises continue be used throughout the year. The children are able to rewrite equations as word problems. The children are able to devise their own word problems to share with their peers.  The following resources will be used regularly:  [www.singaporemaths.com](http://www.singaporemaths.com)  [www.mrcrammond.com](http://www.mrcrammond.com); [www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)  MadMaths Problem solving books, Maths word Problem Card box. | Started in the last term 2015 to give 10mins a day to open-ended problem solving (where oral expression will be the focus). Use the *Gradual Release of Responsibility* model to model how to do this. |
| **3rd/4th classes** | Integrating ICT into the maths curriculum  Identifying levels within software to meet the needs of the less able children (resource)  Identifying levels within software to meet the different needs – above average; average and below average – of all children  Identifying a ‘website of the month’ for maths. Identifying websites and… mapping them to the maths plan/strand. | Children skills in mathematics improve because of purposeful, targeted use of ICT meeting different abilities. Review of progress May 4th, 2015. Standardised test results will be used to investigate whether or not this intervention helped the children develop their mathematical ability at their level and develop a more positive attitude to maths. | January 2015: Surveys were given to parents and children. 96% of homes had a laptop/PC/tablet with internet connectivity. |
| **1st/2nd classes**  **MENTAL MATHS**  **More use of concrete materials in Maths**  **Maths in the environment – Maths Eyes?** | Mental Maths- to increase the amount of time spent on this area to 10 minutes daily, thereby improving children’s capacity in this area of numeracy | Children will be better at mental arithmetic. Teachers will spend 10 minutes daily on mental maths daily. Children will be better at counting forwards, backwards, counting on from a given number, skip counting and addition. Test results and teacher observation will show this.  1st/2nd decided not to focus on this area (Maths in the environment) but to engage with JUMP maths (see above). | Assess one child from each of the following categories- Very good, average, and weak within each first and second class. Assess counting forward, backwards, counting on from a given number, skip counting and addition. Survey teachers regarding current practice.  Retest and re survey before June 2015. |
| **MUSIC** | Music has been identified as a subject that needs attention. The whole school plan needs reviewing. However, with numeracy and special needs being addressed 2015 – 2018 Music has been identified as a main priority for 2016 -2019. | 1st - 4th classes  Music- We will endeavour to fully implement The Right Note and will chose tunes suitable for the children to learn on the tin whistle. The tunes will be differentiated according to the level that the child has achieved to date. |  |