St. John of God Primary School, The Faythe, Wexford, Y35 YT38

P. 053 9123105 | P. 087 965 7964 HSCL | Roll No. 11361T | Info@thefaytheschool.org

www.thefaytheschool.org

Introduction

This primary school is based in Wexford Town with approximately 237 pupils. The school has 11 mainstream classrooms with 1 special class. There are 8 SEN teachers supporting the pupils. This Whole School Maths Plan was devised in consultation with the whole staff taking from their experiences of teaching in our school.

Rationale

The curriculum describes Mathematics as the study of relationships, connections and patterns that surround us. It encompasses key values that every child is mathematical, that mathematics is both a human and social phenomenon, that mathematics is a tool that helps us to make sense of the world, that it is beautiful and worthy of praise in its own right and that maths is everywhere and for everyone.
In this document we aim to outline how we propose to implement the Maths Curriculum in our school with consideration for our particular setting with DEIS status. This document considers and aims to provide for all children in the school from those in need of extra supports to those achieving outside of the average ability.

Our Ethos

We aim to enable the pupils in our care to achieve their maximum potential in a happy, safe, inclusive, child-centred environment. We strive to nourish and develop each child's sense of their own self-worth as an individual and celebrate their unique gifts and talents. We support each student to grow academically, socially and spiritually in a warm, caring, respectful environment.

Aims

Conceptual Understanding: the comprehension of mathematical concepts, operations and relations.

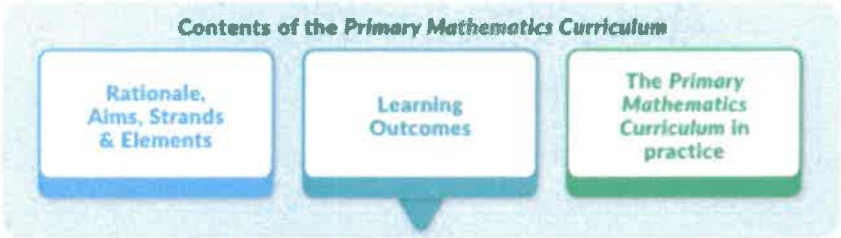
Procedural Fluency: the ability to use a variety of mathematical procedures in an effective and efficient way.

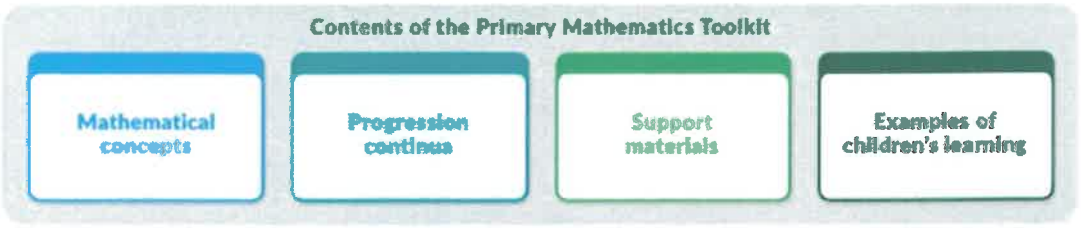
Productive Disposition: the tendency to see Mathematics as practical, useful and worthwhile.

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.

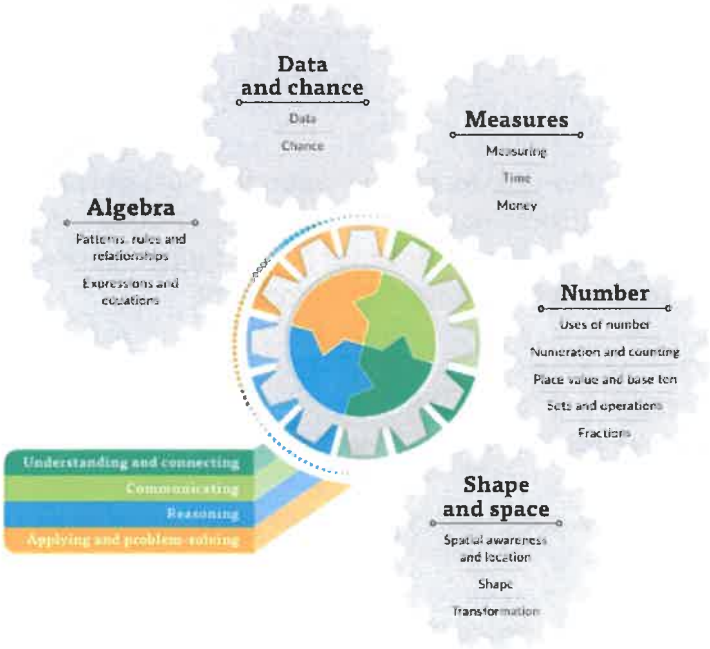
Understanding the New Primary Maths Curriculum

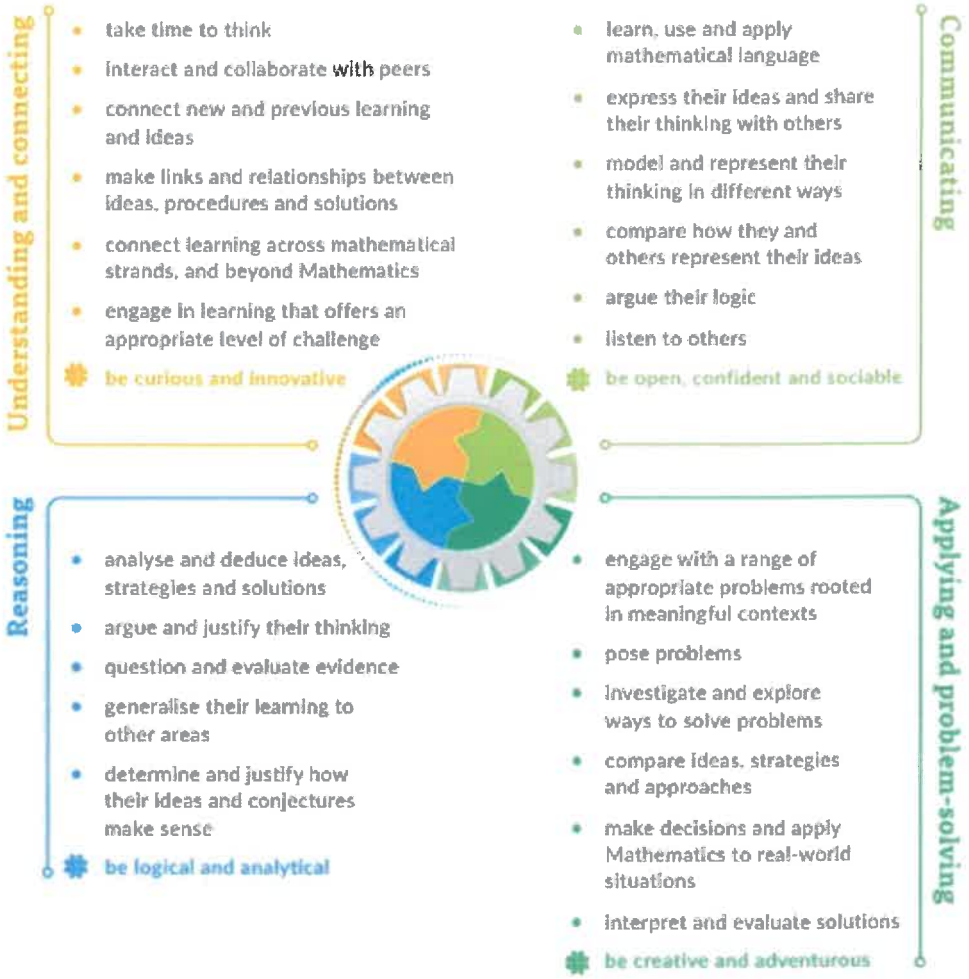




Strands outline the main categories of mathematical learning across five content areas as outlined in the table below taken from the curriculum. These are further broken down into elements as can be seen below. Learning Outcomes (L.O) are outlined for each element and are broad in their scope. Learning Outcomes need to be evident in teacher planning.

The Primary Maths Toolkit is a support resource for teachers to help them to hone and refine their planning to suit the needs of their class and setting. Mathematical concepts and progression continua give teachers more detail and guidance on how they may approach teaching and moving through a specific topic.





Pedagogical Practices and Approaches

The curriculum outlines some key pedagogical practices for use in the classroom in the teaching of Maths as follows:

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

These pedagogical practices allow for children to learn and develop at a pace and level of challenge that is individual to their needs and interests whilst developing their confidence and proficiency in Mathematics. As with most good classroom practices, these practices are dynamic and naturally link with each other.

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. It is recognised that the purpose of planning is to aid and benefit the teacher and that the layout and design of the planning is at a teacher's personal discretion.

Teachers are required to show evidence of the Learning Outcomes chosen in their planning.

Below is a suggested fortnightly planning template devised for our school.

Subject: **Elements:**	Maths 1. Understanding and connecting 2. Communicating 3. Reasoning 4. Applying and problem-solving
Date:	
Strand: **Strand Unit:**	

Learning Outcomes:	**CM**
Through appropriately playful & engaging learning experiences, the children should be able to: •	
Focus of New Learning:	
• Identify ... • Understand ... • Explore ...	
Learning Experiences:	
• Investigate ... • Connect ... • Compare ... • Make predictions about ...	
Assessment & Monitoring:	
• Self-assessment • Maths Talk • Maths journal/copy • Tasks	

Key Methodologies:
Fostering Productive Disposition

Promoting Maths Talk Oral Language Development Emphasising Mathematical Modelling / Encouraging Playfulness Using Cognitively Challenging Tasks	
Assessment:	**Differentiation:**
1. Self-assessment 2. Intuitive assessment (informal) 3. Planned interactions 4. Assessment events (Formal)	by support by outcome of pace by resource by grouping by teaching style by task

Concrete Resources

Resources which support the new curriculum across all class levels were purchased in December 2024 following a school fundraiser. Each class has access to a set of resources based on their class level that are

designed to support the teaching of number primarily but may be adapted to be used in other strands of the curriculum. Shared resources between class levels (infants, 1st/2nd etc.) are stored at a designated and easily accessible location and a list of these resources was made available to all teachers for their reference. Stock takes will be carried out to keep track of, organise and replace missing equipment. Teachers may request to purchase additional resources through school management for their individual classes or for the shared resource area of the school. A list of the available resources is attached to this document.

Books

Junior Infants, Senior Infants and First Class are using Folens 'Maths My Way' which is fully aligned to the new curriculum. Second Class are using the Folens Planet Maths programme. Books for Junior Infants – Second Class are purchased annually so the children can write into the books. Third Class to Sixth Class are currently using CJ Fallon Mathemagic 3, 4, 5, 6. Books were purchased as part of the school book scheme, children do not write into them and they remain the property of the school. Teachers are dipping into a variety of new programmes aligned with the new curriculum eg. Gill Education Mighty Maths. Staff will make a decision on a new Maths Programme collectively and once decided upon books will be purchased and kept in a similar fashion.

First – Sixth classes are currently using the New Wave Mental Maths programme for their class level. The books are purchased annually and the children write into these.

Teachers at all levels are encouraged to use their discretion in the use of books in relation to the Maths Curriculum. Teachers are under no obligation to complete the entirety of any book and should feel free to leave out or supplement any section of a textbook from other sources based on what they feel is most beneficial to the children in their class.

Technology

Every classroom is provided with an Interactive board which can be used to support the teaching of maths through providing online games, online manipulatives, access to support materials for maths programmes, mathematical videos and songs etc. All classes have access to tablets for use in the exploration of mathematical topics. Junior Infants – Second Class have access to a full class set of tablets. Third – Sixth class have a set of 10 class tablets each in their classroom. A list of useful websites is attached to this document.

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.

Teachers will keep a record of children's mathematical work in their assessment folders as a way of tracking children's progress. The records kept in every teacher's folder is at their own discretion and may include but is not limited to:

- samples of children's work
- formal tests/assessments
- photographs of work with concrete materials
- teacher observations
- records of teacher conferences with children
- peer and self-assessment

It is not required that classes carry out termly assessments, but it is required that teachers have some evidence of children's progress in Maths in their assessment folder.

Standardised tests will be carried out at the end of every year and results will be uploaded to Aladdin and made available to the incoming teacher.

Teaching for Student Ability

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 encourage learning for all children. This curriculum acknowledges 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. A teacher at any level in our school, will start at the mathematical level of the children they are meeting in their class on a given year. Where classes are year on year in terms of academic achievement may vary for many different reasons and influences so setting out a programme for achievement at every class level is unrealistic in this setting. As a school, we trust our teachers to establish where a class is in terms of their mathematical learning through collaboration with previous teachers and assessment and to work forward from that point. In line with this, programmes for children in Special Education settings within our school will be chosen and administered by the teachers in these classrooms as they see fit.

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. 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. This may be supported informally with in-class support from the SET team.

While the ideal is that all children learn as part of a whole class group and that children from various settings would be integrated for Maths, it is recognised and acknowledged that this is not always possible. Integration for Maths lessons will be discussed and decided between Special Class teachers and the associated class teacher. Consultation between the class teacher and SET team may result in the decision that withdrawal and more focused support is necessary for some children. All parents are notified at the beginning of the year to seek consent for their child to partake in small group support on a withdrawal basis during the year if/when necessary.

The availability of supplementary teaching for Maths, however, depends on the case load of the SET team. Arrangement will be in accordance with the recommended selection criteria as determined by the

DES and laid out in the school's SET policy. The class teacher and SET teacher may decide from their assessments and interaction with children that other children are in more need of support at a given time

and may rotate groups or children receiving varying levels of support. Support will include various models depending on needs of child/class.
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. Parents will be consulted and opportunities for further development will be explored.

Useful Weblinks
https://www.scoilnet.ie/primary/theme-pages/mathematics/
https://polypad.amplify.com/p
https://mathsbot.com/
Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help
https://www.mathplayground.com/
https://toytheater.com/
https://www.twinkl.ie/resources/roi-resources/discover-thrive-twinkl-ireland-resources

Resources
Following a number of fundraisers, including our Hallowe'en walk in October 2024, the school purchased resources for every classroom in the school as advised by PDST. The maths post holder co-ordinated the inventory / purchase of new resources as part of their ISM duties.
Further resources to follow with DES funding for new curriculum. The area of school textbooks will be examined especially for senior classes for 25/26.

Success Criteria
The success or otherwise of the plan will be gauged from a variety of sources ranging from teacher feedback to learner outcomes being achieved to standardized test results. The plan is being introduced in stages and whole-school focus will be developed accordingly.

Roles and Responsibility
Development and progression of Maths curriculum from whole-school level will be led by an ISM team member through use of Croke park hours / staff meetings and teacher communications.
The following people have particular responsibilities for the ongoing monitoring of the policy: Class Teacher, pupil, Principal, Parent/Guardian, ISM post-holder, Home/School Community Liaison teacher. BOM to provide oversight role.

Timeline for Implementation

2023/2024:

March 2023	The new Primary Math Curriculum was introduced. Teachers to become familiar with new terms and focus
November 2024	Principal and ISM leader attend seminar in Education centre
April 2024	School Closure day 1 for staff CPD

2024/ 2025:

October 2024	Inventory of maths equipment, Maths Week with focus on 'maths eyes'
December 2024	Purchase of new concrete maths materials for class levels
Jan – Mar 2025	Focus on Measures - Time
March 2025	Trial new fortnightly planning template
31 March 2025	School Closure day 2 for staff CPD
Apr – Jun 2025	Focus on Measures - Money

2025/2026: Embedding the Primary Math Curriculum in our school.

Ratification & Communication

The policy was presented to BOM and ratified on 26th June 25. and communicated to the school community.

Signed: _____ Date: 26/6/25.
Chairperson of the BOM

Signed: _____ Date: 26/6/25
Principal