



School Patron: Church of Ireland

## **MATHS POLICY**

### **INTRODUCTION:**

This policy was reviewed in January 2025.

### **RATIONALE:**

This document outlines the rationale, aims, key competencies, strands and elements and learning outcomes for teaching maths in St. David's National school.

### **VISION:**

Each child in our school is viewed as an individual with unique needs and strengths. We endeavour to give each child an enthusiasm for Maths activities and enable them to see the relevance of Maths in everyday life. Each child is encouraged to attain a level of proficiency in fundamental mathematical skills and numeracy, while allowing for differences in aptitude and developmental needs.

### **KEY COMPETENCIES:**

- Being well
- Being a digital learner
- Being mathematical
- Being a communicator
- Being creative
- Being an active learner
- Being an active citizen

### **AIMS:**

The aims of the primary mathematics curriculum are (as seen on Pg. 12 of the Primary Mathematics curriculum):

- 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.
- 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.

### **RATIONALE:**

- Every child is mathematical
- Mathematics is both a human and social phenomenon.

- Mathematics is a tool that helps us to make sense of our world.
- Mathematics is beautiful and worthy of pursuit in its own right.
- Mathematics is everywhere and for everyone.
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### ELEMENTS:

Elements describe the main categories of processes that children engage in as they learn Mathematics. The elements are:

- Understanding and connecting (relating the “why” and “how” of Mathematics)
- Communicating (using correct language/method of communication to show their thinking, ideas and reasoning with an emphasis on group work)
- Reasoning (Develop the ability to justify their ideas)
- Applying and problem solving (use a variety of strategies to solve problems and use their growing knowledge)

### STRAND AND STRAND UNITS:

<b>Algebra</b>	<b>Data and chance</b>	<b>Measures</b>	<b>Number</b>	<b>Shape and space</b>
Patterns, rules and relationships	Data	Measuring	Use 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	

## Learning outcomes:

**Strand:** Algebra

**Strand Unit:** Patterns, rules and relationships

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p>explore, extend and create patterns and sequences.</p>	<p>identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.</p>	<p>identify rules that describe the structure of a pattern and use these rules to make predictions.</p> <p>represent the relationships between quantities.</p>	<p>identify, explain and apply generalisations, including properties of operations, mathematical models and patterns.</p> <p>represent mathematical structures in multiple ways, including verbal expressions, diagrams and symbolic representations.</p>

**Strand: Algebra**

**Strand unit: Expressions and Equations**

<p><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p>	<p><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p>	<p><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p>	<p><b>Stage 4</b> <i>Fifth and Sixth class</i></p>
<p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p>Through appropriately engaging learning experiences, children should be able to</p>
	<p>interpret the meaning of symbols or pictures in number sentences.</p>	<p>represent and express problems with known and unknown values in different ways to include the use of appropriate letter-symbols or words.</p>	<p>articulate, represent and solve mathematical situations through the use of expressions and equations that include letter-symbols.</p>

**Strand: Data and Chance**  
**Strand Unit: Data**

<p align="center"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p align="center">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p align="center">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p align="center">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p align="center">Through appropriately engaging learning experiences, children should be able to</p>
<p>explore, interpret and explain data in a variety of ways for a range of purposes.</p>	<p>pose questions of interest, record and use data as evidence to answer those questions and communicate the findings.</p>	<p>pose questions of interest and collect, display and critically analyse data in arrange of ways for arrange of purposes and communicate the findings.</p>	<p>pose questions, collect, compare, summarise and represent data selectively to answer those questions.</p> <p>critically analyse and evaluate findings; and communicate inferences, conclusions and implications from the findings.</p>

**Strand: Data and Chance**  
**Strand Unit: Chance**

<p align="center"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p align="center">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p align="center">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p align="center">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p align="center">Through appropriately engaging learning experiences, children should be able to</p>
		<p align="center">describe and test predictability and (un)certainty in events.</p>	<p align="center">use probability to make informed decisions and predictions.</p> <p align="center">represent and express probability in different forms.</p>

**Strand: Measures**  
**Strand Unit: Measuring**

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p>demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared.</p>	<p>compare, approximate and measure length, weight, capacity and area using appropriate instruments and record using appropriate units of measurement.</p>	<p>compare, estimate and measure length, weight, capacity, area and volume using appropriate instruments and record and communicate appropriately.</p> <p>identify the relationship between equivalent units of measurement, and rename measures using equivalent units.</p>	<p>determine and calculate units of measurement in fractional and/or decimal form to solve practical problems.</p> <p>find, interpret and deduce measures experimentally with increasing precision.</p>

**Strand: Measures**

**Strand Unit: Time**

<p><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p>Through appropriately engaging learning experiences, children should be able to</p>
<p>develop a sense of time and its uses.</p>	<p>understand how time is measured, expressed and represented.</p> <p>explore equivalent expressions of time.</p>	<p>compare, approximate and measure time using appropriate units of measurement.</p> <p>identify the relationship between different units and representations of time.</p>	<p>solve and pose practical tasks and problems involving the interpretation and calculation of time.</p>

**Strand: Measures**  
**Strand Unit: Money**

<p align="center"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p>Through appropriately engaging learning experiences, children should be able to</p>
<p>develop an awareness of money and its uses.</p>	<p>recognise the value of money and use euro and cent in a range of meaningful contexts.</p>	<p>transfer knowledge of the base ten system in number to monetary contexts and use for purposes of calculation.</p>	<p>solve and pose practical tasks to investigate and make informed judgements about transactions and financial plans.</p>

**Strand: Number**  
**Strand Unit: Uses of number**

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p style="text-align: center;">develop an awareness that numbers have a variety of uses.</p>			

**Strand: Number**  
**Strand Unit: Numeration and Counting**

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p>develop an awareness that the purpose of counting is to quantify.</p> <p>use a range of counting strategies for a range of purposes.</p>	<p>demonstrate proficiency in using and applying different counting strategies.</p>		

**Strand: Number**  
**Strand Unit: Place Value and Base Ten**

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p>develop a sense of ten as the foundation for place value and counting.</p>	<p>understand that digits have different values depending on their place or position in a number.</p> <p>use estimation to quickly determine number values and number calculations.</p>	<p>explore equivalent numerical expressions of numbers using the base ten system.</p>	<p>investigate how decimals and percentages (and fractions) can be compared, ordered and expressed in related terms.</p>

**Strand: Number**  
**Strand Unit: Sets and Operations**

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p>recognise and understand what happens when quantities (sets) are partitioned and combined.</p>	<p>select, make use of and represent a range of addition and subtraction strategies.</p>	<p>understand and apply flexibly the four operations; and the relationships between operations.</p>	<p>build upon, select and make use of a range of operation strategies.</p>

**Strand: Number**  
**Stand Unit: Fractions**

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p>develop an awareness of part-whole relationships using a variety of models (area, length and set).</p>	<p>recognise and name fractions according to their part-whole relationships.</p> <p>explore the concept of equivalence in terms of simple fractions.</p>	<p>compare and express in equivalent terms; and order fractions.</p> <p>calculate the fraction of quantities and express in multiple ways.</p>	<p>explore (model, compare and convert) the relationships between fractions, decimals and percentages.</p> <p>investigate proportionality and ratios of quantities (sets).</p>

**Strand:** Shape and Space  
**Strand unit:** Spatial awareness and location

<p style="text-align: center;"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p style="text-align: center;">Through appropriately playful and engaging learning experiences, children should be able to</p>	<p style="text-align: center;"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p style="text-align: center;">Through appropriately engaging learning experiences, children should be able to</p>
<p>develop a sense of spatial awareness in relation to their bodies and the immediate environment.</p> <p>describe the spatial features of objects and their relative position in space.</p>	<p>use spatial knowledge for the purposes of orientation and navigation.</p> <p>visualise and model location using symbolic co-ordinates.</p>	<p>describe, interpret and record directional instructions and location.</p> <p>compare and classify angles, recognising them as a property of a shape and as a description of a turn.</p>	<p>describe location on the full co-ordinate plane.</p> <p>interpret scale maps and create simple scale drawings.</p>

**Strand: Shape and Space**

**Strand Unit: Shape**

<p><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p>Through appropriately engaging learning experiences, children should be able to</p>
<p>explore and recognise properties of 3-D and 2-D shapes.</p>	<p>examine, categorise and model 3-D and 2-D shapes.</p>	<p>investigate and analyse the properties of 3-D and 2-D shapes and identify classes of shapes based on these properties.</p> <p>represent shapes with drawings and models, and calculate dimensions of shapes.</p>	<p>construct 3-D and 2-D models or structures given defined measurements and/or specific conditions.</p> <p>investigate and construct angles in the context of shape; and solve angle-related problems.</p>

**Strand: Shape and Space**  
**Strand Unit: Transformation**

<p align="center"><b>Stage 1</b> <i>Junior &amp; Senior Infants</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 2</b> <i>1st &amp; 2nd Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 3</b> <i>3rd &amp; 4th Class</i></p> <p>Through appropriately playful and engaging learning experiences, children should be able to</p>	<p align="center"><b>Stage 4</b> <i>Fifth and Sixth class</i></p> <p>Through appropriately engaging learning experiences, children should be able to</p>
<p>explore the effects of shape movements.</p>	<p>understand that shapes and line segments can be reflected, rotated and translated.</p>	<p>model and explain the effects of transformations on shapes and line segments.</p>	<p>perform and devise a range of steps involving transformations.</p> <p>analyse and show how shapes are enlarged on scaled diagrams.</p>

## Primary Mathematics in practice

The PMC (Primary Mathematics curriculum) outlines that it is essential that educators provide a rich maths learning environment that provides opportunities for children to do the following (please see page 25 of PMC):

- Understanding and connecting: making links between learning.
  - Communicating: sharing their ideas and learning.
  - Reasoning: justifying their thinking.
- Applying and problem solving: investigating problems.

The PMC (Primary Mathematics curriculum emphasises how the children learn is very important. These 5 pedagogical practices are backed up by contemporary research. Here are some ways teachers can foster the learning:

1. Fostering productive disposition:

- demonstrating enthusiasm for Mathematics themselves
- providing rich and meaningful contexts for learning
- celebrating effort and success
- valuing the process as well as the product of learning
- normalising struggle and mistakes as part of the learning process
- giving children opportunities to interact and work collaboratively with their peers
- facilitating children to find patterns and make connections
- encouraging children to take risks and persevere
- engaging children in meaningful self-assessment and reflection

2. Encouraging playfulness with Mathematics:

- being playful in their own dispositions and interactions with children
- tapping into children's interests and curiosities
- integrating mathematical learning with playful activities throughout the day
- signalling when children encounter Mathematics in spontaneous play and exploration
- introducing and reinforcing mathematical language as it arises through play
- encouraging multiple means of expression and representation
- providing opportunities for children to explore and experiment with mathematical ideas allowing a safe space for spontaneity, creativity and imaginative
- play with Mathematics
- providing access to a wide range of resources, visual supports and technologies.

3. Emphasising mathematical modelling:

- providing opportunities for sense-making
- allowing freedom and autonomy for children to develop and express their own models and solution pathways

- using model-eliciting activities, questions, prompts and feedback to provoke situations for modelling
  - encouraging individuality, choice and independence
  - facilitating children to build, test and apply mathematical models
  - challenging children to test and refine their models through collaboration
  - celebrating diversity and creativity in working with mathematical models
  - supporting children to generalise their models for range of different contexts and purposes.
4. Using cognitively challenging tasks:
- selecting, designing or modifying tasks to appropriately stretch and deepen children's understanding
  - providing opportunities for deep and sustained engagement with mathematical content and processes through the use of tasks
  - allowing children to grapple with ideas and problems freely and to explore problems with multiple correct solution pathways
  - encouraging different ways of solving problems
  - assisting children to make connections with prior and new learning
  - encouraging children to express and communicate their ideas frequently and openly
  - holding high expectations for what children are capable of understanding, doing and communicating
  - providing opportunities for children to collectively share and evaluate their experiences from working with tasks
  - celebrating individual and collaborative effort and success in grappling with challenging tasks
5. Promoting maths talk:
- providing a safe environment for children to share and exchange thinking and ideas
  - encouraging active listening, respect and value for all contributions
  - identifying and selecting appropriate situations and problems to promote maths talk
  - re-casting everyday experiences using mathematical words and phrases
  - prompting maths talk through strategic, skilful, open and thoughtful questioning
  - providing suggestions for parents on how to promote and stimulate maths talk at home
  - allowing waiting time and time for sustained interactions, collective sharing and reflection
  - re-voicing children's mathematical ideas.

(As seen in Chapter 6 of PMC)

## **ASSESSMENT:**

The children's learning can be assessed in three ways:

Intuitive assessment: This is unplanned and ongoing assessment.

Planned interactions: This is more related to the learning outcomes.

Assessment events: These are visible and children are aware they are being assessed.

Assessment for learning and assessment of learning occurs in the classroom.

A broad range of assessment tools are used by each class teacher:

- Teacher observation
- Questioning
- Conferencing
- Tasks (written, oral or practical)
- Feedback
- Portfolios
- Summative tests
- Peer/Self-assessment e.g. traffic lights, thumbs up, thumbs down
- Standardised Testing – the Sigma-T Maths Test is administered each May to pupils in 1st – 6th classes. Results of standardised tests are recorded on individual pupil's progress records. Parents are made aware of child's STEN score in the end of year report.
- Where needed and if in doubt of the Sigma-T results the Drumcondra Revised Primary Maths test may be administered to some pupils

## **HOMEWORK:**

In general homework is seen as reinforcement and consolidation of the work begun in the classroom. Homework assignments should be realistic, practical and relevant. The following types of activity might be set for homework:

- further practice of written numerical tasks which have been carried out in class
- practical tasks e.g. measuring length and width of your bedroom, noting capacity of different items in your fridge / cupboard
- observational: tasks which further emphasise the relevance of Maths in everyday life e.g. read signposts, how far from Naas to Newbridge? Can you notice any shops which have sales on? What is the percentage reduction etc?
- Tables will be given regularly:
  - 1st Class addition tables
  - 2nd Class subtraction tables and revision of addition. Subtraction as the inverse of addition should be noted
  - 3rd Class multiplication tables
  - 4th Class revision of multiplication and division. Division as the inverse of multiplication will be highlighted
  - 5th and 6th Class revision of tables

## **HOME SCHOOL LINKS:**

Communication:

Parents should be encouraged to play an active and positive role in their children's Mathematical education.

Much of this can take place informally e.g.

- 1) by encouraging children to observe Mathematical Language in their environment e.g. signposts.
- 2) by encouraging children to solve problems in real-life situations. If we use 2 litres of milk per day, how many litres would we need to last the week?

It is important that there is consistency in methodology and use of Mathematical Language between home and school. An information sheet highlighting tips and guidelines for helping your child with Maths is circulated each year to Junior Infant Pupils and on entering First Class.

## **USE OF TEXT BOOKS:**

When choosing the text books the following points are considered to be important:

- A balanced treatment of all the strands
- An emphasis on the use of concrete materials
- Varied presentation of real-life problems
- An emphasis on estimation
- Developing the correct use of Mathematical Language
- Frequent in-built revision sections

### **DIFFERENTIATION:**

- Class Teachers will provide a differentiated programme to cater for children with learning difficulties
- Children who are experiencing significant difficulties also attend the SET (Special Education Teacher)
- Children with exceptional ability – such pupils may be given opportunity to work on separate independent Mathematical tasks

### **EQUALITY OF PARTICIPATION AND ACCESS:**

- Equal opportunities are given to boys and girls to participate in all strands and all aspect of the Maths curriculum

### **INTEGRATION:**

- Where possible and where appropriate, teachers will integrate mathematical concepts and skills with other areas of the curriculum

### **STAFF DEVELOPMENT:**

- Teachers are encouraged to attend courses in Maths as part of their ongoing professional development
- Teachers have attended initial Primary Maths training in the school year 2023/2024 and 2024/2025.
- Opportunity may be given at staff meetings to report on such courses and to discuss other issues in Maths

### **POLICY REVIEW AND RATIFICATION:**

This Policy was ratified by the Board on **date below**. This Policy will be regularly reviewed by the Board.

Ratified by Board of Management on:

1/4/25

Signed:

*Leanne McAuley*  
Chairperson

*L. Gillespie*  
Principal