Whole School Mathematics Policy

Lisnafunchin National School
Date: 2025/26
Review Date: 2028

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1. Introduction

This policy outlines the approach to the teaching and learning of Mathematics in Lisnafunchin National School, in line with the **Primary Mathematics Curriculum (2023)** and guidance from the Department of Education. It reflects our commitment to providing a high-quality, inclusive, and engaging mathematics education for all pupils.

It is catered to our small multigrade school which consists of two teachers and an SET teacher.

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2. Rationale

Mathematics is central to children's understanding of the world. This policy aims to:

- Support a consistent and coherent approach to teaching and learning across the school
- Reflect the principles and practices of the new Primary Mathematics Curriculum
- Promote positive attitudes and confidence in mathematics
- Ensure progression in mathematical learning from Junior Infants to Sixth Class.
- We received sustained support in maths in 2025/26 from Oide. This document supports this advice.

3. Teaching for Student Ability

- The maths programme aims to meet the needs of all children in the school. Where classes are year on year in terms of academic achievement may vary for many different reasons. To meet the needs of all children, class teachers vary pace, content and methodologies to encourage 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 their own level and pace.

- As a school we acknowledge the experience of teachers and their skill level in assessing and recognising where their own classes are in terms of ability and mathematical experience and skill. The Junior and Senior class teachers
- will start at the mathematical level of the children they are meeting in their class on a given year. As a school, we trust our teachers to establish where a class is in terms of their mathematical learning through collaboration and assessment and to work forward from that point.

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4. Vision and Aims

Vision

We aim to develop confident, capable, and curious learners who can apply mathematical understanding in real-life contexts.

Aims

We strive to:

- Foster enjoyment and positive dispositions towards mathematics
- Develop conceptual understanding and procedural fluency
- Promote problem-solving, reasoning, and critical thinking
- Encourage communication using mathematical language
- Support all learners, including those with additional needs and high ability.
- Our focus is on mathematical understanding, maths talk and links to the real world. We as a school are not reliant on copies or textbooks to demonstrate our work.

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5. Curriculum Overview (Primary Mathematics Curriculum 2023)

The new curriculum is structured around five interconnected strands:

- **Understanding and Connecting**
- **Communicating**
- **Reasoning**
- **Applying and Problem-Solving**
- **Integrating and Connecting**

Learning is organised through **progression continua** rather than strict class-level objectives, allowing for flexible and responsive teaching.

Key principles include:

- Playful and inquiry-based learning
- Real-world relevance

- Integration across subjects
- Focus on depth over breadth

6. Approaches to Teaching and Learning

General Approaches

Teachers will:

- Use a **balanced approach** incorporating whole-class, group, and individual work.
- In our school we encourage maths talk and linking maths to everyday problems. The emphasis in the school is not on the copybook, but on other methods to promote discussion(demonstrating, whiteboard etc).
- Emphasise **conceptual understanding before procedural skills**
- Encourage discussion and mathematical talk
- Provide opportunities for exploration and investigation

Play and Inquiry

- Play-based learning is central in infant classrooms
- Inquiry-based approaches are used across all levels

Differentiation

- Tasks are adapted to meet diverse needs
- Use of open-ended questions and tiered activities

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7. Assessment

In our school, assessment is informal and not just evidence. we encourage teacher to meet the children where the are at, not at their class level. Most assessment is made anecdotally as the teachers have years on experience working with the children in a multigrade setting. Assessment is integral to teaching and learning and includes:

Assessment for Learning (AfL)

- Teacher observation
- Questioning and discussion
- Success criteria and feedback

Assessment of Learning (AoL)

- Standardised tests (e.g., Drumcondra)
- Teacher-designed tasks

Assessment as Learning (AaL)

- Self-assessment
- Peer assessment

Assessment data is used to inform planning and support interventions.

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8. Planning

Teachers engage in:

- **Long-term planning** aligned with progression continua
- **Short-term planning** based on pupils' needs and interests
- Collaborative planning at staff level

Planning reflects:

- Integration opportunities
- Use of rich tasks and investigations

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9. Inclusion and Special Educational Needs

We are committed to inclusive practice:

- Early identification of needs
- Use of support teaching (SET)
- Individualised targets where appropriate
- Differentiated instruction
- Support may include in-class support, withdrawal, or team teaching.

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10. Digital Technologies

Digital tools are used to:

- Enhance engagement
- Support differentiation
- Develop digital literacy

Examples include apps(Mathletics), interactive whiteboards, and online resources.

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11. Homework

Homework supports classroom learning and may include:

- Practice of key skills
- Problem-solving tasks
- Games and activities

Homework is differentiated and age-appropriate.

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12. Parental Involvement

Parents are encouraged to support learning through:

- Communication with teachers
- Engagement in maths activities at home
- Information sessions/workshops where possible

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13. Resources

The school will provide:

- Concrete materials (e.g., counters, cubes)
- Maths equipment (e.g., rulers, protractors)
- Digital resources

Resources are centrally stored and accessible.

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14. Staff Development

Teachers will engage in ongoing professional development, including:

- Workshops and training on the new curriculum
- Collaborative planning and reflection
- Engaging with Oide for guidance.

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15. Roles and Responsibilities

Principal

- Supports implementation of the policy
- Leads curriculum development
- Supports staff
- Monitors implementation

Teachers

- Implement the curriculum and policy
- Assess and support pupils

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16. Monitoring and Review

This policy will be:

- Reviewed regularly (every 2–3 years)
- Evaluated through staff feedback and pupil outcomes

17. Links/Integration

- In the senior room, the students complete 3D printing projects each year. The emphasis of this STEM initiative is measures and shape.
- Students also use budgeting throughout the Junior Entrepreneur Programme.
- As recommended by the Primary Curriculum any programmes chosen support the teaching of Maths and do not dictate content, providing flexible frameworks rather than prescriptive, rigid programmes that dictate every moment of classroom content. This allows teachers to select, adapt, and tailor content to the specific needs and contexts of their students. This is the practise in the junior and senior room.
- The Junior Teacher uses the Ready Set Go maths programme alongside the Busy at Maths programme. RSGM is a hands-on, practical numeracy programme for Junior and Senior Infants (ages 4-7) designed to develop number understanding through concrete materials and games. It focuses on key areas like sorting, counting, recognition, and relationships, emphasizing active learning and mathematical language.

Timeline for Implementation

2023/2024: The new Primary Math Curriculum was introduced.
Teachers to become familiar with new terms and focus
October 2023 Principal and Deputy attend seminar in Education centre
December 2023 School Closure day 1 for staff CPD – Education centre
Action- Staff to explore: Maths Talk.
2024/ 2025:
November 2024 School Closure day 2 for staff CPD Information document on PMC sent to all parents in our school.
January 2025 Purchase of new concrete math materials for class sets.
2025/2026 Embedding the Primary Math Curriculum in our school. School applied for a received sustained support from Oide.

Ratification & Communication

The policy was presented to BOM and ratified on 26/03/26

Signed: Annette Healy

This policy reflects current DES guidelines and the Primary Mathematics Curriculum (2023).