



# ST. PATRICK'S NATIONAL SCHOOL

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## Mathematics

# 2025

## Table of Contents

1. Introduction
  - 1.1 Introductory statement
  - 1.2 Rationale
2. Vision and aims
  - 2.1 School characteristic spirit/ethos
  - 2.2 Aims and objectives
3. Content of Maths plan
  - 3.1 Strands and strand units
  - 3.2 Approaches and methodologies
    - 3.2.1 The use of manipulatives
    - 3.2.2 Talk and discussion
    - 3.2.3 Active learning / guided discovery
    - 3.2.4 Using the environment as a learning resource
  - 3.3 Date
  - 3.4 Language- concepts and skills
  - 3.5 Skills
  - 3.6 Problem solving
  - 3.7 Assessment and record keeping
    - 3.7.1 Teacher observation
    - 3.7.2 Standardised testing
    - 3.7.3 Teacher-designed tests and tasks
    - 3.7.4 Work samples, portfolios and projects
    - 3.7.5 Continuous self-assessment
  - 3.8 Children with special/different needs
  - 3.9 Equality of access and participation
  - 3.10 Timetable
  - 3.11 Homework
  - 3.12 Resources
  - 3.13 ICT
  - 3.14 Individual teachers' planning and reporting
  - 3.15 Self-development
  - 3.16 Parental involvement
  - 3.17 Community links
4. Success criteria
5. Implementation – roles and responsibilities
6. Review
7. Ratification and communication

## **1. Introduction**

Purpose: To develop a comprehensive Whole-School Mathematics Policy aligned with the new Irish Primary Mathematics Curriculum for fostering a cohesive and effective approach to mathematics education.

Context: This policy reflects our school's commitment to providing an engaging, inclusive, and effective mathematics education, characterised by playfulness, creativity, and real-life problem-solving.

## **2. Vision and Aims**

Vision: To cultivate a positive attitude towards mathematics, enabling all students to appreciate its practical and aesthetic aspects, and to recognise its relevance in everyday life.

Aims:

Develop problem-solving abilities and apply mathematics to real-world situations.

Foster effective communication using precise mathematical language.

Ensure proficiency in fundamental mathematical skills and the recall of basic number facts.

Encourage logical reasoning and the ability to justify mathematical thinking.

## **3. Curriculum Planning**

Strands and Strand Units: The curriculum is organised into the following strands:

Number

Algebra

Shape and Space

Measures

Data and Chance

Each strand comprises specific strand units detailing the content and skills to be developed at each class level

Key Pedagogical Practices:

Promoting Maths Talk: Encouraging students to articulate their mathematical thinking to deepen understanding.

Using Cognitively Challenging Tasks: Designing tasks that stimulate critical thinking and problem-solving.

Fostering a Productive Disposition: Cultivating a positive attitude towards mathematics as practical and worthwhile.

Emphasising Mathematical Modelling: Applying mathematics to analyse and solve real-world problems.

Encouraging Playfulness: Incorporating playful approaches to make learning engaging and enjoyable.

#### **4. Assessment and Record Keeping**

Assessment Methods:

Teacher observations

Teacher-designed tasks and tests

Standardised assessments

Student self-assessments

Record Keeping: Maintaining detailed records of student progress to inform instruction and provide feedback to students and parents.

#### **5. Differentiation and Inclusion**

Approach: Implementing differentiated instruction to meet the diverse needs of learners, ensuring all students have access to the full mathematics curriculum.

Support Strategies: Providing additional resources and support for students with learning difficulties and extending learning opportunities for high-achieving students.

## 6. Organizational Planning

Timetable: Allocating appropriate time for mathematics instruction as per curriculum guidelines.

Homework: Assigning meaningful homework that reinforces classroom learning and fosters independent problem-solving skills.

Resources and ICT: Utilizing a variety of resources, including manipulatives and digital tools, to enhance mathematical understanding.

Parental Involvement: Engaging parents through regular communication and providing strategies to support mathematics learning at home.

## 7. Implementation and Review

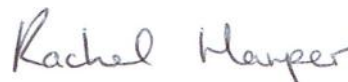
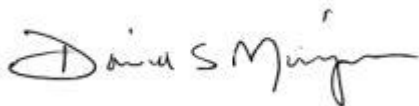
Implementation: The policy will be implemented across all class levels, with teachers integrating the outlined approaches into their planning and instruction.

Review: The policy will be reviewed annually to assess its effectiveness and updated as necessary to reflect new insights or curriculum changes.

## 8. Ratification and Communication

This Communication Policy was ratified by the Board of Management on the 13th of January 2025 and became school policy from that date.

A copy of the policy was provided to all staff, members of the Board of Management and parent representatives. It is available to all parents/guardians on the school website and through the school office



Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Canon D Mungavin

R Harper

Chairperson

Principal

Board of Management

Date: 13<sup>th</sup> January 2025

Date: 13<sup>th</sup> January 2025