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Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
*Waterford and Wexford
Education and Training Board*

ENNISCORTHY COMMUNITY COLLEGE:

NUMERACY POLICY

A College under the authority of Waterford Wexford Education Training Board

Ratified by the Board of Management on Wednesday 22nd of April 2026

1. Mission Statement:

The mission of numeracy in Enniscorthy Community College is to develop confident, capable and critical thinkers who can apply mathematical understanding to real-life situations. We aim to promote a positive attitude towards numeracy across all subjects and empower students to use numbers, data and problem-solving skills effectively in their learning, daily lives and future careers. Through a whole-school approach, we strive to ensure that every student has the opportunity to develop the numeracy skills necessary to participate fully in society and to reach their potential.

2. Definition:

Numeracy is the ability to understand, use and communicate mathematical information in a variety of contexts. It involves more than the ability to perform calculations; it includes interpreting data, estimating, measuring, recognising patterns and solving problems in real-life situations.

The importance of numeracy is highlighted in Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024–2033, published by the Department of Education Ireland. The strategy emphasises that numeracy is essential for active participation in society and everyday decision-making.

As stated in the strategy:

“Numeracy empowers learners to make informed decisions, manage finances, and navigate various aspects of daily life with confidence.” Department of Education. (2024). *Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024–2033: Every Learner from Birth to Young Adulthood*. Dublin: Department of Education.

Numeracy therefore involves the development of mathematical understanding, reasoning, problem-solving and the ability to apply these skills across subjects and in everyday life. In Enniscorthy Community College, numeracy is viewed as a whole-school responsibility, supporting students to become confident users of mathematical information in their learning, their personal lives and their future careers.

3. Aims of the Numeracy Policy:

The Numeracy Policy aligns with the DEIS Plan and outlines specific, measurable targets.

It aims to:

- Promote consistency of practice, including methodology, vocabulary, and use of resources.
- Encourage interdepartmental collaboration to embed numeracy across the curriculum.
- Support teaching that is clear, explicit, interactive, motivating, well-pitched, and inclusive.
- Encourage learning that is active, creative, reflective, independent, and linked to individual or group targets.
- Ensure effective planning, assessment, and monitoring procedures.
- Establish regular review procedures for continual improvement.

4. Numeracy Includes:

Numeracy includes, but is not limited to:

- The ability to carry out basic calculations efficiently and accurately, mentally or with pencil and paper.
- The ability to apply numeracy skills to familiar and new contexts to solve problems.
- The ability to understand and use units of measurement of length, mass, capacity, angle, and time.
- The ability to understand and use information presented in graphs, tables, charts, and other mathematical forms.

Numerate students:

- Have a sense of the size of numbers and their position in the number system.
- Read numbers correctly from meters, dials, and scales.
- Recall basic number facts quickly and confidently.
- Use calculators and ICT resources appropriately.
- Interpret problems, recognise operations required, and work confidently with numbers.
- Judge the reasonableness of answers and report results to an appropriate degree of accuracy.
- Manipulate simple algebraic expressions and formulae.
- Use correct mathematical notation and terminology.
- Explain methods, reasoning, and conclusions clearly.
- Measure, estimate, and calculate perimeters, areas, volumes, and apply compound measures and rates.
- Draw plane figures to specifications and understand scale in drawings and maps.
- Understand mean, median, mode, and probability, and apply data analysis skills to draw conclusions.

5. Raising Standards of Numeracy:

An integrated, whole-school approach is critical at post-primary level. As the 2024–2033 Literacy, Numeracy & Digital Strategy states, “Literacy and numeracy activity can become contextualised, meaningful and purposeful to the learner through many subjects and areas of learning.”

Raising standards involves:

- Identifying numeracy needs across subjects.
- Informing staff of expected standards and targets for specific student groups.
- Supporting teachers’ understanding of how numeracy skills are taught in mathematics lessons so they can reinforce them in other subjects.
- Increasing students’ awareness of transferable skills to apply numeracy in a variety of contexts.

While the Mathematics Department teaches core numeracy skills, collaboration with other departments ensures:

- Reduced need for teaching basic numeracy in non-mathematics subjects.
- Improved achievement across the curriculum involving numeracy.
- Increased student confidence and accuracy in applying numeracy skills.
- Better preparation for further education, employment, and adult life.

6. Whole School Approach:

It is understood that the development of numeracy skills enhances a student's ability to access and engage with the curriculum. Numeracy underpins many areas of learning by developing students' abilities to interpret data, estimate, measure, problem-solve and apply mathematical thinking in real-life contexts. Strong numeracy skills support logical reasoning, critical thinking and informed decision-making. This enhances engagement with learning and enables students to achieve their educational potential. Developing numeracy skills also equips students with essential life skills for active participation in society. Implementing and supporting the numeracy strategy is the responsibility of all staff.

Some measures include:

- Introducing new topics using relevant mathematical vocabulary and highlighting key numerical concepts where appropriate.
- Encouraging estimation and mental maths strategies in relevant subject areas.
- Promoting the use of graphs, tables, charts and statistics across the curriculum.
- Encouraging students to explain their mathematical thinking and problem-solving processes through strategies such as *Think, Pair, Share*.
- Classrooms as numeracy-rich environments, including displays of mathematical vocabulary, formulas, number facts, data and subject-specific numeracy concepts.
- Promotion of real-life numeracy through activities such as budgeting, measuring, data collection and interpretation.
- Use of digital technologies and school ICT resources to support numeracy and data literacy skills.
- Numeracy Noticeboard updated by subject departments on a rotational basis to promote numeracy across the curriculum.
- Whole-school participation in Maths Week Ireland and Numeracy Week.
- Numeracy challenges, quizzes or problem-of-the-week activities to encourage student engagement with mathematical thinking.
- Collaboration between subject departments, including Mathematics and Science, to promote cross-curricular numeracy.
- Availability of numeracy resources, teaching aids and materials through the school library to support classroom teaching.

7. The Numeracy Core Team:

The Numeracy Core Team is established from within the school staff. This group is responsible for co-ordinating the development and implementation of a whole-school approach to numeracy development encompassing:

- professional development for teachers
- short-term interventions
- a school-wide enrichment policy

The team will promote the integration of numeracy across the curriculum and support staff in developing students' confidence and competence in using mathematical language, number, data and problem-solving skills in a variety of contexts.

The Numeracy Core Team will meet periodically throughout the school year to review progress, monitor the implementation of numeracy initiatives and support the achievement of numeracy targets as part of the

School Self-Evaluation (SSE) process. The team will also analyse relevant data, including standardised test results and student attainment data, in order to inform planning and identify areas for improvement.

This group will comprise of the following:

- Numeracy Coordinator
- Maths Department representative
- Science Department representative
- Learning Support representative
- Management representative
- School librarian
- DEIS Coordinator

The inclusion of representatives from a range of subject areas and support roles reflects the school's commitment to a whole-school approach to numeracy development, ensuring that numeracy skills are supported and reinforced across all areas of learning.

8. Priority Areas for Development:

- Focus on Junior Cycle students to improve performance in standardised numeracy assessments.
- Promote positive attitudes towards numeracy and build students' confidence in using numbers in everyday contexts.
- Encourage the development and reinforcement of numeracy skills across all subject areas.
- Encourage the inclusion of numeracy targets in Subject Department Plans.
- Analyse standardised test results and other relevant data to inform teaching and learning practices.
- Promote the consistent use of common numeracy strategies across the school, including estimation, mental maths, problem-solving, data interpretation and the use of mathematical language.
- Encourage the use of active learning strategies such as *Think, Pair, Share* to develop students' ability to explain and discuss mathematical thinking.
- Maintain a Numeracy Noticeboard which will be updated by Subject Departments on a rotational basis to promote numeracy across the curriculum.
- Promote participation in whole-school initiatives such as Maths Week Ireland to raise awareness of numeracy and encourage student engagement with mathematics.
- Promote the development of financial literacy skills, including budgeting, value for money and understanding everyday financial decisions.
- Encourage students to engage with data and statistics in real-life contexts, helping them to interpret graphs, charts and numerical information encountered in everyday life and the media.
- Promote cross-curricular numeracy activities that allow students to apply mathematical thinking in subjects such as Science, Geography, Business and Home Economics.
- Encourage the use of digital tools and technology to support the development of numeracy and data literacy skills.
- Promote numeracy-rich classroom environments through displays, problem-of-the-week activities and numeracy challenges.

9. Targets of the Numeracy Core Team include:

- To keep staff informed of numeracy initiatives, resources and interventions through staff communication channels such as the staff newsletter, email and staff meetings.
- To set realistic and measurable targets for the Numeracy Plan in line with School Self-Evaluation (SSE) and whole-school priorities.
- To meet regularly to plan, implement, monitor and evaluate the Numeracy Plan. Minutes of meetings will be recorded and retained by the Numeracy Coordinator.
- To raise awareness of the importance of numeracy across the whole-school community through initiatives such as the school library, numeracy noticeboards, displays and digital communication.
- To promote a whole-school approach to the teaching and reinforcement of numeracy skills across all subject areas.
- To support teachers in integrating numeracy strategies, mathematical language, data interpretation and problem-solving skills into classroom practice.
- To run and support whole-school numeracy initiatives and events, as detailed below.
- To liaise with the school library to promote numeracy through displays, resources and cross-curricular initiatives.
- To analyse relevant data, including standardised test results and student attainment data, to identify trends and inform numeracy planning.
- To work collaboratively with the DEIS Coordinator to ensure numeracy initiatives support the targets and priorities of the school's DEIS Plan.
- To review and update the Numeracy Policy and Numeracy Plan as required.

10. Role of Guidance and Additional Educational Needs Department:

The Guidance Department and Additional Educational Needs (AEN) Department work collaboratively and in an advisory capacity with the teaching staff and parents of students in Enniscorthy Community College. They provide supports, guidance and additional resources as required to assist students in developing their numeracy skills.

The AEN Department liaises with primary schools in the transfer of student information, e.g. education passports, psychological reports and other relevant documentation. It is responsible for the administration, correction and analysis of CAT4 tests which occur in the February prior to first year enrolment. This information is stored in the SENCO's office and is available to relevant staff on request in keeping with Data Protection Regulations.

By analysing the results of standardised tests, transfer data and psychological reports, the AEN Department identifies students who may require additional support with numeracy skills. Priority learning targets are then set for these students and shared with their teachers. Individual Education Plans (IEPs) outline students' strengths and areas for development and provide teaching suggestions and strategies which may support the student's progress. These may include the use of visual supports, step-by-step instructions, the use of calculators or assistive technology, the reinforcement of key mathematical vocabulary and additional scaffolding when completing numeracy-based tasks.

The AEN Department also liaises with Senior Management regarding the provision of relevant Continuous Professional Development (CPD) opportunities for teachers to support the development of effective strategies to improve numeracy outcomes for students.

The Guidance Department supports the development of students' numeracy skills through guidance classes and career education, highlighting the importance of numeracy in further education, training and employment, as well as in everyday life skills such as budgeting, financial planning and interpreting data.

11. Assessment and Testing for Numeracy Strategy:

- Primary transfer information from students' primary schools is gathered, including standardised test results, educational reports, and any relevant information regarding numeracy strengths and needs.
- Standardised numeracy testing is carried out on all Junior Cycle students at the beginning of each academic year under the supervision of the Learning Support Department and the Numeracy Coordinator.

Tests may include:

- CAT4 tests on enrolment
- NGRT or other standardised numeracy assessments in September
- The results of these tests are available to students' teachers and parents on request.
- The Numeracy Coordinator monitors and tracks the results, identifying students who may require additional support or enrichment.
- The DEIS Numeracy Plan is updated, and targets are evaluated annually to ensure alignment with school priorities and student needs.
- This information is shared with staff via staff meetings to support a whole-school approach to numeracy.
- Students joining the school mid-year will be assessed in numeracy to ensure appropriate support and interventions are provided.

12. Methodologies:

Following analysis of standardised and school-based assessments, teaching and support strategies include:

- Whole-class teaching
- Small-group instruction
- One-to-one support
- Team teaching

13. Professional Development and the Numeracy Strategy:

- Whole-school in-service training in numeracy is delivered regularly to ensure all staff are familiar with effective strategies to support numeracy development across the curriculum.
- Offsite in-service training opportunities for all staff are facilitated, enabling staff to engage with the latest research, best practice and national initiatives in numeracy teaching and learning.
- Successful numeracy strategies, resources and approaches are shared between colleagues to promote consistency and a whole-school approach to numeracy.

14. Numeracy Plan (DEIS):

This policy, together with the results of standardised numeracy testing, provides the framework within which we set measurable targets and determine the strategies of our DEIS Numeracy Plan.

The DEIS Numeracy Plan identifies priority areas for development, monitors student progress, and informs whole-school interventions and supports. It ensures that targets are specific, measurable, achievable, relevant, and time-bound (SMART), and that strategies are implemented consistently across all subject areas to improve numeracy outcomes for all students, particularly those who may require additional support.

15. Developing Numeracy Across the Curriculum:

Students develop numeracy skills across all subjects by using mathematical information, calculating, interpreting, and presenting results.

Examples include:

Art: Measurement, estimates, scale, proportion, pattern, and shapes to inform creative work.

Geography: Measure, gather, present, and analyse data; apply direction, distance, and scale.

History: Chronology, time conventions, and statistical interpretation.

Business: Numerical and graphical data in calculations, spreadsheets, and presentations.

Materials Technology & Metalwork: Measurement, calculation of sizes, fits, materials, scale, and shape.

Science: Estimation, measurement, use of SI units, tables, graphs, and basic scientific calculations.

Languages: Ordering numbers/events, data collection via questionnaires, presenting results.

Religious Education: Time measurement, interpreting numerical data, drawing conclusions.

Home Economics: Measurement of weights, volumes, temperature, ratio/proportion, budgeting, and nutrition analysis.

Physical Education: Measuring and recording performance (time, distance, height) to set targets.

English & CSPE: Gathering and presenting data, interpreting results, and applying numeracy to real-life contexts.

16. JCSP and Numeracy Strategy:

- A wide range of JCSP numeracy resource materials is available in the library for teachers to support teaching and learning in the classroom, particularly for students who require additional support with numeracy skills.
- Class time is allocated for JCSP numeracy classes in the library to allow focused use of these resources, collaborative learning, and opportunities for team teaching.
- The JCSP Numeracy Strategy is implemented across the wider school community as appropriate, ensuring that targeted interventions and resources are reinforced in mainstream classrooms and through whole-school numeracy initiatives.

17. Resources Supporting the Numeracy Strategy:

- School Excellence Fund supports the provision of numeracy resources and initiatives across the school.
- The school library provides access to numeracy resources outside of timetabled classes, including lunchtime and before-school sessions. (Designated Library Space available to maths teachers to bring students to library to work on Numeracy, Technology: - 18 Samsung Tablets available to students to use to support numeracy, Mathematics Laboratory - a maths lab set designed to strengthen basic skills, foster independence and support self-directed learning, Games: Various Board Games and card games to support numeracy e.g. UNO - supports number recognition, Jigsaws - supports spatial awareness, Chess Sets - supports strategic planning and problem solving, Quirkle - Matching colours and shapes, but requires tactical manoeuvres and well-planned strategy.
- All staff and students have access to digital numeracy resources, apps and interactive platforms to support learning, problem-solving and data interpretation.
- The library is stocked with appropriate numeracy resources, including mathematics textbooks, workbooks, manipulatives, software, laptops, calculators, and audio-visual equipment.
- Specialised numeracy resources include: numeracy intervention kits, problem-solving toolkits, visual aids for students with Additional Educational Needs, and “real-life numeracy” resources for financial literacy and measurement activities.

- All Junior Cycle students engage with structured numeracy programmes or challenges to reinforce key skills and concepts.
- Class sets of calculators, rulers, protractors, and other mathematical tools are available in many subject classrooms. Additional sets can be requested by teachers as needed.
- The whole school is encouraged to be a numeracy-rich environment, including posters, keyword displays, formula charts, and numeracy walls in corridors and classrooms.
- Digital programmes such as Maths Week challenges, online numeracy quizzes and interactive data tools are used to enhance learning and engagement.
- A Numeracy Wall outside the library or in a prominent school area displays student work, problem-solving challenges, puzzles, and data interpretation activities to encourage engagement and peer learning.
- Students with specific learning needs are supported with tailored interventions, including visual scaffolds, step-by-step guides, and the use of assistive technology for numeracy tasks.

18. Numeracy Initiatives:

The initiatives we run regularly include:

- **Izak 9** – interactive problem-solving and collaborative numeracy activities.
- **Maths Laboratory** – practical hands-on activities exploring mathematical concepts.
- **Numeracy Worksheets & Warm-Ups** – structured practice to reinforce key skills at the start of lessons.
- **IXL Online Programme** – digital platform providing personalised practice in a range of numeracy topics.
- **JCSP Numeracy Workbooks** – structured workbooks to support Junior Cycle students in developing numeracy skills.
- **Chess Club** – promotes logical thinking, problem-solving and strategic reasoning.
- **LEGO and Numeracy Games** – practical, hands-on activities to develop spatial awareness, measurement, and problem-solving skills.
- **Number of the Week** – highlights a key number, fact, or mathematical concept to encourage discussion and engagement across the school.
- **Numeracy Week** – school-wide celebration of numeracy including competitions, puzzles, games, and special events. (Maths Mastermind (first year students), First Year Maths Quiz in class, Whole School Treasure Hunt, Daily Puzzle/Riddle or Problem of the day, Maths games in various maths classes)
- **Maths Mastermind (First Years)** – friendly competitions to encourage mental maths, reasoning, and confidence in numeracy.
- **Resources and Materials** – maths sets, flashcards, manipulatives, calculators and other tools available to support teaching and learning.
- **Guest Speakers and Workshops** – including magicians and other presenters during Numeracy Week to make mathematics engaging and relevant.

19. Numeracy Data:

- Primary transfer and NEPS assessments provide baseline numeracy information for incoming students.
- School-based assessments are administered early in the first term, with re-testing after focused instruction.
- Standardised Progress test in Maths (PTM) for 1st-year students includes the GLS Renaissance Test in October to be retested within 12 months.
- A Common Competency Test in maths for all first years- Data recorded on shared excel sheet.

- Junior Cycle results provide data for 3rd-year students.
- Baseline data, targets, and actions are recorded in the DEIS Plan.

20. Evaluation, Monitoring & Review:

The policy will be monitored and reviewed annually by the Numeracy Core Team through:

- Alignment with the DEIS Plan and evaluation of Deis numeracy targets.
- Retesting using standardised and school-based assessments.
- Analysis of results to inform planning, teaching and intervention.