Bohermore N.S. Whole School Maths Plan 2024-2025

1. Introduction

Our whole school plan for Mathematics was devised by the whole school teaching staff. It is to reflect the Primary Maths Curriculum (2023) for all primary and special schools. It is also further informed by the circular letter 0039/2023.

2. Rationale

In developing this whole-school plan for Numeracy, we aim to:

- To provide an overview of the Mathematics curriculum throughout the school.
- To benefit teaching and learning in our school
- To provide a framework in which more specific planning can take place
- To conform to principles of learning outlined in the Primary Maths Curriculum

3. Our Ethos

Our goal is to help every student reach their fullest potential in a happy, safe, and inclusive environment that focuses on their individual needs. We work to nurture and strengthen each child's sense of self-worth while celebrating their unique gifts and abilities. By fostering a warm, caring, and respectful atmosphere, we support their growth academically, socially, and spiritually.

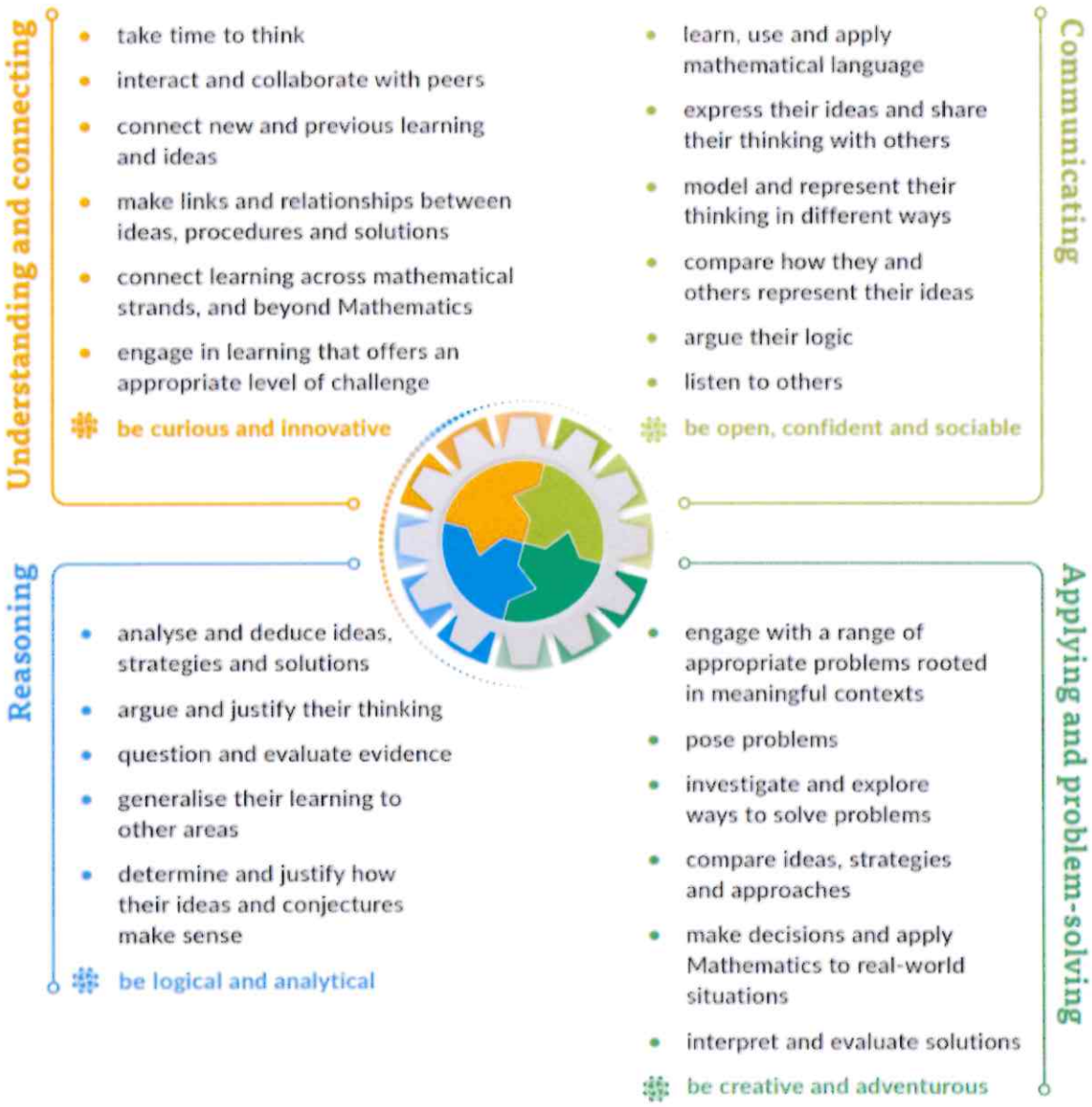
4. Aims and Objectives

- Conceptual Understanding - The comprehension of mathematical concepts, operations and relations.
- Procedural Fluency - The ability to use a variety of mathematical procedures in an effective and efficient way.
- Productive Disposition - The tendency to see Mathematics as practical, useful and worthwhile.
- Adaptive Reasoning - The capacity to use logic to understand, explain and justify one's thinking.
- Strategic Competence - The skill to devise, represent and solve mathematical problems.

5. Strands and Strand Units

Algebra	**Data and Chance**	**Measures**	**Number**	**Shape and Space**
Patterns, Rules and relationships	Data	Measuring	Uses of Number	Spatial Awareness and location
Expressions and equations	Chance	Time	Numeration and Counting	Shape
		Money	Place Value and Base Ten	Transformation
			Sets and Operations	
			Fractions	

6. Mathematical Learning Opportunities



7. Key Pedagogical Practices

- Promoting Maths Talk
- Using Cognitively Challenging Tasks
- Fostering Productive Disposition
- Emphasising Mathematical Modelling
- Encouraging Playfulness

8. Resources

Juniors and Seniors	**1st and 2nd**	**3rd to 6th**	**Whole School**
-Busy at Maths (New Programme) -Maths manipulatives -Online maths games -Youtube	-Busy at Maths (New Programme) -Maths manipulatives -Mental Maths -Youtube -Maths Seeds	-Busy at Maths -Maths manipulatives -Mental Maths -Youtube -Maths Seeds	-Whiteboards -Calculators -Maths manipulatives -Weighing scales -Challenge cards -Measuring jugs -Tape Measures -Money -Meter sticks -Rulers -Compasses -Trundle wheel - ipads -counters -dice -counting bears -playing cards -lollipop sticks -number squares -number lines -abacus

			-3D shapes -tangrams -beads -pegboards -number fans -cubes -lego

9. Assessment and Record Keeping

- Assessment is used by teachers to inform their planning, selection and management of learning activities so that they can make the best possible provision for meeting the varied mathematical needs of the children in our school. Teachers use several tools for assessing pupils' work including self-assessment, conferencing, portfolio, concept-mapping, questioning, teacher observation, teacher designed tasks and tests, pupil profile and standardised testing.

- Teacher will complete a formal test at Halloween, Christmas, Easter and Summer.

- Class teachers input the scores of standardised tests results into Aladdin where a class graph is generated to identify class averages in all strands and strand units, and specific areas of the maths curriculum requiring attention.

10. Children with Different Needs

- The maths programme aims to meet the needs of all children in the school. This will be achieved by teachers varying pace, content and methodologies to ensure learning for all children. The introduction and development of each topic will be structured in a graded, sequential way to allow the individual child to develop and participate at his/her own level and pace.

- When a child demonstrates a particular difficulty, either with a topic, strand or overall, the class teacher will provide extra support and assistance to the child.
- Those children who receive scores at or below SET policy's qualifying percentile on the standardised tests will have priority in attending the S.E.T team for supplementary teaching for maths. The availability of supplementary teaching for Maths, however, depends on the case load of the S.E.T team. Arrangement will be in accordance with the recommended selection criteria as determined by the DES and laid out in the school's SEN policy. Support will include various models depending on needs of child/class. Should it be decided that withdrawal is required, parents will be notified and permission will be sought if not already given.
- Children with exceptional ability in maths will be given extra work based on the concept being taught in class to enable them to reach their full potential. ICT allows children to work at their own level and challenges children of all abilities. Parents will be consulted and opportunities for further development will be explored. Teachers should keep a record of the differentiated approach adopted for these children.

11. Timetable

In line with the requirements as set out by the Primary Curriculum Framework for Schools and Special Schools the time spent on mathematics shall be 3 hours per week for Infants and 4 hours per week for 1st – 6th class students. Where possible the S.E.T team and principal will facilitate team-teaching, giving priority to split level classes.

12. ICT

ICT is very important in the teaching of maths with opportunities for the pupils to engage in interactive activities and games developing understanding of mathematical concepts, problem solving skills and self - motivation in mathematical activities. Our Maths programmes have comprehensive ICT interactive exercises for all concepts at each level. The interactive white board is a very valuable resource in teaching of maths, with opportunities for the pupils to engage in interactive activities and games developing understanding of mathematical concepts and problem-solving skills. The ipads are also used for an individual approach to learning mathematics through ICT.

13. Individual Teachers' Planning

Teachers should base their yearly and short-term plans on the approaches set out in this whole school plan for maths and the primary maths curriculum. Each class teacher will familiarise themselves with the objectives for their own class level. Each teacher will bear in mind that in planning, a balance between the strands should be kept throughout the year. Work covered will be outlined in the Cuntas Míosúil.

14. Staff Development

All teachers are made aware of any opportunities for further professional development through participation in courses available in Limerick Education Centre or other venues. Skills and expertise within the school are shared and developed through inputs at staff meetings.

All permanent or contracted teachers will avail of all department training regarding the new primary maths curriculum.

15. Implementation and Review

Class teachers are responsible for the implementation of the maths curriculum for their own classes. This plan reflects a new curriculum. Teachers will use this time to fully implement the new curriculum into their classrooms.

Upon next review, all teachers will review each strand and further develop our whole school plan.

Results from the standardised maths tests (Sigma T) will be analysed every year and areas of concern/weakness will be highlighted and discussed.

16. Ratification

This policy was formally approved by the board of management at its meeting on 20/3/2025

Signed: Ciara Sheehy Date: 20/3/2025

Ciara Sheehy (School Principal)

Signed: [signature] Date: 20/3/2025

Michael Sheehan (Chairperson B.O.M.)