



Whole School Maths Plan

Four Masters National School



Introduction

This Whole-School Mathematics Plan has been developed through a collaborative process involving the Principal, staff and special education teachers of Four Masters National School. It merges and updates existing mathematics planning documentation to ensure full alignment with the Primary Mathematics Curriculum (PMC) 2023. The plan reflects current best practice, national guidance from Oide, and the specific context, ethos and needs of the Four Masters National School community.

In the context of the New Primary Math Curriculum, while the curriculum is being implemented, teachers are at an early stage in trialing new methodologies, different programmes and auditing resources and equipment to fully embed the New Primary Maths Curriculum from September 2025.

Rationale

The Primary Mathematics Curriculum (2023) describes mathematics as the study of relationships, connections and patterns that help us to make sense of the world. Mathematics is recognised as a human and social endeavour, a powerful tool for understanding everyday life, and a creative and beautiful discipline that is accessible to all learners.

At Four Masters National School, we believe that every child is a mathematical learner. This plan aims to support all pupils, recognising their diverse strengths, interests and learning needs, and outlines how the curriculum is implemented in a coherent, inclusive and developmentally appropriate manner.

School Ethos and Vision

Four Masters National School is committed to providing a happy, safe, inclusive and child-centred learning environment. Through high-quality mathematical experiences, pupils are supported to develop confidence, curiosity and resilience, to value effort and perseverance, and to appreciate the relevance of mathematics to everyday life.

Aims

- Conceptual Understanding – understanding mathematical ideas, relationships and structures.
- Procedural Fluency – carrying out procedures accurately, efficiently and flexibly.
- Strategic Competence – formulating, representing and solving mathematical problems.
- Adaptive Reasoning – logical thinking, explanation and justification.
- Productive Disposition – seeing mathematics as sensible, useful and worthwhile.

Structure of the Primary Mathematics Curriculum (2023)

The Primary Mathematics Curriculum is organised into five strands. Each strand is further broken down into elements and supported by Learning Outcomes which guide teaching, learning and assessment across all class levels in Four Masters National School.

Strand-by-Strand Overview

<u>Strand</u>	<u>Strand Focus</u>	<u>Key Elements</u>	<u>Examples of Classroom Approaches at Four Masters N.S.</u>
Number	Number sense, quantity, operations and relationships	Understanding & Connecting; Communicating; Reasoning & Applying; Problem Solving	Concrete manipulatives, number talks, estimation, mental maths, real-life contexts
Algebra	Patterns, relationships and generalisation	Understanding & Connecting; Communicating; Reasoning & Applying; Problem Solving	Exploring patterns, function machines, rules, verbal and visual representations
Measures	Understanding and applying measurement concepts	Understanding & Connecting; Communicating; Reasoning & Applying; Problem Solving	Hands-on measuring, estimation, comparison tasks, real-life applications

Data and Chance	Collecting, representing and interpreting data; chance	Understanding & Connecting; Communicating; Reasoning & Applying; Problem Solving	Surveys, graphs, data discussions, experiments, predicting outcomes
Shape and Space	Spatial awareness and geometric relationships	Understanding & Connecting; Communicating; Reasoning & Applying; Problem Solving	Construction activities, symmetry, transformations, spatial language

Pedagogical Approaches

Teaching and learning in Mathematics at Four Masters National School is underpinned by the pedagogical approaches outlined in the Primary Mathematics Curriculum (2023). These include promoting maths talk, using cognitively challenging tasks, emphasising mathematical modelling, fostering productive disposition and encouraging playfulness, particularly in the infant classes.

Assessment

Assessment in Mathematics at Four Masters National School is viewed as an integral part of the teaching and learning process. It is used to support pupil learning, inform teacher planning and enable pupils to reflect on their own progress. Assessment practices are aligned with the Primary Mathematics Curriculum (2023).

Assessment approaches include:

- Teacher observation during lessons and activities
- Purposeful questioning and math’s talk
- Teacher–pupil conferencing
- Analysis of pupil work and error analysis
- Teacher-designed tasks and investigations
- Portfolios and samples of work
- Peer and self-assessment
- Standardized testing (administered annually)

- Assessment information is used to inform differentiation, identify pupils requiring additional support or challenge, support continuity between class levels and contribute to reporting to parents and guardians
- Standardised test results are monitored from year to year and compared with national averages. In Four Masters National School we are always striving for improvement and best outcomes for our pupils

SEN Provision for additional support in maths.

- The Drumcondra Early Numeracy Test is administered at Senior Infants on an annual basis, mid to late May. Results are analysed based on the raw score. Pupils scoring at or below 17 raw score will qualify for supplementary teaching in maths.
- The New Drumcondra Primary Numeracy/Screening Test (Level 1) is administered at First Class on an annual basis, mid to late May. Results are analysed based on the following criteria- Criterion reached, approaching criterion and Criterion not reached. Any pupils who have not met the criteria or are approaching criteria will receive supplementary intervention in Second Class in Maths with an SEN teacher until reviewed in February.
- The Drumcondra Primary Maths Tests are administered to all classes from 2nd to 6th, mid-late May. Results are analysed and any children scoring at or below the 14th percentile in the Drumcondra Maths Test will receive supplementary teaching in maths. In a particular year, if the level of need across the school is lower and there is additional capacity available within the SEN team, consideration may be given to children attaining a slightly higher score in the Drumcondra Maths Test.
- The following criteria is used by SEN teachers at the February review point to determine whether a child needs to continue with supplementary support or has progressed significantly to be discharged from supplementary teaching: an alternative standardised test (New Micra-T and Sigma T Tests) are administered to review progress.

Differentiation

Differentiation in Mathematics at Four Masters National School recognizes that pupils learn at different rates and in different ways. Teachers differentiate learning experiences to ensure that all pupils are appropriately supported and challenged.

Differentiation strategies include:

- Varying the level of task complexity and challenge

- Use of concrete materials and visual supports
- Flexible grouping and pair work
- Scaffolded questioning and guided discovery
- Extension and enrichment activities for pupils demonstrating high ability
- Additional teacher support for pupils experiencing difficulty
- Use of ICT (iPads, Topmarks, IXL Maths etc)

Linkage and Integration

The teaching of Maths is central to almost all teaching in the Four Masters National School. Skills taught in Maths will be transferred to other areas of the curriculum for example Geography, mapping, distance, scale. P.E-active number games, counting score, calculating distance etc. STEM-huge mathematical emphasis. History-Timelines etc; Other school events e.g. Maths Week, Cake Sales, School Fairs involving budgeting, counting of monies etc.

Recording and Reporting

Teachers maintain records of pupil progress in Mathematics which may include assessment notes, work samples, test results and observations. Progress is communicated to parents through parent–teacher meetings, end-of-year reports and standardised test reporting.

Parental Involvement

Parents are made aware that the plan is available from the school office and on the school website www.fourmasters.ie, if they wish to read it. Parents will be keenly involved with the teaching of Maths in the school through helping with their children’s homework, attending annual PT meetings and through less formal meeting with teachers throughout the year.

Implementation, Review and Ratification

This updated Whole-School Mathematics Plan will be implemented from September 2025.


Currently the Junior Infants to 2nd Classes will use the Maths My Way programme, however this is an interim measure while all class teachers will research and trial all other available programmes with a view to finding a comprehensive programme that meets the needs of our school. However, significant focus will remain on hands-on, active lessons connected to real life for pupils in our classes.

3rd - 6th Classes will also use samples from various other programmes with a view to choosing the most suitable programme for the school, which will be implemented in September 2026.

All classes will use the elements, strands and strands units for planning purposes. This Whole-School Mathematics Plan will be reviewed every three years.

Responsibility for implementation and monitoring rests with class teachers, the ISM post-holder, the Principal and the Board of Management of Four Masters National School.

Ratified by the Board of Management on: June 10th, 2025.

Signed:  (Principal) Date: 10/06/2025

Signed:  (Chairperson) Date: 10/06/2025