

Scoil Mhuire DEIS Plan 2025-28

Prior itis ed Are a of Act ivit y - Atten dan ce	Review	<p>All actions outlined in previous 3 year DEIS plan reviewed and subsequent targets and actions identified in light of this review – refer to previous plan.</p> <p>2023/2024 Attendance Statistics:</p> <p><i>Tier 1: Increase Tier 1 by 7 per cent per year</i></p> <p><i>Tier 2: Decrease Tier 2 by 5 per cent per year</i></p> <p><i>Tier 3: Decrease Tier 3 by 5 per cent per year</i></p> <p>Whole School Attendance improvement is our main priority</p> <p>Traveller/Roma Children are a group with poor attendance patterns</p> <p>Children of International families have attendance pattern difficulties <i>particularly late return after summer holidays and travelling mid school year for a number of months</i></p> <p>Link between poor attendance and children who are underachieving and retention</p>
	Target(s)	<ul style="list-style-type: none"> • To improve attendance with the families who have missed 10 days or over and who have missed 20 days and over through targeted interventions and support • To decrease the number of pupils reported to TESS (i.e. missing 20 days or more) • To increase awareness in international parents of the importance of regular attendance <i>and return to school earlier in September</i> • HSCL and NCSP will continue to support families on their target list in relation to attendance • To make all pupils aware of how important regular school attendance is
		<ul style="list-style-type: none"> • Continue attendance monitoring by Class Teacher, Principal and HSCL. Aladdin is the school's main method of recording attendance and the relevant personnel have access to this (Well) (Leadership) • Weekly meetings with Principal and HSCL to track attendance tiers and to plan next steps to continuing improving attendance (Leadership) • Regular attendance clinics take place throughout the year with the principal, HSCL and parents of children who are poor attenders to avoid a referral to the TESS. Attendance letters sent to parents at 10 days & 20 days absence. A referral is made to the Education Welfare Department when there is no improvement after school supports and interventions. The school will continue to notify families at 30/40/50 days absent (Well) (Leadership) • Certificate Ceremonies take place at the end of each half term, 6 times a year to reward regular attendance and <i>improved attendance</i> (for those targeted children who have improved by a minimum of 50%) (Well) (Leadership) • Monthly Attendance initiatives will continue and be reviewed regularly. The initiatives are shared with children and parents via notes home, newsletter on the website, text messages via Aladdin, HSCL speaking to individual classes, principal speaking at assembly and over the intercom regularly and HSCL speaking to families during home visits (Well) • Attendance is highlighted at weekly assemblies by the principal (Leadership)

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		<ul style="list-style-type: none"> • SCP organised specific attendance groups weekly to support children struggling with their attendance. (Well) • We encourage punctuality through our attendance initiatives. Continue the use of a sign in book in the office for pupils who arrive late or leave early. • Parents are informed about attendance through end of year reports, PTMs and attendance letters (where relevant). Incoming Junior Infant Parents are addressed by the HSCL/ Principal in relation to the law for attendance. • Maintain our excellent 2nd Level transfer rates. Work closely with SCP in relation to 2nd Level Placements, CAT Assessments and 6th Class Transition Programme. • Attendance clinics take place in each term with the EWO, principal and HSCL. Families are invited to Scoil Mhuire to discuss poor attendance and strategies to improve it (Well) (Leadership) • HSCL emphasises attendance and participation in her work with marginalised families. • Annual meetings with the schools in our cluster and NSCP to discuss attendance patterns in the local community
	Monitoring	Class teacher HSCL School Principal attendance School completion worker Regular communication with Education Welfare officer
	Evaluation	Education welfare returns Number of children receiving prizes Attendance statistics discussed at the principal and HSCL's weekly meetings

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ed Are a of Act ivit y - Partn ers hip s- Par ents	Target(s)	<p>To collaborate with neighbouring schools to increase HSCL course attendance</p> <p>To continue to increase Parental support for in school initiatives e.g. World Book Day, Maths/Science for Fun, Intercultural Day etc.</p> <p>To increase the level of attendance at Parent Teacher meetings year on year.</p> <p>To develop a sense of community among parents as a result of courses and activities and general school involvement</p> <p>To promote positive relationships between home and school</p>
	Action(s)	<ul style="list-style-type: none"> • HSCL will make contact with new parents to the school including Junior Infants. HSCL, Principal and leadership team will be visible at drop off and collection times throughout the year (Well) • Junior Infant Induction day will continue to take place on a specific date every May/June whereby incoming Junior Infants and their Parents will be invited into the school to meet the Principal, Class Teacher, HSCL. The importance of Attendance and Participation will be emphasised at this meeting and at all meetings with Parents. For parents who do not attend the meeting there is a follow up home visit arranged with the HSCL in September (Leadership) • Maths/STEM week will take place annually. Parents will facilitate STEM activities in their children's class. • <i>Science for Fun will take place every year.</i> Parents will facilitate science activities in their children's class. • Parents will continue to participate in the Shared Reading Scheme through reading with their children at home. These initiatives aim to involve parents in the development of literacy skills and also develop parental confidence. • Parents will be invited to read to small groups in the Junior/Senior Infants and 1st classes to celebrate World Book Day using Story Sacks and in the senior classes parents are invited to discuss books they enjoyed as a child in their native language. • Parents will be invited attend conversational English classes when an instructor is available. These classes aim to increase the competency and confidence in the use of the English language. • Parents will be consulted at the start of the school year in relation to courses they would like to see run in the school. Based on interest levels courses will be organised and run in our designated Parents Room in the Senior School. The courses are a combination of academic and leisure. • Our Parents Room will continue to be a comfortable seating area with seating and decorated to make it a more relaxed and informal environment (Well) • Multicultural events will be celebrated throughout the school year with the support from the Diversity Committee. All

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		<p>parents will be invited to become involved in the programme of events (Well)</p> <ul style="list-style-type: none"> • A Christmas Production will continue to be held every two years. All parents will be invited to become involved in raffle organising, ticket sales on the door, setting up of the hall etc. • Parents will be encouraged to attend our yearly PT meetings. Attendance at the previous year's meetings will be examined and non-attendees will be visited by the HSCL teacher. Interpreters will be sourced for non-English speaking parents. Informal PTMs will continue to be facilitated. Parents will continue to receive advice and support in relation to supporting their children's learning in the home. • Parents of children whose attendance has made a marked improvement will be invited to attend our half term attendance assemblies (Well) <p>The School Website will be used frequently to keep Parents informed about upcoming events/courses as well as Newsletters and text messages.</p> <ul style="list-style-type: none"> • HSCL will have frequent contact with Target Families, through regular home visits, phone calls and liaise with class teachers in relation to Target Children (Well) • Aladdin Connect will continue to be the school's main communication platform, with the hope of 97 per cent of the parent body engaging with the app.
	Monitoring	<p>Principal regular liaison with HSCL and review statistics on Aladdin</p> <p>HSCL monitors Course/ Event attendance</p> <p>HSCL has regular communication with SCP</p>
	Evaluation	<p>Attendance at courses offered</p> <p>Attendance at events organised and parent feedback</p> <p>Level of attendance at Parent Teacher meeting</p>

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	Target(s)	To continue existing involvement with a range of partnership bodies as outlined. To develop other partnerships as required.
	Action(s)	<p>Work undertaken by the project worker and other school completion program staff was supported in the following areas.</p> <p>Individual work Group work SCP is given access to Aladdin in order to track attendance of target pupils Homework club and Morning Nurture Group (HSCL, SCP and Principal organise homework club groups) After school and lunch time activities are available throughout the year. Holiday activities – Easter and Summer camps x2 weeks for targeted families.</p> <p>We work closely with the following agencies who engaged with some of the children and their families: LMETB – Provision of Courses and tutors for courses for Parents Springboard Family Services Society of St. Vincent de Paul NYPD Meath Local Sports Partnership HSE Family Support/YAP Meath Traveller Workshop Navan Library Community Garda NEWB OIDE (deis supports)</p> <ul style="list-style-type: none"> Principal, HSCL and NSCP project worker communicated regularly with the EWO regarding attendance (Well) (Leadership) EWO will be invited to the school to liaise with parents. An In-School Care Team will be established involving Principal, Deputy Principal, SEN team member, HSCL, SCP to create a wrap

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		<ul style="list-style-type: none"> The School will liaise with the local pre-schools to support the transition from pre-school to school (Well) (Leadership) The school will continue to liaise with other local Primary and Post-Primary schools particularly those with HSCL and SCP and esp they will be attending (Well) (Leadership) OIDE: Scoil Mhuire received sustained support from OIDE (CPD)
	Monitoring	Principal liaison with HSCL teacher and School Completion Officer and the leadership team. Review of liaison with partnerships HSCL Cluster Meetings
	Evaluation	Personnel and pupil involvement in initiatives outlined above and communication with identified partners.

Prioritised Are a pf Acti	Review	All actions outlined in previous 3 year DEIS plan reviewed and subsequent targets and actions identified in light of this review – refer to previous plan.
	Target(s)	<ul style="list-style-type: none"> To run afterschool clubs for the children on the HSCL target list. To support children who are at a high risk of school refusal. To assist the families of children in direct provision of newly arrived in the country

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vity : Reten tion / Att ain me nt	Actions	<ul style="list-style-type: none"> • Continue homework clubs on Monday to Thursday. The children will be provided with a free snack and a drink (Well) • Initiation of sports activities and other activities such as lego, art, board game clubs. These will be free of charge and are arranged for target families (Well) • The HSCL will contact parents of children who have not returned in September to seek information on whether they have moved school or are planning to return (Well) • The HSCL and principal will meet with parents/ guardians of children with high absence and submit referrals to the EWO where appropriate (Well) (Leadership) • HSCL and principal will meet weekly to review attendance reports (Leadership) • Class teachers will monitor attendance within their year group and will communicate concerns with the HSCL and principal (Well) (Leadership) • Teachers will build relationships with new families to Scoil Mhuire through regular, open and friendly communication (Well) • Class teachers will communicate with schools previously attended by new pupils where necessary (Well) • The HSCL and the principal will make contact with all agencies involved with homeless children or children in direct provision to receive guidance (Well) (Leadership) • The HSCL and the principal will remind teachers to be observant for any signs that children may be homeless (Well) (Leadership) • The HSCL will meet with families from direct provision or that may be homeless to offer as much assistance as possible (Well) • Liaise with NEPS and on suitable strategies for dealing with children who are refusing to attend school (CPD) • HSCL and principal will make a referral to SCP out of school worker to support children who are refusing to attend school (Well) (Leadership) • HSCL will carry out home visits to support children's retention in school (Well) • Staff/ Management complete courses on an inclusive school/ EAL learners (CPD)
	Monitoring	<ul style="list-style-type: none"> • HSCL and class teacher will follow up in September to ensure all children have secured a secondary school place. • HSCL and principal will review attendance reports weekly. • Scoil Mhuire will continue to strengthen relationships with local secondary schools to ensure open lines of communication. • HSCL and principal to keep EWO informed of any information regarding children that have been referred to the EWS. • School completion worker will compile a target list for homework clubs and organise the clubs along with the principal.

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	Evaluation	<p>Number of children attending homework clubs</p> <p>Parental feedback through the HSCL.</p> <p>Weekly meetings between the school completion worker, HSCL and the principal with contributions from class/ SET teachers where necessary.</p>
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Prior itis ed Are a of Act ivit y - Supp	Review	All actions outlined in previous 3 year DEIS plan reviewed and subsequent targets and actions identified in light of this review – refer to previous plan.
	Target(s)	<ul style="list-style-type: none"> • To maintain our current enrolment number • To set up a 6th class post-primary information meeting. • To ensure the smooth transition from pre-school/home to junior infants • To ensure the smooth transition from 6th class to secondary school • To ensure the smooth transition from other schools or from other countries to our school

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<i>orti ng Ed uca tion al Tra nsit ion s</i>	Actions	<ul style="list-style-type: none"> • Liaise with the preschools that the junior infant pupils have attended (Well) • The HSCL will distribute leaflets to local pre-school with information on enrolment in Junior Infants. • To advertise enrolment week for Junior Infants on a large sign in a number of locations outside the school (Leadership) • We will invite all parents of new junior infants to an information meeting in Term 3 (Leadership) • Alert 6th class parents to important dates of open nights or information sessions in local secondary schools. • The HSCL will assist parents with the application process for Secondary School where necessary. • The 6th class teachers will meet with 1st year heads from the local secondary schools to ensure the pupils have a smooth transition to secondary school (Well) • The school completion project worker will complete the ‘mind the gap’ programme with 6th class (Well) • Educational passports will be prepared for 6th class pupils (Well) (Leadership) • HSCL will prepare transition packs for incoming junior infants, outgoing 6th class pupils and welcoming pack for new families who join the school (Well) • Coffee morning to continue for junior infant parents in term one • To establish a coffee morning for new families midway through the school year • Facilitate past pupil visits in term one to 6th class to talk about their experiences in secondary school (Well) • Shorter day for junior infants in September with increased SET support (Well) • Leadership/ ISM team will review target regularly at meetings (Well)
	Monitoring	<ul style="list-style-type: none"> • HSCL will follow up in September to ensure all children have secured a secondary school place. • HSCL and principal will review attendance reports weekly. • Scoil Mhuire will continue to strengthen relationships with local secondary schools and neighbouring primary schools to ensure open lines of communication. • To monitor the 2 transition periods for our pupils and to keep parents informed about their child’s progress • School completion worker will monitor the transitions for children on the target list.

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	Evaluation	Parental feedback through the HSCL. Weekly meetings between the school completion worker, HSCL and the principal with contributions from class/ SET teachers where necessary. Monitoring of enrolment number on a yearly basis.
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Prioritised Areas of Activity - Literacy	Review	<p>All actions outlined in previous 3 year DEIS plan reviewed and subsequent targets and actions identified in light of this review. Literacy standardised testing for reading indicates that 56% of pupils have a standard score of 89 or less (N.N 25%), 39% have a standard scores of 90-109 (N.N 50%) while 6% of pupils have scores of 110 or above (N.N 25%). In terms of spelling, 41% of pupils have a standard score below 89 (N.N 25%), 33% of pupils have a standard score of 90-109 (N.N. 50%) and 26% scored 110 or above (N.N. 25%).</p> <p>In the school year 2023/2024 we received Sustained Support on the PLC from Oide which was beneficial to the embedding of the PLC in our school.</p> <p>We acknowledge the transient nature of our school population and also the significant cohort of EAL learners. Since our last plan we have also been reclassified from DEIS Band 2 to DEIS Band 1. We also note evidence of poor pre school attenders in our incoming Junior Infants each year.</p> <p>We held a number of Literacy meetings both at committee and school level to get a broad view of feedback from all parties. We discussed current practices regarding literacy and was working well and what needed adjustment. In particular, we looked at the new ‘Over the Moon’ Scheme that was introduced throughout the school, what elements were working well and what we were not happy with. After analysing Drumcondra results we decided on the following targets for the next plan.</p>
	Target(s)	<p>To reduce the percentage of pupils with Literacy Reading standard scores below 89 from 56% to 53%.</p> <p>To increase the percentage of pupils with Literacy Reading standard scores between 90 and 109 from 39% to 42%.</p> <p>To increase the percentage of pupils with Literacy Reading standard scores of 110 or above from 6% to 9%.</p> <p>To reduce the percentage of pupils with Spelling standard scores below 89 from 41% to 38%.</p>
	Action(s)	<ul style="list-style-type: none"> Analyse Drumcondra results & EAL tests each year (Leadership) All teachers will continue to engage with the PLC and plan accordingly. Continue to engage in the World Book Week Celebration each year (Wellbeing) Continue with a 30-minute discreet oral language lesson takes place weekly with a view to encourage more pupil talk. Use the ‘Over the Moon’ scheme in conjunction with Starlight resources online. Continue the use of the Read at Home Reading scheme from 1st to 6th class to encourage home reading of a variety of genres. Complete a stocktake of books in the school and look into the mixing of levels in classes 2nd to 6th. Introduce Spell It in classes 1st to 6th class to have a consistent school approach towards spelling. Continue pre-cursive writing in Junior & Senior Infants and cursive writing from 3rd to 6th.

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	<ul style="list-style-type: none"> • Investigate the use of Literacy stations in senior classes and implement if deemed valuable (CPD) • Formalise a whole school Phonics plan which specifies what elements of phonics are to be covered in each class Junior Infants to 2nd. Use UFLI to inform and devise our own school's scope & sequence and Jolly phonics resources to supplement. • Investigate the use of Hegarty in Junior classes for the support of phonological awareness teaching (CPD) • Use the 'Over the Moon' Scheme to implement the writing genres and free writing. • Poetry: Pupils learn at least 1 poem per month that they can recite. (Rhyme per fortnight in Infant classes). This maybe a poem/verse/stanza. • Continue to use a Word Wall & Wow Wall in every classroom. • Continue with DEAR & DEAL Time at least twice per week. • Continue with the use of Big Box Comprehension Kits in middle and senior classes to continue the development of comprehension. • Continue with Dictionary Work in 3rd to 6th Classes. • Continue to teach through the use of engaging and play based learning experiences. • Continue our Reading Buddies initiative with 5th/6th & Junior/Senior infants in Term 3. • Trial Treasury books in 1st & 2nd Class for reading & comprehension activities. • Use Picture Books in all classes for the support of Literacy Development, cultural awareness, emotional growth and cross-curricular connections. • Investigate the use of Jolly Classroom to support the teaching of Phonics in Junior Classes in conjunction with the UFLI Programme. • Use Heart word strategies/methodologies for the teaching of sight words using the Jolly Phonics Scope & Sequence. • Extend School Decodable Readers e.g PMs from Level 20 up. • Continue to have School Library available for all classes to visit and offer a selection of books to cater for all interests/encourage reading for pleasure. Also offer individual teacher choice to have a small library available in their classrooms which teachers have overall responsibility of replenishing. • Continue with the use of our Outdoor Learning Space for Oral Language development & learning through play initiatives (Wellbeing) • Formally introduce the use of 'Morning Meetings' in classes. This consists of a greeting, check in and activity which promotes wellbeing (Wellbeing) • Continue the use of Paired Reading scheme in Junior classes (run by HSCL). • Review & update our school's English Plan (Leadership)
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	Monitoring	<ul style="list-style-type: none"> Teacher observation is a key tool which will be used in monitoring the progress of this literacy plan. Key observations will be noted and discussed at whole staff level. Discussion at staff meetings regarding feedback from the plan. CPD for staff will be encouraged to further develop teacher knowledge and skills and to keep abreast of best practice. Standardised tests are administered in May each year and EAL testing also. Results of which will be analysed and communicated to school staff. Collaborative planning between SEN team and class teachers to meet the specific needs of each class.
	Evaluation	<ul style="list-style-type: none"> Measure progress by comparing standardised test results for year groupings based on their previous results. Check target children's progress from previous results/acquisition of targeted skills. Teacher observations will be noted. Class conferencing between teacher and pupils, pupils and pupils to gauge feedback. Survey of pupils in relation their thoughts on Literacy.

Pri	Review	<ul style="list-style-type: none"> A review of our previous plan has highlighted that not all results have been achieved in Maths but the staff feel that this was due to the large transient population and that we have had many children coming from Emigrant centres with
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<p><i>oritis Are a of Acti vity : Nu mer acy</i></p>		<p>little to no English. We also felt that because a lot of our children do not attend pre-school, they are at a disadvantage when they come to us in Junior Infants. We have also moved from DEIS Band 2 to DEIS Band 1. Staff were positive about the results but felt that further progress can be made.</p> <ul style="list-style-type: none"> Standardised maths test results have been reviewed by the school. The average proportion of the children scoring at or below the 16% percentile in <ul style="list-style-type: none"> ➤ 22/'23 percentile was 34%. The National Norm Distribution (NN) in '22/'23 was 16% ➤ 23/'24 percentile was 35%. The NN in '23/'24 was 16% ➤ 24/'25 percentile it was 37%. The NN IN 24/'25 was 16% Children between the 17% and 84% percentile in <ul style="list-style-type: none"> ➤ 22/'23 percentile was 48%. The National Norm Distribution(NN) was 68% ➤ 23/'24 percentile was 50%. The NN was 68% ➤ 24/'25 percentile was 45%. The NN was 68% Children at or above the 85% percentile in <ul style="list-style-type: none"> ➤ 22/'23 percentile was 21%. The National Norm Distribution (NN) was 16% ➤ 23/'24 percentile was 15%.The NN was 16% ➤ 24/'25 percentile it was 19%. The NN was 16% <p>This shows a 4% increase from '23/'24 to '24/'25 and a 2% increase from '22/'23 to '24/'25.</p>
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| | <ul style="list-style-type: none">• Analysis of solving word problems was identified as an area to work on. The results are shown below:• The % of pupils achieving at or below the 16% percentile in<ul style="list-style-type: none">➤ 22/'23 percentile was 24%. The National Norm Distribution (NN) was 16%➤ 23/'24 percentile was 25%. The NN was 16%➤ 24/'25 percentile was 31%. The NN was 16%• The % of pupils achieving between 17% and 84% percentile in<ul style="list-style-type: none">➤ 22/'23 percentile was 74%. The National Norm Distribution (NN) was 68%➤ 23/'24 percentile was 73%. The NN was 68%➤ 24/'25 percentile was 68%. The NN was 68%• The % of pupils achieving at or above the 85% in<ul style="list-style-type: none">➤ 22/'23 percentile was 2%. The National Norm Distribution (NN) was 16%➤ 23/'24 percentile was 2%. The NN was 16%➤ 24/'25 percentile was 1%. The NN was 16%• The staff feel that this is due to a number of factors, but most especially due to our large proportion of children with English as their second language at home and a large number of children arriving to the school mid -year.• Overall on reflection, it was felt by the whole staff that it was better to evaluate the numeracy in our school in direct |
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contrast with the pupils' ability rather than in comparison to the national norms as it provided greater understanding of individual pupils' learning. We discussed current practices regarding numeracy and the new maths curriculum.

Target(s)

- To reduce the percentage of pupils with numeracy percentile results below 16% by 2 % over 3 years.
- To increase the percentage of pupils with numeracy percentile results above 85% by 2% over 3 years.
- To decrease the percentage of pupils with numeracy percentile results in word problems at or below the 16% by 2% over 3 years.
- To increase the percentage of pupils with numeracy percentile results in word problems between the 17th and 84% by 2% over 3 years.
- To increase the percentage of pupils with numeracy percentile results in word problems at or above the 85% by 2% over 3 years.
- In teaching and learning, an emphasis will be put on using concrete materials in all classes.
- Each week the teacher (class/SET) will focus on one maths word problem to help increase understanding. This target will be reviewed at the end of year one and changes made if required.
- To improve mental maths ability in each class through teaching daily mental maths strategies.

Action(s)

Year 1 - 2025/2026

- All teachers explicitly teach ten minutes of daily mental maths/tables strategies in each year group, as per school maths plan
e.g., counting, doubles, making ten, making multiples of ten etc. (Junior Infants - 6th class) including children in AS classes.
- All teachers explicitly teach maths vocabulary of the Primary School Curriculum (Junior Infants - 6th class) using words on each topic which is available on the school shared drive written up on class display board.
- Use a variety of concrete materials for children in all classes
- Continue to provide in class support and withdrawal for targeted children in numeracy groups with SET – class support/withdrawal in the school depending on the class needs and staff availability.
- Teachers will focus on word/ number problems once a fortnight, looking and discussing language used. This will be displayed in each school and sent to teachers through Aladdin.
- Junior and Senior Infant teachers to avail of the use of Ready Set Go Maths (RSGM) as an extra support resource and to help consolidate a topic/concept.
- To hold numeracy/Maths for Fun day for parents, with the help of HSCL, and pupils to help with breaking numeracy worries at home. **(Leadership)**

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		<ul style="list-style-type: none"> • Discuss station teaching for Junior and Senior Infants (Leadership) • Numeracy CPD training to be suggested and supported on an ongoing basis to all teachers (CPD)
		<ul style="list-style-type: none"> • Maths recovery to begin in 2025. <p><u>Year 2 - 2026/2027</u></p> <p>As in previous plan plus:</p> <ul style="list-style-type: none"> • Review previous year's targets and achievements. • There will be a focus on strands which the standardised tests identify as areas for development. • Balanced focus on all other strands. • Implement numeracy station teaching once a month in Junior + Senior Infant classes. • Develop a link with parents, and HSCL, of the Junior and Senior Infants to help with the monthly station teaching. • Discuss and research station teaching for Senior school (Leadership) • Continue with mental maths strategies. • Continue with word problem lessons once a fortnight. • Continue with Maths Vocabulary teaching, using topic words on class display board which can be found on the school shared drive.
		<ul style="list-style-type: none"> • Continue to offer/support CPD numeracy training to all teachers. (CPD) <p><u>Year 3- 2027/2028</u></p> <ul style="list-style-type: none"> • Continue actions from year 1 + 2 • Review all year 1 + 2 and make changes/adapt if needed in year 3. • Implement station teaching in the senior classes with SET/Parental involvement (Leadership)

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	Monitoring	<ul style="list-style-type: none"> • Daily monitoring on how children are coping with mental maths/tables 10 minute lesson. • Analysis of mental maths/tables weekly results(class based by each individual teacher) • Individual child and class analysis of tables and Mental maths results(1st class – 6th class including children in AS class) • Teacher observations during maths lessons(assessment folder) • Analysis of on-going teacher designed tests – using information gained from classroom tests to keep note of any particular areas of concern and with forward planning(assessment folder) • Targeted analysis of numeracy standardised maths test results as outlined in the review. • Targeted analysis of word problem test results in standardised test results. • On a whole school level, the progress of children in the target numeracy group is monitored by the class teacher, SET team, Maths ISM member and the principal.
	Evaluation	<ul style="list-style-type: none"> • Are the children using the strategies taught to them? • Are the children improving with their mental maths/tables results? • Are the children becoming more confident in their maths abilities and ways of thinking about maths? • Have the children's standardised test results improved by the % we hoped for? • Have the word problem results improved by the % we hoped for?

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