Scoil Naomh Iosef Whole School Mathematics Policy
2026

Purpose of the Plan

This Whole School Plan for Mathematics sets out the approach of Scoil Naomh Iosef, Dromcollogher, to the teaching, learning and assessment of mathematics. It acts as a shared reference point for all staff, promoting consistency, high standards and a unified understanding of effective mathematics education. The plan is aligned with the Primary Mathematics Curriculum (PMC 2023), the Primary Curriculum Framework (PCF 2023), Whole School Curriculum Planning Guidance for all Primary SChools (2026) and Preparation for Teaching, Learning and Assessment (2026) demonstrating our commitment to providing every child with a rich, engaging and inclusive mathematical learning experience.

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Section 1

1.1 Our School Context

Scoil Naomh Iosef is a welcoming and inclusive primary school situated in rural West Limerick. We serve a varied community and are committed to creating a supportive and stimulating learning environment where every child is valued and encouraged to achieve their full potential. This plan reflects the distinctive context of our school and seeks to build on our strengths to promote mathematical confidence, proficiency and enjoyment for all pupils.

Scoil Naomh Iosef is a co-educational primary school with mainstream classes from Junior Infants to Sixth Class. As a small, rural school, each classroom is a multi-grade setting. Our school community values inclusion, collaboration and high-quality teaching and learning.

This plan reflects our commitment to providing a consistent and high-standard mathematics education for every pupil, ensuring that all children experience engaging, meaningful and developmentally appropriate mathematical learning.

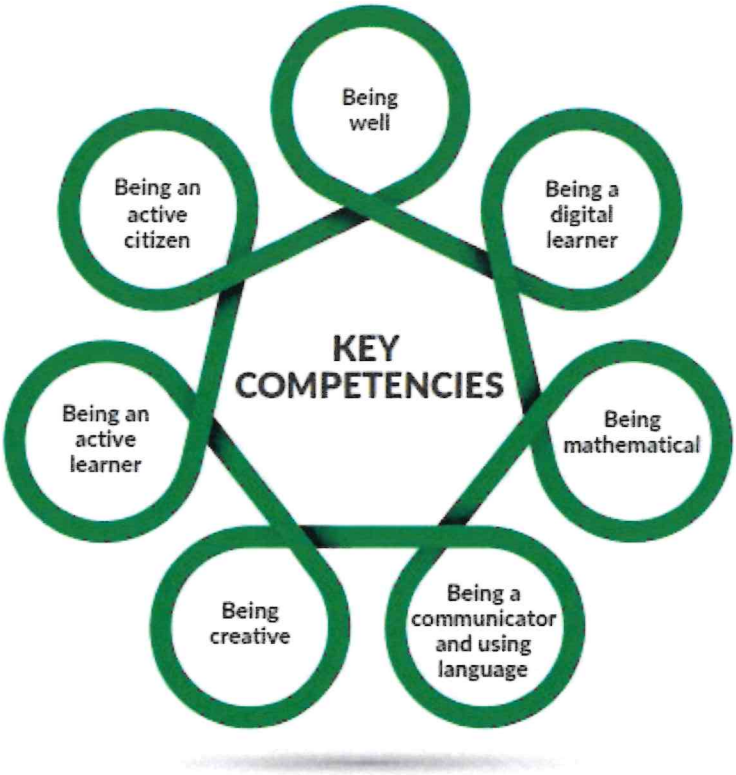
1.2 School Vision for Mathematics

We view mathematics as a vital life skill that helps children make sense of the world around them. We aim to nurture confident, enthusiastic and capable young mathematicians who believe in their own abilities.

Our philosophy is grounded in the belief that mathematical learning should be:

- **Engaging and playful** – fostering curiosity, exploration and enjoyment
- **Inclusive** – meeting the diverse needs, strengths and abilities of all learners
- **Relevant and meaningful** – connecting mathematics to real-life situations and children's everyday experiences
- **Appropriately challenging** – developing critical thinking, problem-solving and resilience
- **Collaborative** – creating opportunities for discussion, shared thinking and cooperative learning, with a strong emphasis on Maths Talk

As a whole staff we fully embrace and adopt the Key Competencies of the STEM Education Curriculum. "As children work towards the Learning Outcomes in the Mathematics Curriculum and engage in rich mathematical experiences, they simultaneously build and develop the key competencies." (PMC pg 5)



Section 2: Curriculum Enactment

2.1 The Primary Mathematics Curriculum

The Primary Mathematics Curriculum was published in 2023 as part of the Primary Curriculum Framework.

In 2023 the school teaching staff devised a Maths Curriculum Action plan to support the implementation of the new Primary Maths Curriculum outlining specific actions and timeframes including distribution of Maths Talk Supports and Prompts, creating an inventory of maths resources (manipulative etc.),introduction of maths journals etc. Pupil voice was also sought as part of this process.

All school staff have engaged with all TPL opportunities (School Closures etc.), school leadership have engaged with the online leaders clinics and the whole school has also engaged with Sustained Support in Maths facilitated by an OIDE PLL in the 2025/2026 school year.

2.2 Consultation Process

This plan was developed through a collaborative process involving all class and SET teachers. Drafts were discussed at staff meetings to gather insights, ensure shared understanding and promote collective ownership of the plan.
In keeping with the principles of the Primary Curriculum Framework (PCF 2023), which emphasises the importance of including children's voices in curriculum development, we will continue to seek feedback from pupils, parents and staff throughout the implementation and review of this plan.

2.3 Review Cycle

This Whole School Plan for Mathematics is developed to support the delivery and implementation of a curriculum which is still relatively new to all teaching staff, as such there will be ongoing amendments to this policy as we develop familiarity and a deeper understanding of the new curriculum. An initial formal review will take place in three years and the school will aim to review the policy every three years going forward, or earlier if substantial changes in national guidance or school priorities occur.

2.4 Teacher Professional Learning

- All school staff have engaged with all TPL opportunities (School Closures etc.),
- School leadership have engaged with the online leaders clinics
- The whole school has engaged with Sustained Support in Maths facilitated by an OIDE PLL in the 2025/2026 school year.
- Teachers encouraged to participate in the Muinín support series
- Teachers are provided with opportunities to share new learning from any TPL with colleagues at staff meetings etc.

2.5 Other Considerations (National Documents)

This plan has been developed to reflect and implement key national curriculum and policy documents, ensuring that mathematics teaching and learning in our school is current, coherent and of a high standard.

- Primary Mathematics Curriculum (PMC 2023)

We embrace the PMC's vision for mathematical learning—one that promotes playfulness, creativity, collaboration, challenge and meaningful problem-solving. We are committed to implementing its five key pedagogical practices, with a particular focus on *Encouraging Playfulness* and *Promoting Maths Talk* as we engage with Oide PMC Facilitator throughout 2025/2026.

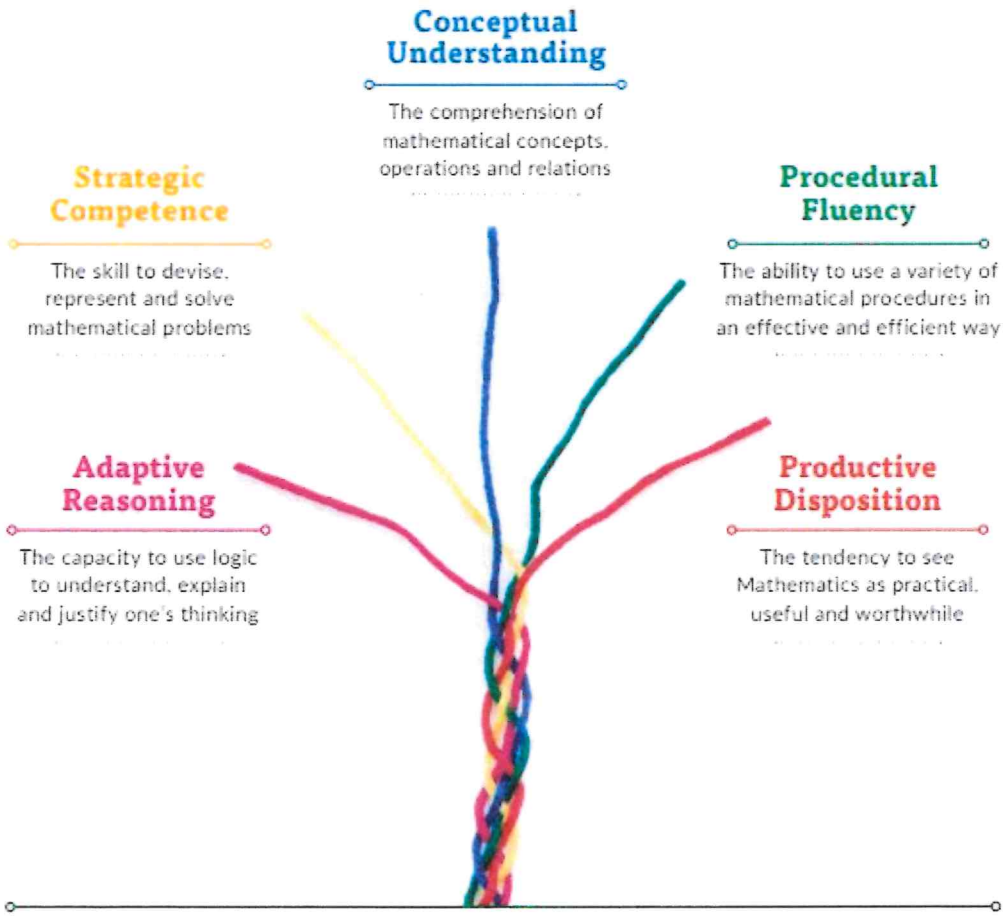
- Primary Curriculum Framework (PCF 2023)

Our approach aligns with the PCF's emphasis on a learner-centred, holistic curriculum. We aim to foster the key competencies, including being mathematical, being an active learner, being creative, being a communicator, being a digital learner, being an active citizen and being well. High-quality learning, teaching and assessment underpin this work.

● Preparation for Teaching, Learning and Assessment (PTL 2026)
We follow the PTLA guidance to ensure that our planning is purposeful, adaptable and responsive to children's learning needs. Our focus moves beyond simply covering content to designing meaningful, engaging and well-structured learning experiences.

● STEM Education
Recognising that mathematics is a core component of STEM, we aim to highlight the natural connections between mathematics, science, technology and engineering. Our approach provides opportunities for integrated learning experiences that build creativity, critical thinking and problem-solving skills essential for life in the 21st century.

2.6 Aims of the Primary Mathematics Curriculum
The over-arching aim of the Primary Mathematics Curriculum is the development of mathematical proficiency. Mathematical proficiency encompasses conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and productive disposition. Importantly, all five aspects are interwoven and interdependent.

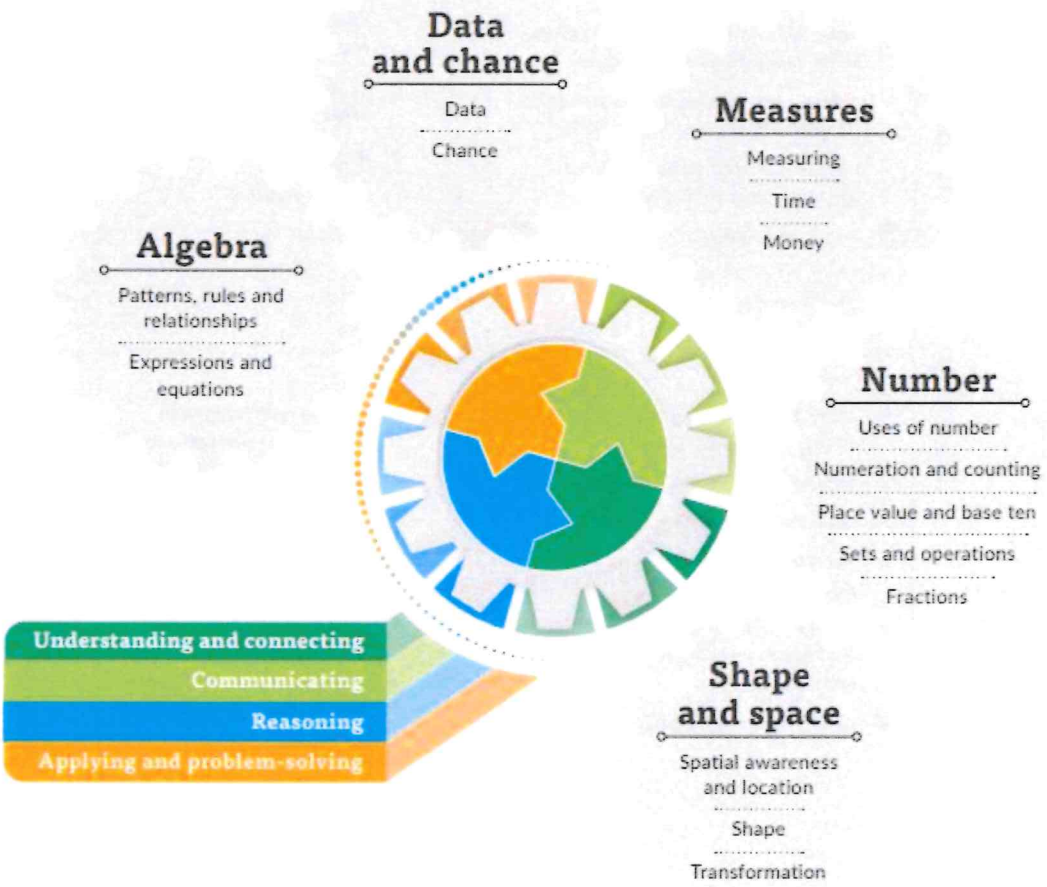


Section 3-Curriculum Planning

3.1 Overview of Strands and Strand Units

Strands outline the main categories of mathematical learning across five content areas as outlined in the following table. Strands are further broken down into elements. Learning Outcomes (L.O.) are outlined for each element and broad in their scope.

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.



3.2 Approaches and Methodologies

'How' children learn is as important as 'what' children learn.

➔ Elements

Elements describe the main categories of processes (how children learn) that children engage in as they learn Mathematics. These processes include: connecting, communicating, reasoning, justifying, representing, problem- solving, generalising and argumentation, and are categorised into four elements: understanding and connecting; communicating; reasoning and applying; and problem-solving. These are central to the development of children's mathematical proficiency.

➔ Pedagogical Practices

The 5 pedagogical practices are acknowledged as essential to the provision of quality mathematical learning experiences. They are dynamic and naturally link with each other.

Teachers can help foster children's **productive disposition** by:
- 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.

Teachers can help encourage **playfulness** with Mathematics by:
- 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.

Teachers can help emphasise **mathematical modeling** by:
• 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 modeling
• 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 a range of different contexts and purposes.

Teachers can help promote the use of **cognitively challenging** tasks by:
• 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.

Teachers can help promote the use of **maths tal**k by:
• 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.
Oide-Maths Talk

3.3 Learning Outcomes

Each Strand Unit in the PMC includes a set of learning outcomes, which describe the expected mathematical knowledge, skills, and dispositions for children at the end of a two-year stage, taking account of individual abilities and circumstances.

Learning outcomes begin with the stem:
"Through appropriately playful and engaging learning experiences, children should be able to..."

This emphasises the importance of providing rich, engaging, and appropriately playful learning experiences. We are committed to offering a variety of engaging activities and tasks that reflect key pedagogical practices, particularly Encouraging Playfulness and Promoting Maths Talk, to support children in achieving the learning outcomes and developing their mathematical proficiency.

The Learning Outcomes for each strand can be accessed by selecting the relevant strand at the following link
https://www.curriculumonline.ie/primary/curriculum-areas/mathematics/

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	

3.4 Mathematical Concepts

Mathematical concepts are considered key ideas that underpin each Learning Outcome. As we prepare for teaching , learning and assessment these key ideas may provide useful entry and reference points in relation to planning, teaching and assessment and may serve to remind teachers of key mathematical knowledge at each stage. The concepts for each strand unit can be found here:

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
			Fractions	

3.5 Progression Continua

The Primary Mathematics Toolkit supports the PMC and includes the progression continua, which outline a sample learning trajectory across primary school. These continua describe a sequence of learning experiences through 11 Progression Milestones (a–k), encompassing both mathematical content (Strand Units) and processes (Elements).

In Scoil Naomh Iosef,the curriculum content at each class level is primarily informed by Progression Milestones:

- Junior Infants – Milestones a/ b and some c
- Senior Infants – Milestones c and d
- First Class – Milestone e
- Second Class – Milestone f
- Third Class – Milestone g
- Fourth Class – Milestone h
- Fifth Class – Milestone i
- Sixth Class – Milestones j and k

We recognise that children develop at different rates. Therefore, while Fourth Class content centres on Milestone h, it also draws on relevant learning from Milestones g and i to meet the needs of all learners. Teachers are encouraged to exercise professional judgment when selecting learning activities, adapting tasks to best support the children in their class.

The **Progression Continua** can be accessed by selecting the relevant Strand on curriculumonline.ie and are hyperlinked below:

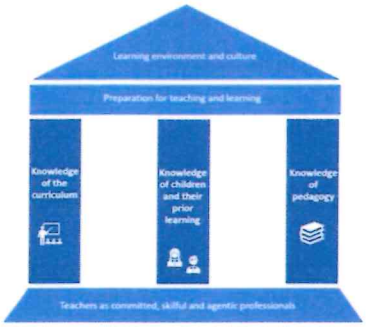
Algebra	Data and Chance	Measures	Number	Shape and Space
Patterns Rules and Relationships P.C.	**Data P.C.**	**Measuring**	**Uses of Number**	**Spatial Awareness**
Expressions and Equations P.C.	**Chance P.C.**	**Time**	**Numeration and Counting**	**Shape**
		Money	**Place Value and Base Ten**	**Transformation**
			Sets and Operations	
			Fractions	

3.6 Planning and Preparation for Teaching, Learning and Assessment

We place high-quality learning, teaching, and assessment at the core of our mathematics programme. Our approach is guided by Preparation for Teaching, Learning and Assessment (2026) ensuring a holistic, engaging, and effective learning experience for every pupil. The PTLA document acknowledges teachers as committed, skilled and agentic professionals that facilitate children to be active and demonstrate agency in acting independently and making choices about and in their learning. (pg8)

The decisions teachers make in their Preparation for Teaching, Learning and Assessment are shaped by key pillars, shown below. These include the teacher's knowledge of the children and their prior learning, knowledge of the curriculum, and knowledge of pedagogy. They are also shaped by the guidance and direction provided in this whole school plan. The key pillar are interlinked and jointly support all aspects of teachers' preparation - invisible, visible and recorded as well as the learning environment and school culture.

Pgs 9 -11



The entire Preparation for Teaching, Learning and Assessment document can be found here-
https://oide.ie/wp-content/uploads/2026/05/EN_Preparation_for_Learning_Teaching_and_Assessment_2026.pdf

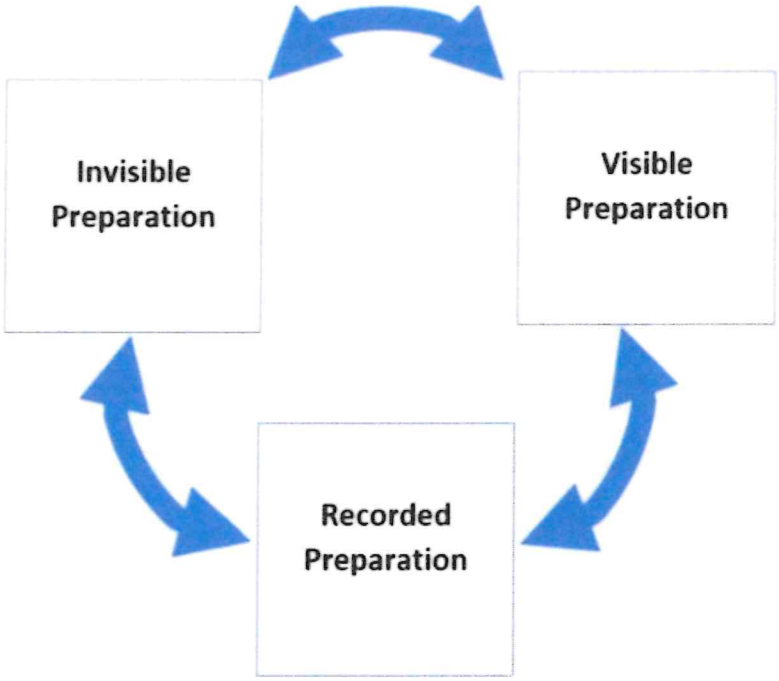
3.7 Individual Teacher Preparation

Teachers base their yearly and short term planning on the approaches set out in this whole school plan. EAch teacher will familiarise themselves with the Learning Outcomes of the Primary Mathematics Curriculum. Each teacher will bear in mind when planning, a balance between strands should be kept throughout the year. In Scoil Naomh Iosef, teachers are encouraged to consider the Elements (outlined above) in their planning to ensure that lessons provide ample opportunities for children to develop

these essential skills, rather than focusing solely on content coverage.

Element 1: Understanding and connecting	Children make connections between related concepts and procedures—the 'why' and the 'how' of Mathematics—and between new and prior knowledge, in order to make sense of what they are learning. They apply and connect their understanding to contexts within Mathematics, with other areas of learning and with the real world.
Element 2: Communicating	Children use appropriate language and/or means of communication and a variety of representations and conventions to convey thinking, ideas, relationships and logical arguments. They improve and refine their thinking and communication through engaging in inquiry-based learning and social learning environments that promote discourse and groupwork.
Element 3: Reasoning	Children develop and apply reasoning to make, assess and justify ideas and conjectures. They engage in logical thought and actions such as analysing, proving, inferring and generalising. They plan and construct solid arguments to justify their explanations, proofs and decision making.
Element 4: Applying and problem-solving	Children investigate, develop, select, apply, interpret, model and compare a variety of problem-solving situations and strategies as they explore Mathematics and deepen their mathematical understanding. They apply their mathematical knowledge and skills in flexible, efficient and creative ways to solve problems; conduct investigations; and develop and share their computational thinking.

Preparation for learning, teaching and assessment involves invisible, visible and recorded preparation which take place before, during and after the learning , teaching and assessment.

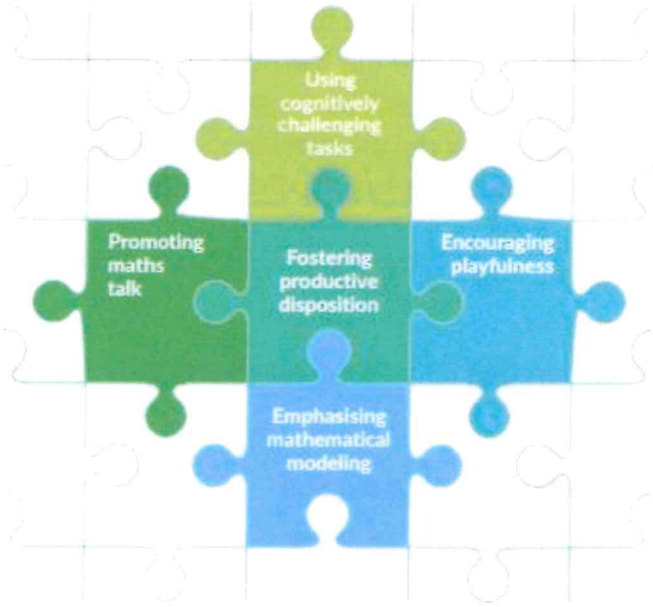


- Long Term Planning

  Long Term preparation is flexible and may need to be amended but should outline the expected learning and learning outcomes which the children will work towards, the range of learning experiences and assessment practices which the teacher is planning to use over the course of the year. Class teachers will also give consideration to opportunities for integration with other curricular areas and whole school events etc. Review of learning needs and assessment data in collaboration with SET will inform longer term interventions or supports for Mathematics.

- Short Term Recorded Planning

  Short term recorded planning will identify the Focus(es) of Learning, the Learning Experiences planned to support all children in progressing their learning and will also outline how progress will be assessed and monitored. Teachers will give consideration to the elements, competencies and to the five key pedagogical practices outlined in Chapter 6 of the PMC when planning and preparing for teaching and learning in mathematics.



Support materials for teachers preparing and planning for rich and engaging learning experiences across the curriculum can be found for each Strand and Strand Unit in the online toolkit. Toolkit

Short Term Document Headings:

- **Learning Outcome(s)** – clearly state the specific PMC learning outcome(s) for the relevant stage and Strand Unit, using the stem: *"Through appropriately playful and engaging learning experiences, children should be able to…"*
- **Focus of Learning** – articulate the purpose of the lesson, including concepts, skills, or ideas to be introduced or deepened, aligned with the progression continua
- **Learning Experiences** – provide a brief list of activities,
- **Assessment and Monitoring** – note how pupils will demonstrate understanding, including activities that elicit prior knowledge or provide practical demonstrations of learning. This may also include Planned Interactions and Assessment Events (Section 3.7)

While similar in structure to colleagues' plans, each teacher's preparation should be personalised to their context and pupils' needs.

- Cúntas Míosúil

  Each classroom teacher will record the learning that the children have progressed over the month and the learning experiences used to support their progress. The Cúntas Míosúil will be a useful document for future teachers to refer to and enables the school principal to monitor the class's progression towards the Learning Outcomes of the Primary Mathematics Curriculum.

- Reflection

  Teachers are encouraged to reflect regularly on their teaching practices, considering:

➔ Effectiveness of pedagogical strategies

➔ Engagement and participation of pupils

➔ Impact on learning outcomes

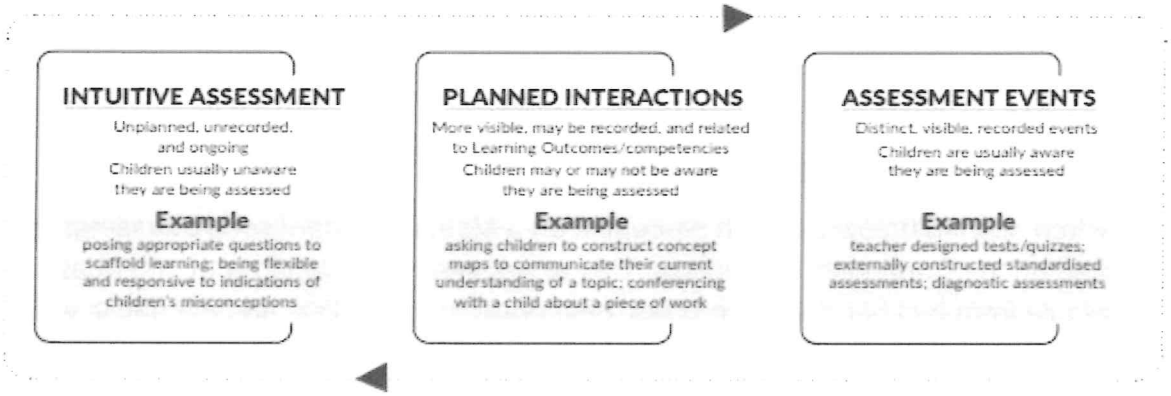
Reflections will inform individual and whole-school teaching and learning.

3.8 Assessment and Progression

Assessment is an integral part of learning and teaching. In Scoil Naomh Iosef we recognise that meaningful assessment is collaborative, integral to high-quality teaching and learning, and involves children, teachers, parents, and others in gathering and using information to support learning and progression in mathematics.

The Primary Curriculum Framework (PCF 2023) and Primary Mathematics Curriculum (PMC 2023) highlight three complementary types of assessment that together provide a comprehensive picture of a child's progress and achievement (PMC p.35):

1. **Intuitive Assessment** – informal, unplanned, and ongoing; children are generally unaware that assessment is taking place.
2. **Planned Interactions** – more structured, may be recorded, and linked to learning outcomes; children may or may not be aware they are being assessed.
3. **Assessment Events** – formal, visible, and recorded; children are usually aware they are being assessed.



We support these three assessment approaches in the following ways:

Intuitive Assessment	Planned Interactions	Assessment Events
Teachers maintain strong content and pedagogical knowledge, including awareness of key concepts and common misconceptions. This enables responsive teaching and flexible support when misconceptions arise.	Lessons are designed around rich learning experiences linked to the learning focus and outcomes. Other planned interactions include rubrics, concept maps, pupil-teacher conferences, investigations, Maths Eyes, Maths Journaling Tasks, Pupil's Book Tasks, Let's Strengthen and Let's Deepen activities, providing additional assessment data. Teachers may also utilise Formative Assessment Observation Records as appropriate.	Teachers administer, record, and analyse Assessment Tasks (quizzes, tests, etc.) linked to learning outcomes for each unit. Work samples may also be collected to demonstrate progress over time. Annually, nationally recognised standardised tests are administered: Sigma T for First to Sixth Class, providing measures of attainment and trend analysis. Results are recorded centrally (e.g., on Aladdin). Diagnostic assessments may also be used as appropriate.

Assessment at Scoil Naomh Iosef is ongoing, varied, and informative, providing insights that allow teachers to:

- Adjust teaching and content responsively
- Support all learners' progression in mathematical skills and understanding
- Celebrate achievements and identify areas for further development

Through the combination of intuitive assessment, planned interactions, and assessment events, we ensure a comprehensive, accurate, and meaningful approach to monitoring and supporting children's mathematical learning throughout their time in the school.

Methods for assessing mathematical learning are outlined on pg 37 of the PMC 2023.

A list of Assessments available in school is found at Appendix 1 of our Assessment Policy.

3.9 Meeting Individual Children's Needs

Children scoring below the 12th percentile on a Maths Standardised Assessment are placed on the Continuum of Support. This assessment data along with other data available from teacher designed tasks, observations, checklists and the pupils voice, maths journal etc. will inform the type of support which will best support that child's needs.

3.10 Resources

- **Physical Resources**

  A range of physical resources to support effective and engaging mathematics learning are provided within each classroom while further resources are stored in a central location where they can be accessed by all classes and teachers.

  Concrete manipulatives, appropriate to age and stage.

➔ In class - include interlocking cubes, counters, and shapes, deines blocks,base ten, dice, playing cards etc.

➔ Centrally stored- 3-D shapes, balances, and measuring equipment, containers for capacity, tangrams, trundle wheel, clock manipulatives, large fraction wall magnets etc.

A full inventory of maths resources is available at Appendix 1

Display materials that support key pedagogical practices, including Maths Talk Prompts, Growth Mindset Display, number lines, hundred squares, and topic-specific prompts or posters

Teacher and pupil resource and reference books, this may change as new programmes emerge, as well as other reference and supplementary workbooks These resources are designed to enhance hands-on, visual, and practical learning experiences for all pupils.

- Digital Resources

  We recognise that digital technologies enrich mathematics learning by promoting engagement, participation and access to diverse learning experiences. Our digital resources include:

➔ Animations and instructional videos

➔ Educational apps and online platforms, such as *Hit The Button, Top Marks*, Study Ladder, ICT Games

- Digital hardware, including interactive whiteboards/screens, iPads, and calculators (as appropriate)
- Online supports, including curriculum guidance, videos, and examples of good practice, e.g., the Primary Mathematics Toolkit on curriculumonline.ie and Oide PMC Hub https://pmc.oide.ie/ , https://nrich.maths.org/
- Interactive Manipulatives such as Polypad, Teaching Clock

Digital tools are used purposefully to support a wide range of learning styles and create rich, playful, and engaging learning experiences.

- Human Resources

Effective implementation of the mathematics curriculum is supported by:

- **Class Teachers**, responsible for planning, teaching, and assessing mathematics in their classrooms
- **Special Education Teachers (SETs)**, providing targeted support and interventions in collaboration with class teachers, ensuring all pupils have access to the curriculum
- **School Leadership**, providing vision, guidance, and oversight for the implementation of the whole-school mathematics plan

- The Primary Mathematics Toolkit

The Primary Mathematics Toolkit is a central resource for all teachers, supporting planning, teaching, and assessment. For each Strand and Strand unit it includes:

- **Mathematical Concepts** – deepening teacher understanding of the key ideas underpinning each learning outcome
- **Progression Continua** – mapping children's learning journeys and ensuring appropriately challenging tasks
- **Support materials**– offering practical guidance for applying the five key pedagogical practices, fostering inclusion, and guiding preparation and assessment
    - Suggestions for Teaching
    - Suggestions for Children's Learning
    - Suggestions for Key Language
    - Suggestions for the Learning Environment
    - Suggestions for Learning At Home

3.11 Language

Suggestions for Key Language

Algebra	Data & 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	

3.12 Number facts and tables

The learning of formal number facts and tables is introduced in 1st class and continues until 6th class.

Stage Two	Stage Three	Stage 4
Doubles / Near Doubles Addition Tables Subtraction Tables	Multiplication Tables Division Tables	Constant Repetition of tables

3.13 Teacher Professional Learning (TPL)

In Scoil Naomh Iosef we are committed to ongoing professional learning for all staff in mathematics education. This includes:

- Participation in Oide TPL programmes aligned with the Primary Mathematics Curriculum 2023, including school closure days, online webinars, and PMC Oide support in school for 2025/2026
- Engagement with relevant professional learning materials and resources provided by Oide and NCCA
- Encouragement for teachers to pursue further professional development in areas that align with school priorities.

3.14 Collaborative Practice

We recognise the value of collaborative learning among staff. This includes:

- Regular staff meetings to discuss mathematical methodologies, share best practice, and address challenges, with a particular focus on Maths Talk and playfulness
- Opportunities for team teaching and peer observation to foster professional growth
- Cross-class level discussions to ensure consistency and continuity in teaching approaches and pupil progression

3.15 Partnerships

We recognise the importance of partnerships and collaboration with schools, families, and communities, enriching children's learning by connecting classroom experiences with their lives outside school.

➔ Communicating with Parents

Effective communication with parents will include:

- Updates through the school newsletter and website, highlighting maths teaching, events (e.g., Maths Week in October), initiatives, and pupil achievements
- Sharing information about the Primary Mathematics Curriculum, including practical strategies for supporting Maths learning at home.
- Parent–teacher meetings to discuss individual pupil progress in mathematics
- Annual School Reports issued in June, detailing pupil progress across the curriculum, including maths

➔ Supporting Learning At Home

We provide guidance and resources for parents to support their child's learning, including:

- Ideas for everyday maths activities (e.g., cooking, shopping, telling the time) to encourage Maths Talk and playful engagement
- Encouragement to foster a positive attitude towards maths and engage in mathematical discussions
- Signposting to useful materials and online resources, such as the Supporting Learning At Home documents available on the PMC Toolkit:

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	

➔ Partnerships and opportunities for mathematics in the community

We aim to connect mathematics learning to the real world by:

- Developing links with local professionals who can demonstrate how maths is used in their work
- Integrating community experiences to make maths relevant and meaningful for pupils
- Create links between financial literacy and learning and the historical significance of the Co-operative Movement. Dromcollogher Creamery Co-operative (Dromcollogher (Mallow) Credit Union)
- Enable pupils to learn from and compete with peers from other schools (e.g., maths quizzes, STEM competitions) in person or through online communication such as Zoom.

3.16 Homework

In Scoil Naomh Iosef maths homework will be assigned regularly, appropriate to pupils' age and developmental stage, with the aims of:

- Reinforcing concepts and skills taught in class
- Providing opportunities for independent practice and consolidation
- Encouraging problem-solving and critical thinking
- Fostering responsibility for learning

Homework will be differentiated to meet the diverse needs of pupils, providing suitable challenge without causing undue stress. Teachers will communicate expectations

clearly to both pupils and parents. Homework may include a variety of activities, such as:

- Practice of computational skills
- Maths games and online gamified activities
- Investigative tasks, including practical or observational work in the home environment to encourage playful exploration
- Review of mathematical language and concepts, promoting Maths Talk at home
- Problem-solving challenges

Homework is designed to complement classroom learning, consolidate understanding, and support a playful, engaging approach to mathematics.

Section 4 - School Self-Evaluation, Policy Monitoring and Review

4.1 School Self Evaluation

Every couple of years or as the need arises the School Self Evaluation Model will be used to identify areas requiring improvement within the delivery of the Mathematics Curriculum and to evaluate the effectiveness of this whole school plan.

School Self Evaluation Guidance (Sept 22-June 26)

4.2 Monitoring Procedures

The implementation of this Whole-School Mathematics Plan will be continuously monitored through:

- **Classroom observations** – reviewing teaching methodologies and pupil engagement.
- **Review of preparation for teaching, learning and assessment** – examining whole-school and individual teacher practices, including short-term and long-term recorded preparation, ensuring alignment with this plan and PMC learning outcomes
- **Analysis of assessment data** – reviewing standardised test results, class-based assessments, and teacher records to identify trends and areas for development
- **Teacher dialogue and reflection** – discussing practice and pupil learning during staff meetings and informal conversations.
- **Pupil voice** – gathering feedback from pupils about their learning experiences, including engagement, enjoyment, and opportunities for talk and play in mathematics

4.3 Evaluation Criteria

The effectiveness of this plan will be evaluated against:

- Consistent application of the five key pedagogical practices.
- Increased opportunities for, and quality of, Maths Talk among pupils
- Enhanced integration of playful approaches to mathematics
- Children's engagement and enjoyment in maths, with emphasis on playfulness
- Achievement of learning outcomes across all Strands and stages
- Effective use of resources and digital technologies
- Development of positive attitudes towards maths among pupils and staff
- Strong home-school links in supporting mathematics learning

4.4 Roles and Responsibilities

- **Principal** – overall responsibility for implementation, monitoring, and evaluation of the plan
- **Class Teachers** – implement the plan in classrooms, plan and teach lessons, assess learning.

- **Special Education Teachers (SETs)** – collaborate with class teachers to support pupils with additional learning needs

4.5 Timeline for Review

This plan will undergo a formal review in 2028/2029, with informal annual reviews to ensure ongoing relevance and effectiveness.

Policy was drafted in May 2026.

Ratified by the Board of Management on 4/6/2026

Chairperson - Colman O' Kelly Date

4/6/2026

Principal - Eibhlín Nash Date

E. Nash 4/6/26