

Numeracy Policy

Scope

This document sets out the school's policy in respect of the tuition of numeracy as part of the integrated education of all students.

We are committed to the development of a whole-school approach to numeracy and recognise the need for a multi-stranded approach. We are committed to using a whole-school approach to numeracy to improve learning and raise standards.

Our school supports and encourages the academic, spiritual, moral and physical development of all students. We strive to create and maintain a strong work ethic and an ethos of cooperation and mutual respect in a caring and inclusive environment

Rationale

In July, 2011, the Minister for Education and Skills, Rúairí Quinn, launched the National Strategy to improve literacy and numeracy among children and young people, Literacy and Numeracy for Learning and Life 2011-2020.

Minister Quinn asserted, "This is an issue of equality. Without the skills of literacy and numeracy, a young person or adult is often denied full participation in society. They may be condemned to poorly paid jobs or unemployment and a lifetime of poverty and exclusion. This is why I am convinced that ensuring all our young people acquire good literacy and numeracy skills is one of the greatest contributions that we can make towards achieving equality and social justice in our country."

Vision

In conjunction with our Mission Statement, our vision for Numeracy is to have high expectations for our students with regards to their numeracy skills. This vision pertains to all of our students.

We aim to establish every teacher's involvement in numerical development throughout student's time at St. Ciarán's Community School. St. Ciarán's is committed to raising the standards of Numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and use it as a platform to cope confidently with the demands of further education, employment and adult life.

This numeracy policy is an important framework within which we are committed to creating a learning environment which emphasises the holistic development of our students so that St. Ciarán's can be a place of excellence where students can achieve to their full potential in their academic, creative, personal, physical, moral and spiritual development.

We will endeavour to ensure that our students will:

- Have the confidence and competence to apply mathematical skills both in routine and unfamiliar contexts.
- Have the mathematical skills necessary to be a full contributor to society and the economy, including those central to personal financial literacy, and having the disposition to think mathematically in everyday situations, including those arising in future employment.
- Be able to think and communicate quantitatively, make sense of data, have spatial awareness, understand patterns and sequences and recognise situations where mathematical reasoning can be applied to solve problems.

Numeracy Core Team

A Numeracy Core Team was established in 2015 to drive the promotion of numeracy and to liaise with the whole school community, including students, parents, the primary school community and educational organisations. It is the collective responsibility of the whole school community to implement the school numeracy plan, as outlined in our School Improvement Plan, (SIP).

Targets of Numeracy Core Team

In line with the National Strategy for Literacy and Numeracy, some of our targets include:

- To raise the standards of numeracy by supporting students through common understanding and expectation.
- Link Specific Learning Objectives to numeracy.
- To make all staff aware of their responsibilities and contributions to students' numeracy.
- To use ICT to support and develop numerical skills.
- To prepare pupils for the world of work.
- To familiarise all staff with numeracy strategies used to enhance students' skills.
- To raise the profile of mathematics taught in other curricular areas
- To support and encourage students in the use of mathematics and develop their confidence in the use of numbers.
- To enable students to apply their mathematical knowledge and skills to other areas of the curriculum.
- To set and monitor targets for numeracy.
- Support numeracy through team-teaching and withdrawal of students.
- To encourage staff to adopt strategies which will enable students to apply and develop their mathematical and numerical skills in the various curricular areas.
- ♣ To improve the school communities attitudes to numeracy.

Agreed Initiatives for Implementation as Whole School Activities:

- Use of problem solving starters at the beginning of lessons, 3 or 4 per term in all subjects.
- Maths puzzles and teasers are displayed around the school.
- Laminated room numbers as a maths equation on all classroom doors.
- Teachers agreed to correct and date homework regularly.
- Give positive, instructive and developmental feedback when marking exams and assessments.
- Peer tutoring
- ICT class & use of ICT as a teaching methodology.
- Educational trips, Transition Year students attend Ardgillan Castle to participate in Project Maths Trials.
- Young Enterprise & Build a Bank
- Extra-curricular activities, use the students interests or hobbies to raise awareness of numeracy e.g. sports (measuring pitch size, league tables, keeping score, student staticians at matches etc.)
- To enhance time-keeping skills, encourage students to keep a timetable for activities, school, homework etc.
- Encourage numeracy related activities such as Sudoku, online numeracy games, numeracy apps.
- This year's main numeracy initiative will be to develop students' problem solving skills.
- Test results are returned in fraction form and students are required to calculate their own percentages.
- Competitions e.g. Problem solving challenge, BT Young Scientist of the Year, Maths Quiz for 2nd years, Student Enterprise, Build a Bank.
- Transition Year – Brebas Challenge introduced to develop problem solving and computational skills.
- Measurements on walls around school

Actions and interventions for the promotion of numeracy:

- Teacher CPD
- A Numeracy Link Teacher
- Specific planning for students with S.E.N. (Special Educational Needs) – implementation of IEP recommendations
- Print and visual rich environment
- Creating a numeracy rich environment
- Maths week is celebrated with a variety of activities such as Maths table quizzes, poster competition.
- Maths quiz for Teachers that are supervising a class in either an IT or normal classroom.
- Collaborative practices - Group Work, Paired Work, opportunities to work independently
- Have 'high expectations for all pupils' (as outlined in National Literacy and Numeracy Initiatives (Post-Primary)), regardless of perceived ability.
- Employ a variety of teaching and learning methods to ensure optimum learning in numeracy for all pupils
- Contribute to the monitoring and evaluation of numeracy throughout the school
- Allow pupils opportunities to use ICT to support and develop numeracy
- Encourage students to use mental mathematics as a first resort when a calculation is needed. Organise homework tasks to support numeracy development
- Emphasis on self-directed and experiential learning
- Formative assessment
- Peer learning and assessment
- TY Mentoring
- Extra online support for advanced students

Priority Areas for Development

- Focus on First Years in this first phase, continuing through to Third Year.
- Promote numeracy as part of Subject Department Plans.

- Parents of First Years to be informed of plans and kept abreast of developments.
- Analyse results of standardised tests so that they can inform teaching and learning more effectively.
- Create a numeracy rich environment.
- A Numeracy Notice Board, Facebook and the internal TV screens will inform students of the Problem of the month and competitions
- To assist the transfer of students' knowledge, skills and understanding between subjects
- To indicate areas for collaboration between subjects and processes for facilitating such collaboration
- A questionnaire will be given to students and teachers to establish their Math's literacy and attitudes towards numeracy. A similar questionnaire will be completed at the end of Second Year and the results compared.

Role of the Guidance and Learning Support Departments

The Learning Support and Guidance Departments adopt a whole-school, collaborative and advisory approach to Numeracy in St. Ciarán's Community School.

The Guidance Department, assisted by the Learning Support Department, arranges for the administration, correction and analysis of results of standardised testing in Literacy and Numeracy. This occurs in September of First Year.

The Learning Support Department is responsible for the screening of information and data when a student transfers from Primary School (and previous Secondary Schools where applicable) to St. Ciarán's Community School. The data that is handed over from the Primary School is comprised of results of standardised testing in Sixth Class and a copy of the final report card from Sixth Class. (DES Circular 0056/ 2011).

By analysing the results of standardised test results/ transfer data/ psychological reports etc., the Learning Support Department identifies students in need of support in order to develop their literacy and numeracy skills. The Learning Support Department prioritises students who legally meet the requirements for learning support, from the talented and gifted students to the SLDs who are

performing at or below the 10th percentile on standardised tests. Some of these students may be selected for further diagnostic testing.

The Learning Support Department places significant importance on the development of literacy and numeracy skills when drafting the Individual Educational Plans (ieps) for L.S. students who meet Department of Education and Skills criteria. The Learning Support Department will also set targets for these students in relation to improving these skills.

The Learning Support Department will share this information in a collaborative manner with subject teachers. Therefore, each teacher will be fully informed and in a position to encourage and help students in all their subjects to develop their Literacy and Numeracy skills. The Learning Support Department will also liaise with Senior Management for the arrangement of relevant Continuous Professional Development for teachers, which would assist with the implementation of improving literacy and numeracy outcomes for students.

Role of Parents

It is recognised by the Board of Management and the teaching staff that parents have a pivotal role to play in improving the numeracy standards of their children.

- Promote a positive attitude to maths.
- Ask your child to teach you maths.
- Use maths with your child in daily life.
- Communicate with your child's teacher, discuss your child's progress and how to help them at the parent teacher meeting.
- Challenge a high-achieving child, use websites such as Khan Academy.
- Play games that encourage mathematical thinking, games such as chess, jenga and cards
- Involve your child in every day number-based decisions e.g. a simple budget sheet for pocket money, grocery shopping budgets etc.

Role of Student

- Ask for feedback (how to improve, more student friendly)

The Core Numeracy Team

St. Ciarán's Community School has already created a numeracy team.

1. Veronica O'Donnell – Math's & Science Teacher – Numeracy Link Teacher
2. Pater Carry – Math's & Business Teacher
3. Tanya Downey – Maths & PE Teacher
4. Cara McLoughlin – Deputy Principal

The role of this team is to research ways in which the whole school may approach the development of numeracy strategies. They also look at how these strategies can be improved, in order to advise and support all staff on the integration and inclusion of numeracy into all subject areas. They will also set targets and review these targets on an annual basis.

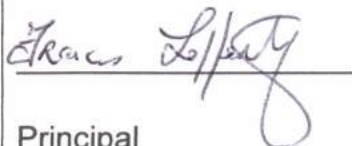
This Numeracy Strategy will be implemented during the academic years 2014-2015 and 2015-2016 and will be reviewed as the first strand of the School Self Evaluation (SSE) programme in May 2017.

This policy has been ratified by the Board Of Management of St. Ciarán's Community School at its meeting held on Tuesday *February 27th 2018*



Chairperson

Date: *27/2/18*



Principal

Date: *27/2/2018*

Date of next review: *February 2020*