



Implementation of the PRIMARY SCHOOL CURRICULUM 1999 Consolidation and Review Year, 2003-2004

Curriculum Review Booklet for Schools

Context

The school year 2003-2004 has been designated as a Consolidation and Review Year, in the overall context of the implementation of the Primary School Curriculum 1999. This year has been provided in order that schools may take time to acknowledge success to date, to review progress, to reflect on future priorities, and to plan for future action in the implementation of curricular areas.

It is also most important that schools give due attention to the curricular areas which are to be implemented during the current school year, i.e. Gaeilge, Social, personal and health education (SPHE) and Science. The aims and processes for this year have been agreed with the education partners: that is, representatives of parents, teachers and school management. The aims for the Consolidation and Review Year are as follows:

- to begin to implement the subjects for which in-service has most recently been completed, i.e. Gaeilge, SPHE and Science
- to review progress in, and to plan for further implementation of English, Visual arts and Mathematics.

To facilitate the second of these aims, and to allow for the continuation of school development planning, schools may close for three and a half days, with Board of Management approval.

Circular M 26/03, which was recently sent to all schools, outlines the programme for the consolidation and review year.

The activities for the three and a half days, as described in Circular M 26/03 are as follows:

Day	Duration/Purpose	Timing	Process
Curriculum Day 1	1 day (school based) Teacher review and reflection, and development of School Action Plan	Term 1	The booklet containing these templates will assist schools in reviewing and planning further implementation in English, Visual arts and Mathematics. The documents are as follows: <ul style="list-style-type: none"> • Review and Reflection Template for Teachers • Review and Reflection Template for Schools • Action Plan Template for Schools.
Curriculum Day 2	1 day (school based) Consolidation and implementation	Flexible	Schools may use this day to monitor progress in relation to targets set out in the action plan(s) and/or in regard to their implementation of Gaeilge, SPHE and Science.
Curriculum Half-day	½ day (school based) Evaluation of progress and outlining of further work	Term 3	Schools assess progress of the targets set out in the Action Plan. It is anticipated that this half-day will be taken towards the end of the school year.
SDP	1 day (school based) School Development Planning	Flexible	This day will link in with each school's ongoing development process, in the context of the School Development Planning Initiative. Schools may address self-identified planning issues including curricular and/or organisational priorities on this day.

Curriculum Review Booklet for Schools

The Department of Education and Science has engaged in a comprehensive planning process in order to ensure a fruitful outcome from the Consolidation and Review Year for schools. The National Council for Curriculum and Assessment (NCCA), at the invitation of the Department, has prepared three templates (contained in this booklet) to assist teachers and schools in reviewing and planning further implementation of English, Visual arts and Mathematics.

In accordance with its remit for ongoing curriculum review, the NCCA will collect and analyse responses to the Review and Reflection Template for Teachers from a representative sample of schools to support the initial phase of the review of the Primary School Curriculum.

PRIMARY SCHOOL CURRICULUM 1999

Review and Reflection

English

Visual arts

Mathematics

Curriculum Day 1 Activity

Curriculum Day 1 activities have been designed to support all staff members in reviewing the implementation of the Primary School Curriculum for English, Visual arts and Mathematics in their own class(es), and collectively across all classes in the school. This review will enable staffs to identify priorities for further curriculum implementation in these subjects, and to translate these priorities into actions. The National Council for Curriculum and Assessment (NCCA) has developed three templates to support schools in this process. The purpose of each template and the order in which it is intended to be completed are summarised below.

Template	Purpose
1. Review and Reflection Template for Teachers	➔ To review curriculum implementation
2. Review and Reflection Template for Schools	➔ To prioritise future curriculum implementation activities
3. Action Plan Template for Schools	➔ To take action for further curriculum implementation

Management of Curriculum Day 1

School principals have a key role in ensuring that all teaching staff members are included in responding to these three templates. Schools have flexibility in managing this day and in scheduling the three sessions. Options which might be considered include:

- the facilitation of the three sessions by the Principal
- the facilitation of each session by a designated member/members of staff.

Options for schools also include:

- the use of the format and tools of the SDP days or the in-school curriculum planning days, e.g., small groups or class groups, use of round table or buzz group sessions etc.
- clustering for some or all of the sessions especially in small schools.

Session 1: Teacher reflection

A. Introduction

As an introduction to the Curriculum Day 1 activities, and as a preparation for the completion of the teacher template, the Leader(s) might choose to use the following trigger questions to encourage teachers (individually or in small groups) to reflect on their implementation of the curriculum for English, Visual arts and Mathematics:

- how have the curriculum statements and teacher guidelines for these subjects influenced my **planning and teaching**?
- what **successes** have I experienced in implementing the curriculum for each of these subjects?
- what **challenges**, if any, do I experience in implementing the curriculum for these subjects?
- what are my **priorities** for further implementing the curriculum for these subjects?

B. Completion of teacher template

The Review and Reflection Template for Teachers is designed to prompt staff members' thinking about their implementation of the Primary School Curriculum (1999) for English, Visual arts and Mathematics.

The template is presented in three sections, each corresponding with one of the three subjects. Each section contains a number of prompts to support a teacher's thinking about, and reflection on, his/her experiences of teaching that subject. Each teacher's response to the prompts is confidential to him/her. As a record of curriculum implementation accomplishments to date, the completed template will provide each teacher with a source of information on the progress of curriculum implementation in his/her classroom. It is a response to the three final questions in each section which each teacher will be asked to share with colleagues to help complete the school's Review and Reflection Template for Schools (described below).

Note: It should be possible to complete Session 1 by the mid-morning break.

Session 2: School review

The purpose of completing the Review and Reflection Template for Schools is to provide an opportunity for staff members to discuss their implementation of English, Visual arts and Mathematics throughout the school. The focus of the discussion will be

- 1 to identify the school's major successes to date in implementing English, Visual arts and Mathematics
- 2 to identify three priorities for each of the three subjects (English, Visual arts and Mathematics) for all staff in furthering their implementation of the curriculum
- 3 to rank the priorities in each subject from 1-3, beginning with the highest priority.

Role of Leader

The role of the Leader/s in supporting completion of the Review and Reflection Template for Schools will be to manage the process of translating an individual teacher's priorities into shared priorities at school level. For each of the three subjects, the Leader may wish to

- identify and record the school's successes in implementing English, Visual arts and Mathematics on the template
- identify the shared priorities among staff by ranking all responses beginning with the most frequently cited priorities
- discuss the priorities identified, and agree on the three most important priorities for the school's implementation of that subject in the current school year
- complete the Review and Reflection Template for Schools.

It is important to ensure that during this process, all staff members are encouraged and enabled to engage in the process of identifying and ordering the school's priorities for furthering its implementation of English, Visual arts and Mathematics. Certain priorities may be relevant to the whole school while others may be relevant to specific classes or class levels.

Note: It should be possible to complete this session by lunch-time.

Session 3: Action planning

The Action Plan Template for Schools provides a structure for decision-making in relation to identifying actions, persons responsible, timescales, potential challenges and evaluation methods for each priority identified in the school template. In particular, this action plan template also provides a means of identifying the professional development needs of staff in the school, and the appropriate support services which can assist staff in meeting these needs during the current school year.

This action plan template corresponds with the model developed by the School Development Planning Support (SDPS), Primary, which is currently in use in schools. The school's completed template will serve as a clear framework document, which will guide the stages of action for continued implementation of English, Visual arts and Mathematics during the current school year.

Outcomes for Curriculum Day 1

At the conclusion of Curriculum Day 1, all staff members will have completed the Review and Reflection Template for Teachers, which provides a personal source of information on the progress of their implementation of the curriculum for English, Visual arts and Mathematics, to date. Collectively, school staff will also have completed the Review and Reflection Template for Schools and the Action Plan Template for Schools, which will provide a guiding framework for continued curriculum implementation in English, Visual arts and Mathematics, across the school.

The completed Action Plan Template for Schools should be filed in the Development Section of the School Plan.

Primary School Curriculum

Review and Reflection **Template for Teachers**

English

Visual arts

Mathematics

This Review and Reflection Template for Teachers is designed to prompt your thinking about your implementation of the Primary School Curriculum (1999) for English, Visual arts and Mathematics. The template is presented in three sections, each corresponding with one of the three subjects (English, Visual arts and Mathematics). Please respond to each prompt. Blank boxes require you to enter information, shaded boxes should be ticked as appropriate. Your responses should be based on your experience to date of implementing the Primary School Curriculum (1999) in English, Visual arts and Mathematics in the classes you have taught in previous years, as well as in the class you are teaching at present.

Section 1. English curriculum

This section of the Review and Reflection Template for Teachers focuses on your experience of teaching English in the Primary School Curriculum.

The English curriculum consists of four strands:

- Receptiveness to language
- Competence and confidence in using language
- Developing cognitive abilities through language
- Emotional and imaginative development through language.

Each strand of the English curriculum is organised into three different strand units:

- oral language
- reading
- writing.

The English curriculum envisages language learning as an integrated process, in which these three strand units are interconnected. The curriculum promotes the centrality of language—and particularly oral language—as a vital context for learning, not just in English, but in every curriculum area.

Strands and Strand units

1. I have used these strands and strand units in my planning for, and teaching of English as follows: **R**

Strand	Strand units		
	Oral language	Reading	Writing
Receptiveness to language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competence and confidence in using language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing cognitive abilities through language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional and imaginative development through language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Oral Language

2. I have enabled children to develop their oral language in various contexts as follows: **T**

Context	Discrete time for oral language	Other curriculum areas
Talk, discussion, and questioning	<input type="checkbox"/>	<input type="checkbox"/>
Play and games	<input type="checkbox"/>	<input type="checkbox"/>
Story	<input type="checkbox"/>	<input type="checkbox"/>
Improvisational drama	<input type="checkbox"/>	<input type="checkbox"/>
Poetry and rhyme	<input type="checkbox"/>	<input type="checkbox"/>

3. I help children to develop their oral language and conversation skills by giving them opportunities to practise the following activities: **R**

Activity	Rate
Listening attentively	<input type="checkbox"/>
Taking turns to speak	<input type="checkbox"/>
Offering the information most essential to the listener	<input type="checkbox"/>
Making appropriate responses	<input type="checkbox"/>
Arguing a point of view and trying to persuade others to support it	<input type="checkbox"/>
Expressing individual responses to poems, stories, plays, and television programmes	<input type="checkbox"/>

Reading

4. I feel confident introducing children to formal reading instruction at an appropriate stage in their language development: **T**

Yes No

5. Word identification strategies I use to develop children's reading are: **T**

Strategy	Tick
Sound-letter relationships (grapho/phonetic cues)	<input type="checkbox"/>
Semantic cues	<input type="checkbox"/>
Syntactic cues	<input type="checkbox"/>

R Rate items as appropriate: 1=never, 2=seldom, 3=sometimes, 4=frequently.

T Tick box(es) as appropriate (✓).

7. I foster a reading culture among the children in my class(es) by giving them opportunities to ^T

Children's activities for promoting a reading culture

Tick

- Share their own personally-created story books with peers
- Use, and help to administer, a class library
- Help to update charts, e.g. job charts, weather charts
- Share responses to books, e.g., writing reviews, presenting dramatic adaptations
- Participate in book events, e.g., visits by authors, book fairs, write-a-book projects
- Share reading activities with their parents
- Collaborate on reading activities, e.g., paired reading
- Listen to the teacher or other children reading, e.g., serial reading of class novel
- Model the reading process
- Read widely as an independent reader from a range of reading material
- Other:

8. The most significant change in my approach to teaching reading since the implementation of the Primary School Curriculum: English, is:

Writing

9. I encourage children in my class(es) to engage in personal/independent Writing: ^T

Yes No

10. The genres which children use in their writing in my class(es) are: ^T

English Genres	Tick	English Genres	Tick
Argument	<input type="checkbox"/>	Poem	<input type="checkbox"/>
Complete book	<input type="checkbox"/>	Proposal/plan	<input type="checkbox"/>
Critique	<input type="checkbox"/>	Recipe	<input type="checkbox"/>
Description	<input type="checkbox"/>	Record of learning	<input type="checkbox"/>
Dialogue	<input type="checkbox"/>	Reaction to reading	<input type="checkbox"/>
Diary	<input type="checkbox"/>	Report	<input type="checkbox"/>
Explanation	<input type="checkbox"/>	Story	<input type="checkbox"/>
Letter	<input type="checkbox"/>	Summary	<input type="checkbox"/>
Note	<input type="checkbox"/>	Fiction	<input type="checkbox"/>
Learning logs	<input type="checkbox"/>	Project work	<input type="checkbox"/>
Captions	<input type="checkbox"/>	Other: <input type="text"/>	

^T Tick box(es) as appropriate (✓).

11. I teach spelling, grammar and punctuation in 'mini lessons', incorporated into the writing process (drafting/editing/redrafting) as follows: **R**

'Mini lessons' incorporated into the writing process

Rate

Spelling

Grammar

Punctuation

12. The most significant change in my approach to teaching writing since the implementation of the Primary School Curriculum: English, is:

Approaches and methodologies

13. I use the following organisational settings in the teaching of English: **R**

Organisational setting

Rate

Whole class teaching

Pair work

Group work

Individual work

14. The different ways in which children in my class(es) present their work in English are as follows: **R**

Type of presentation

Rate

Play scenarios

Oral presentation, e.g., talk, drama, poetry, oral reading

Hand-written, e.g., copy, poster, scrap book

ICT-based presentation, e.g., using PowerPoint, Word

Other:

Please answer either 15(a) or 15(b) below.

- 15(a). I have used ICT to support the English curriculum in the following way(s):

List the ways you have used ICT and specify the type of ICT used (software, Internet, peripheral devices, etc.)

Use of ICT in the English curriculum	Type of ICT used

- 15(b). The main reason why I have not used ICT to support children's learning in English is as follows:

Assessment

16. I assess children's progress in English in the following ways: ^T

Assessment tools

Tick

Teacher observation

Teacher-designed tasks and tests

Work samples, portfolios and projects

Curriculum profiles

Diagnostic tests

Standardised tests

Other:

17. In my experience, the main challenge (if any) in assessing children's learning in English is:

Challenge	Reason(s)

General

18. I involve parents/guardians in supporting their children's progress in English by ^L

Please list activities in order of importance, with the most significant as number one.

Involvement of parents/guardians

19. In my experience, I think the Primary School Curriculum: English (1999) is impacting on children's learning in the following ways: ^L

Please list in order of importance, with the most significant impact as number one.

Impact of the English curriculum on children's learning

^L List.

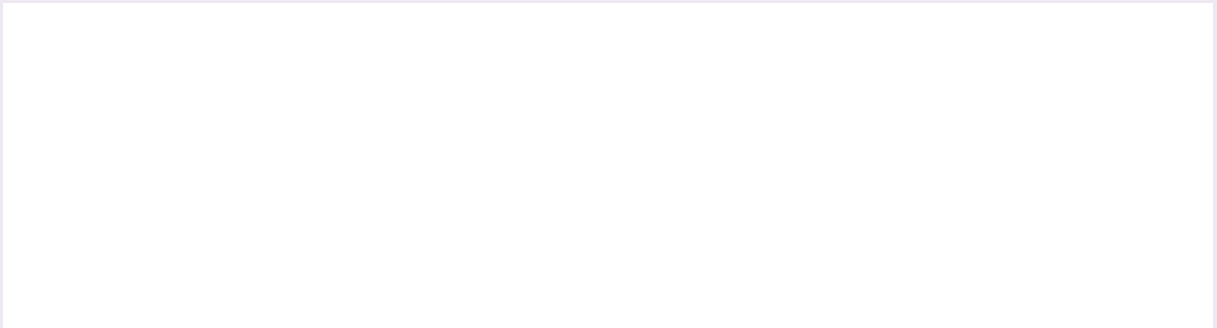
^T Tick box(es) as appropriate (✓).

Your response to 20, 21 and 22 below will be used to inform your school's completion of the Review and Reflection Template for Schools as part of your Curriculum Day 1 activities.

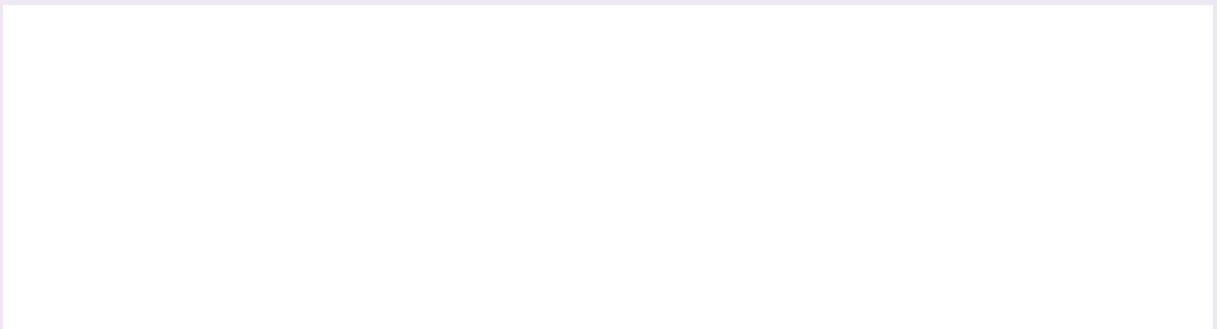
20. The greatest success which I have experienced in implementing the English curriculum is:



21. The greatest challenge which I have experienced in implementing the English curriculum is:



22. In furthering my own implementation of the English curriculum, I would like to prioritise the following:



Primary School Curriculum

Review and Reflection **Template for Teachers**

English

Visual arts

Mathematics

Section 2. Visual arts curriculum

This section of the Teacher Review and Reflection Template focuses on your experience of teaching Visual arts in the Primary School Curriculum.

The Visual arts curriculum consists of six strands, each representing a medium for developing the child's expressive abilities. These strands are:

- Drawing
- Paint and colour
- Print
- Clay
- Construction
- Fabric and fibre.

Through these six strands, children explore the following seven visual elements when making, looking at, and responding to art: line, shape, form, colour and tone, pattern and rhythm, texture and spatial organisation. The Visual arts curriculum emphasises three starting points for the child's art activities:

- the child's own experience
- the child's imagination
- the child's observations.

In the Visual arts curriculum, the child is encouraged to look at and respond to a wide variety of artworks. It is through talking about these artworks that the child develops sensitivity to the visual elements, and begins to use them purposefully in his/her own art-making. Of all the visual arts media, drawing has primary importance in the Visual arts curriculum, and it is through drawing that children's development in art is most evident. In making art, the process of making is as valuable as the final product.

Strands and Strand units

1. I have used these strands and strand units in my planning for, and teaching of Visual arts as follows: **R**

Strands	Strand units	
	Making art	Looking and responding
Drawing	<input type="checkbox"/>	<input type="checkbox"/>
Paint and colour	<input type="checkbox"/>	<input type="checkbox"/>
Print	<input type="checkbox"/>	<input type="checkbox"/>
Clay	<input type="checkbox"/>	<input type="checkbox"/>
Construction	<input type="checkbox"/>	<input type="checkbox"/>
Fabric and fibre	<input type="checkbox"/>	<input type="checkbox"/>

Making art

2. The materials and techniques most frequently used by children in my class(es) are: **L**

Materials used	Techniques used

3. In general, children have equal opportunities to use both two and three-dimensional media in my class(es): **T**

Yes No

4. In general, children have a choice in the materials they select for their own use in making art in my class(es): **T**

Yes No

5. In addition to the six strands, other media which children in my class(es) have opportunities to use are as follows:

Looking and responding

6. Children in my class(es) have opportunities to look at and respond to art in the natural and living environment. **T**

Yes No

L List.

R Rate items as appropriate: 1=never, 2=seldom, 3=sometimes, 4=frequently.

T Tick box(es) as appropriate (✓).

7. The following is one example of a learning opportunity which I provide for children to look at and respond to art in the natural and living environment.

8. Children in my class(es) have opportunities to see how artists, craftspeople and designers work with(in), and in response to, their environments. ^T

Yes No

9. The extent to which I use certain strategies to enable children in my classes to learn about how artists, craftspeople and designers work with(in), and in response to, their environments is as follows: ^R

Strategies for learning about artists	Rate
School displays	<input type="checkbox"/>
Trips to relevant centres, e.g., museums, galleries, craft centres	<input type="checkbox"/>
On-line galleries or CD-ROMs	<input type="checkbox"/>
Artists in residence	<input type="checkbox"/>
Programmes on television and video	<input type="checkbox"/>
Other: <input style="width: 500px;" type="text"/>	<input type="checkbox"/>

10. Strategies I use to develop children's own ideas and responses to Visual arts are:

Approaches and methodologies

11. I use the following organisational settings in Visual arts: ^R

Organisational setting	Rate
Whole class teaching	<input type="checkbox"/>
Pair work	<input type="checkbox"/>
Group work	<input type="checkbox"/>
Individual work	<input type="checkbox"/>

12. Children in my class(es) have opportunities to discuss and talk about their own and others' work in Visual arts. ^T

Yes No

^R Rate items as appropriate: 1=never, 2=seldom, 3=sometimes, 4=frequently.

^T Tick box(es) as appropriate (✓).

13. Strategies I use to enable children to develop a visual vocabulary for looking at and critiquing the Visual arts are:

Please answer either 14(a) or 14(b) below.

- 14(a). I have used ICT to support the Visual arts curriculum in the following way(s):

List the ways you have used ICT and specify the type of ICT used (software, Internet, peripheral devices, etc.)

Use of ICT in the Visual arts curriculum	Type of ICT used

- 14(b). The main reason why I have not used ICT to support children's learning in Visual arts is as follows:

15. Children in my class(es) have opportunities to experience the Visual arts through theme-based activities which integrate the Visual arts curriculum with other subjects.^T

Yes No

Assessment

16. I assess children's progress in Visual arts in the following ways: ^T

Assessment tools	Tick
Teacher observation	<input type="checkbox"/>
Teacher-designed tasks	<input type="checkbox"/>
Work samples, portfolios and projects	<input type="checkbox"/>
Curriculum profiles	<input type="checkbox"/>
Other: <input style="width: 400px;" type="text"/>	

17. In my experience, the main challenge (if any) in assessing children's learning in Visual arts is:

Challenge	Reason(s)

^T Tick box(es) as appropriate (✓).

General

18. I involve parents/guardians in supporting their children's progress in Visual arts by
Please list activities in order of importance, with the most significant as number one.

Involvement of parents/guardians

19. In my experience, I think the Primary School Curriculum: Visual arts (1999) is impacting on children's learning in the following ways:
Please list in order of importance, with the most significant impact as number one.

Impact of the Visual arts curriculum on children's learning

Your response to 20, 21 and 22 below will be used to inform your school's completion of the Review and Reflection Template for Schools as part of your Curriculum Day 1 activities.

20. The greatest success which I have experienced in implementing the Visual arts curriculum is:

21. The greatest challenge which I have experienced in implementing the Visual arts curriculum is:

22. In furthering my own implementation of the Visual arts curriculum, I would like to prioritise the following:

Primary School Curriculum

Review and Reflection **Template for Teachers**

English

Visual arts

Mathematics

Section 3. Mathematics curriculum

This section of the Teacher Review and Reflection Template focuses on your experience in teaching Mathematics in the Primary School Curriculum.

The Mathematics curriculum consists of five strands:

- Number
- Algebra
- Shape and space
- Measures
- Data.

Children in junior infants cover a further strand: Early mathematical activities.

Each strand is subdivided into strand units. The strands, although presented separately, are inter-related. Learning in one strand is dependent on, and supportive of, ideas and concepts in other strands. A key feature of the Mathematics curriculum is the importance of developing the child's understanding of mathematical language, thereby enabling the child to accurately interpret mathematical symbols, read word problems, and articulate mathematical ideas and relationships.

Strands and Strand units

1. I have used these strands and strand units in my planning for, and teaching of Mathematics as follows:

Please complete these tables in relation to the levels you have taught since the implementation of Mathematics began in your school.

(a) Junior and senior infants: **R**

Strands	Strand units
Early mathematical activities (Junior infants)	Classifying <input type="checkbox"/> Matching <input type="checkbox"/> Comparing <input type="checkbox"/> Ordering <input type="checkbox"/>
Number	Counting <input type="checkbox"/> Comparing and ordering <input type="checkbox"/> Analysis of number <input type="checkbox"/>
Algebra	Extending patterns <input type="checkbox"/>
Shape and space	Spatial awareness <input type="checkbox"/> 3D shapes <input type="checkbox"/> 2D shapes <input type="checkbox"/>
Measures	Length <input type="checkbox"/> Weight <input type="checkbox"/> Capacity <input type="checkbox"/> Time <input type="checkbox"/> Money <input type="checkbox"/>
Data	Recognising and interpreting <input type="checkbox"/>

(b) First and second classes: **R**

Strands	Strand units
Number	Counting and numeration <input type="checkbox"/> Comparing and ordering <input type="checkbox"/> Place value <input type="checkbox"/> Operations (+ and -) <input type="checkbox"/> Fractions <input type="checkbox"/>
Algebra	Extending and using patterns <input type="checkbox"/>
Shape and space	Spatial awareness <input type="checkbox"/> 2D shapes <input type="checkbox"/> 3D shapes <input type="checkbox"/> Symmetry <input type="checkbox"/> Angles <input type="checkbox"/>
Measures	Length <input type="checkbox"/> Area <input type="checkbox"/> Weight <input type="checkbox"/> Capacity <input type="checkbox"/> Time <input type="checkbox"/> Money <input type="checkbox"/>
Data	Representing and interpreting <input type="checkbox"/>

R Rate items as appropriate: 1=never, 2=seldom, 3=sometimes, 4=frequently.

(c) Third and fourth classes: **R**

Strands

Strand units

Number

Place value Operations (+, -, x, ÷) Fractions Decimals

Algebra

Number patterns and sequences Number sentences

Shape and space

2D shapes 3D shapes Symmetry Lines and angles

Measures

Length Area Weight Capacity Time
Money

Data

Representing and interpreting Chance

(d) Fifth and sixth classes: **R**

Strands

Strand units

Number

Place value Operations Fractions
Decimals and Percentages Number theory

Algebra

Directed numbers Rules and properties Variables
Equations

Shape and space

2D shapes 3D shapes Lines and angles

Measures

Length Area Weight Capacity Time
Money

Data

Representing and interpreting Chance

Early mathematical activities (junior infants)

2. Children in my class(es) have opportunities to learn to classify, match, compare and order: **T**

Early mathematical activities

Tick

Classify

Match

Compare

Order

R Rate items as appropriate: 1=never, 2=seldom, 3=sometimes, 4=frequently.

T Tick box(es) as appropriate (✓).

Number

3. Children in my class(es) use the following estimation strategies in number: ^T

Estimation strategy	Tick
Front-end strategy	<input type="checkbox"/>
Clustering strategy	<input type="checkbox"/>
Rounding strategy	<input type="checkbox"/>
Special numbers strategy	<input type="checkbox"/>
Other:	<input type="text"/>

Algebra

4. Children in my class(es) have opportunities to develop their understanding of patterns, number patterns and sequences, and number sentences. ^T

Algebra activities	Tick
Patterns	<input type="checkbox"/>
Number patterns and sequences	<input type="checkbox"/>
Number sentences	<input type="checkbox"/>

Data

5. Children in my class(es) have opportunities to: ^T

Data Activities	Tick
Collect data	<input type="checkbox"/>
Represent data	<input type="checkbox"/>
Interpret data	<input type="checkbox"/>

Measures

6. Children in my class(es) have frequent opportunities to undertake practical measuring activities. ^T

Yes

No

Shape and space

7. The following is one example of how I link work in shape and space to real-life situations:

Approaches and methodologies

8. In my teaching of Mathematics, I create opportunities for the children to develop the following mathematical skills: ^T

Mathematical skills	Tick	Tick
Applying and problem-solving	<input type="checkbox"/>	Reasoning <input type="checkbox"/>
Communicating and expressing	<input type="checkbox"/>	Implementing <input type="checkbox"/>
Integrating and connecting	<input type="checkbox"/>	Understanding and recalling <input type="checkbox"/>

^T Tick box(es) as appropriate (✓).

9. I use the following organisational settings in Mathematics learning: ^T

Organisational setting	Tick
Whole class teaching	<input type="checkbox"/>
Pair work	<input type="checkbox"/>
Group work	<input type="checkbox"/>
Individual work	<input type="checkbox"/>

10. The different ways in which children in my class(es) present their work in Mathematics are: ^T

Type of presentation	Tick
Oral	<input type="checkbox"/>
Pictorial	<input type="checkbox"/>
Diagrammatic	<input type="checkbox"/>
Concrete materials	<input type="checkbox"/>
Play scenarios	<input type="checkbox"/>
Written (by hand or using ICT)	<input type="checkbox"/>
Other:	<input type="text"/>

11. The most effective strategy I use to create a maths-rich environment in my classroom is:

12. Types of mathematical problem-solving activities I regularly use with children in my classroom are: ^T

Problem-solving activities	Tick
Word problems	<input type="checkbox"/>
Practical tasks	<input type="checkbox"/>
Open-ended investigation	<input type="checkbox"/>
Puzzles	<input type="checkbox"/>
Games	<input type="checkbox"/>
Projects	<input type="checkbox"/>
Mathematical trails	<input type="checkbox"/>
Other:	<input type="text"/>

13. The types of activities for which children in my class(es) (fourth to sixth) use calculators are: ^T

Use of calculators	Tick
To understand the four rules of number and their relationships	<input type="checkbox"/>
To engage in more complex problem-solving tasks	<input type="checkbox"/>
To remove computational barriers	<input type="checkbox"/>
To explore the number system and discover facts and relationships	<input type="checkbox"/>
To create and explore number patterns	<input type="checkbox"/>
To predict and check results	<input type="checkbox"/>
Other:	<input type="text"/>

^T Tick box(es) as appropriate (✓).

Please answer either 14(a) or 14(b) below.

14(a). I have used ICT to support the Mathematics curriculum in the following way(s):

List the ways you have used ICT and specify the type of ICT used (software, internet, peripheral devices, etc.)

Use of ICT in the Mathematics curriculum	Type of ICT used

14(b). The main reason why I have not used ICT to support children's learning in Mathematics is as follows:

15. Children in my class have opportunities to integrate their learning in Mathematics with other subjects. ^T Yes No

Assessment

16. I assess children's progress in Mathematics in the following ways: ^T

Assessment tools	Tick
Teacher observation	<input type="checkbox"/>
Teacher-designed tasks and tests	<input type="checkbox"/>
Work samples, portfolios and projects	<input type="checkbox"/>
Curriculum profiles	<input type="checkbox"/>
Diagnostic tests	<input type="checkbox"/>
Standardised tests	<input type="checkbox"/>
Other: <input style="width: 300px;" type="text"/>	

17. In my experience, the main challenge (if any) in assessing children's learning in Mathematics is:

Challenge	Reason(s)

General

18. I involve parents/guardians in supporting their children's progress in Mathematics by:

Please list activities in order of importance, with the most significant as number one.

Involvement of parents/guardians

^T Tick box(es) as appropriate (✓).

19. In my experience, I think the Primary School Curriculum: Mathematics (1999) is impacting on children's learning in the following ways:

Please list in order of importance, with the most significant impact as number one.

Impact of the Mathematics curriculum on children's learning

Your response to 20, 21 and 22 below will be used to inform your school's completion of the Review and Reflection Template for Schools as part of your Curriculum Day 1 activities.

20. The greatest success which I have experienced in implementing the Mathematics curriculum is:

21. The greatest challenge which I have experienced in implementing the Mathematics curriculum is:

22. In furthering my own implementation of the Mathematics curriculum, I would like to prioritise the following:

Primary School Curriculum

Review and Reflection **Template for Schools**

English

Visual arts

Mathematics

The Review and Reflection Template for Schools is designed to provide a structure for the whole school review of English, Visual arts and Mathematics. It contains three sections corresponding to those in the Review and Reflection Template for Teachers. In completing this template, staff members are asked to first document their successes in implementing the Primary School Curriculum, and then to identify shared priorities for future curriculum implementation in English, Visual arts and Mathematics.

Primary School Curriculum

Review and Reflection **Template for Schools**

Section 1. English curriculum

List three areas in which you have experienced success in your implementation of the Primary School Curriculum for English to date. Your most important success will be first on the list.

Indicate specific classes or levels, as appropriate.

English curriculum: SUCCESSES
1.
2.
3.

List three priorities to enhance your implementation of the Primary School Curriculum for English during this school year. Your most important priority will be first on the list.

Indicate specific classes or levels, as appropriate.

English curriculum: PRIORITIES
1.
2.
3.

Primary School Curriculum

Review and Reflection **Template for Schools**

Section 2. Visual arts curriculum

List three areas in which you have experienced success in your implementation of the Primary School Curriculum for Visual arts to date. Your most important success will be first on the list.

Indicate specific classes or levels, as appropriate.

Visual arts curriculum: SUCCESSES
1.
2.
3.

List three priorities to enhance your implementation of the Primary School Curriculum for Visual arts during this school year. Your most important priority will be first on the list.

Indicate specific classes or levels, as appropriate.

Visual arts curriculum: PRIORITIES
1.
2.
3.

Primary School Curriculum

Review and Reflection **Template for Schools**

Section 3. Mathematics curriculum

List three areas in which you have experienced success in your implementation of the Primary School Curriculum for Mathematics to date. Your most important success will be first on the list.

Indicate specific classes or levels, as appropriate.

Mathematics curriculum: SUCCESSES
1.
2.
3.

List three priorities to enhance your implementation of the Primary School Curriculum for Mathematics during this school year. Your most important priority will be first on the list.

Indicate specific classes or levels, as appropriate.

Mathematics curriculum: PRIORITIES
1.
2.
3.

Primary School Curriculum

Action Plan Template for Schools

English

Visual arts

Mathematics

The Action Plan Template for Schools has been designed to facilitate school staff in further developing the priorities identified in the Review and Reflection Template for Schools for English, Visual arts and Mathematics. In completing this template, staff members are asked to identify actions, persons responsible, timescales and evaluation methods, for each priority identified in the school template for English, Visual arts and Mathematics.

Action Plan Template for Schools

Tasks/Actions	<p>What tasks or actions will you take to ensure the priority identified is implemented?</p> <ul style="list-style-type: none"> Use the Action Plan template to identify the tasks to be completed in order to achieve the priority.
Leader	<p>Who will be responsible for leading the team undertaking to complete each task?</p> <ul style="list-style-type: none"> Use the template to identify the members of staff who are responsible for achieving each priority.
Professional Development Resources	<p>What professional development support will you require to ensure that the actions/tasks are completed?</p> <ul style="list-style-type: none"> Use the template to identify the necessary skills and knowledge to be acquired by staff (internally, e.g., teacher colleagues, Learning Support, Resource Teachers and externally, e.g., PCSP Cuiditheoirí, SDPS Regional Coordinators and facilitators) in order to achieve the priorities identified.
Evaluation	<p>How will you know you have realised your priorities?</p> <ul style="list-style-type: none"> Use the template to identify ways in which success in realising priorities will be demonstrated.

Information from the completed Action Plan Template for Schools should be integrated into the SDPS Planning Diary 2003/2004 which has been provided to schools and is available on the SDPS website at www.sdps.ie. Both the completed Action Plan Template for Schools and the completed SDPS Planning Diary 2003/2004 should be stored in the Development Section of the School Plan.

Primary School Curriculum Action Plan Template for Schools

Section 1. English curriculum

To complete your action plan for English, provide the relevant information for each priority you have identified.

Tasks

Leader
(team members)

Resources

Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Primary School Curriculum Action Plan Template for Schools

Section 2. Visual arts curriculum

To complete your action plan for Visual arts, provide the relevant information for each priority you have identified.

Tasks

Leader
(team members)

Resources

Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Primary School Curriculum Action Plan Template for Schools

Section 3. Mathematics curriculum

To complete your action plan for Mathematics, provide the relevant information for each priority you have identified.

Tasks

Leader
(team members)

Resources

Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation

Priority:			
Tasks	Leader (team members)	Resources	Evaluation