Whole school plan for Mathematics

Scoil Náisiúnta Rónáin Naofa Cluain Lua

St. Ronan's N.S., Cloonloo, Boyle, Co. Sligo

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Introductory Statement:

This plan was put together by the staff of the school following attendance at Mathematics In-Service in addition to in-school planning and staff meetings.

Rationale:

- To benefit teaching and learning in our school.
- To ensure that the revised curriculum for Mathematics was introduced in a well-planned and organised manner.
- To assist teacher planning.
- That the plan will be available to all new and existing staff members.

Vision:

Our school cherishes all our pupils equally and cares for them physically, spiritually and academically. We also strive to encourage parents to become actively involved in their children's learning. Mathematics is one aspect of this learning.

Aims:

We endorse the aims of the Primary School Curriculum for mathematics

- To develop a positive attitude towards mathematics and an appreciation of its practical and aesthetic aspects.
- To develop problem-solving abilities and a facility for the application of mathematics to everyday life.
- To enable the child to use mathematical language effectively and accurately.
- To enable the child to acquire an understanding of mathematical concepts and processes to his/her appropriate level of development and ability.
- To enable a child to acquire proficiency in fundamental mathematical skills and in recalling basic number facts.

Strands and Strand Units:

(for content overview see Appendix 1 at the end of this plan)

Approaches and Methodologies:

A variety of methodologies and approaches will be used. These can be found in the following list.

- Hands-on approach
- More emphasis on guided discussion
- Integration with other subject areas
- Linkage
- Agreed mathematical language
- Collaborative and co-operative learning
- An emphasis on problem solving
- Use of the environment
- An emphasis on mental maths
- Use of ICT
- Estimating
- Use of calculators from 4th class onwards

Assessment and Record Keeping

Assessment and record keeping will be in line with school policy. A variety of assessment tools will be used.

- Teacher observation
- Teacher-designed tests
- Work samples
- Mastery records
- Standardised tests (Sigma-T)
- Diagnostic tests (Resource/L.S mainly)

Children with different needs

A differentiated programme may be required for children with special needs (with parental permission). Nevertheless all strands of the curriculum will be accessed. If possible supplementary teaching will be provided. ICT will be used to promote the teaching of maths. Supplementary material will be provided for children with exceptional ability.

Equality of participation and access:

(Please refer to our school's Equality Policy)

Timetable:

- Infant classes: 3hrs. 25 min. per week
- 1^{st}-6^{th} classes: 4hrs. 10 min. per week

Use will also be made of cross curricular activities and integration.

Homework:

Homework may consist of written or oral assignments or a combination of both. The assignments may be differentiated to take into account the range of abilities of the children. No homework will be given at weekends except in exceptional circumstances.

Resources and ICT:

These consist of texts, supplementary material, calculators, ICT equipment and concrete materials. They are stored in the classrooms and in the press in the hall. At the end of this plan there is a list of these resources and where they are stored. Each teacher has a copy of this list and it is also on display in the staffroom.

Individual Teacher's Planning and Reporting:

Teachers will make use of this plan and the curriculum documents for both short and long term planning. The content taught each month will be reported in the cuntas míosúil. The teaching and planning of mathematics will be discussed/reviewed at least once a year at staff meetings.

Staff development:

Teachers will be encouraged to keep up to date with best practises in Mathematics. This may involve attending courses, seeking the support of cuiditheoirí, and staff/cluster meetings.

Parental Involvement-Home School and Community Links:

Our Mission Statement encourages our parents to become actively involved in the education of their children. At P/T meetings or if a child is experiencing problems, approaches/methodologies will be explained and tips given on how the parents can support their children. Maths tips will also be available on the school website.

Success Criteria:

- The plan helps teachers to prepare their work
- The procedures in this plan are consistently followed
- Feedback from teachers/parents/pupils
- Inspectors' suggestions/reports
- Children's scores in standardised tests over a period of time

Implementation:

Roles and responsibilities:

This plan has been developed through consultation and collaboration among staff members. Each teacher has a responsibility to implement the Whole School Plan for Mathematics in his/her classroom as outlined in this document.

Timeframe:

Out Mathematics Plan is being currently implemented.

Review:

Review of our Mathematics Plan will be based on the success criteria listed above. The plan will be reviewed every three years or earlier if necessary.

Ratification and Communication:

Policy ratified by the B.O.M. of St. Ronan's N.S. on the _____

Signed:_____(Chairperson of the Board of Management)

A copy of this policy is available in the school to all parents and on the school website. Parents will be informed on what is happening in Mathematics in our school newsletter and P/T meetings.

Overview: Infant classes

Strands	Strand Units
Early mathematical Activities	- Classifying -Matching -Comparing -Ordering
Number	-Counting -Comparing and Ordering -Analysis of Number Combining Partitioning Numeration
Algebra	-Extending patterns
Shape and Space	-Spatial Awareness -3D shapes -2D shapes
Measures	-Length -Weight -Capacity -Time -Money
Data	-Recognising and interpreting data

Overview: first and second classes

Strands	Strand Units
Number	-Counting and numeration -Comparing and Ordering -Place value -Operations Addition Subtraction -Fractions
Algebra	-Extending patterns
Shape and Space	-Spatial Awareness -3D shapes -2D shapes -Symmetry -Angles
Measures	-Length -Area -Weight -Capacity -Time -Money
Data	-Recognising and interpreting data

Overview: third and fourth classes

Strands	Strand Units
Number	-Place value -Operations Addition/subtraction Multiplication Division -Fractions -Decimals
Algebra	-Number patterns and sequences -Number sentences
Shape and Space	-Lines and angles -3D shapes -2D shapes -Symmetry
Measures	-Length -Area -Weight -Capacity -Time -Money
Data	-Representing and interpreting data -Chance

Overview: fifth and sixth classes

Strands	Strand Units
Number	-Place value -Operations -Fractions -Decimals and percentages -Number theory
Algebra	-Directed numbers -Rules and properties -variables -Equations
Shape and Space	-Lines and angles -3D shapes -2D shapes
Measures	-Length -Area -Weight -Capacity -Time -Money
Data	-Representing and interpreting data -Chance