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Maths Policy

1. Introduction

This policy outlines how Mathematics and Numeracy are taught, supported, and assessed at **St. Nicholas School**, in line with the **new Primary Mathematics Curriculum (PMC)**, **Department of Education**, and **NCSE (National Council for Special Education)** guidance for learners with **moderate, severe, and profound general learning disabilities**.

At St. Nicholas School, we recognise that all pupils are unique learners. Mathematics provides essential skills for communication, independence, and participation in everyday life. Our teaching focuses on **functional numeracy, real-life application, individual progress**, and aligns with the **vision of the PMC** — encouraging exploration, problem-solving, reasoning, and meaningful mathematical engagement.

2. Purpose

The purpose of this policy is to:

- Ensure consistent, structured, and meaningful delivery of Mathematics across the school.
- Embed the **PMC vision**: fostering creativity, curiosity, collaboration, and mathematical reasoning in all learners.
- Provide guidance for teachers and SNAs on planning, teaching, and assessing numeracy through **IEPs and Individual Pupil Support Plans**.
- Promote functional mathematical skills that enhance independence, confidence, and quality of life.

3. Scope

This policy applies to **all staff** — teachers, SNAs, and leadership — involved in planning, delivery, and assessment of Mathematics across the school.

All learning takes place **within class groups**. There are **no withdrawal sessions**; support is provided collaboratively by the class teacher and SNAs.

4. Guiding Principles

Mathematics at St. Nicholas School is guided by the following principles:

1. **Individualisation:** All pupils learn through **IEP-based programmes** and individual support plans.
2. **Inclusion:** Every pupil accesses Maths learning at their own level in the classroom.
3. **Functionality:** Maths is taught through **meaningful, everyday experiences** (e.g., money, cooking, shopping, time).
4. **Consistency:** Common approaches and language are used across the school.
5. **Collaboration:** Teachers, SNAs, and leadership work together to plan, implement, and review Maths learning.
6. **Progression:** Learning focuses on **small, measurable steps**, scaffolded appropriately, promoting independence.
7. **PMC Alignment:** Teaching incorporates the **PMC vision and pedagogical principles**, including problem-solving, reasoning, mathematical communication (“maths talk”), and exploration.

5. Curriculum Framework

- The Maths curriculum follows **NCSE guidelines** for Moderate, Severe, and Profound General Learning Disabilities.
- Learning outcomes are adapted for each pupil using **IEP targets** and the **PMC strands**:
 - **Number**
 - **Shape & Space**
 - **Measures**
 - **Data**
 - **Pattern & Relationship**
- Learning activities are **integrated into daily routines and cross-curricular experiences**.
- Staff use **progression continua** from the PMC, adapted to the developmental level of each pupil.

- Rich, meaningful tasks and opportunities for **mathematical reasoning and problem-solving** are embedded where appropriate.

6. Teaching and Learning Approaches

Mathematics is delivered using **multi-sensory, hands-on, and functional experiences**, with reference to PMC pedagogical features:

- Use of **real-life materials** (coins, measuring tools, cooking items).
- Encouraging **exploration and play** for early developmental learners.
- **Task analysis**: breaking skills into small steps with repetition for mastery.
- **Mathematical communication** (“**maths talk**”) adapted to each pupil’s language and cognitive abilities.
- Collaborative teaching: teachers and SNAs work together.
- **Assistive technology and ICT** to enhance engagement.
- **Opportunities for reasoning, problem-solving, and decision-making**, appropriate to individual pupil levels.
- **Scaffolded learning and generalisation**, ensuring skills transfer to functional contexts.

7. Planning and Assessment

- Each pupil’s Maths learning is planned and assessed through their **IEP / Individual Pupil Support Plan**.
- **Formative assessment** is continuous: observation, work samples, checklists, and functional task outcomes.
- **Progression is tracked termly**, with review meetings and updated targets as needed.
- Assessment strategies reflect PMC guidance on **responsive, supportive, and inclusive assessment**.

8. Roles of Staff

- **Teachers**: Lead planning, teaching, and assessment, ensuring alignment with IEP targets and PMC strands; support reasoning, problem-solving, and exploration.
- **SNAs**: Support active engagement, independence, and practical application of numeracy under teacher direction; provide feedback for assessment.
- **Leadership Team**: Provide resources, professional development, and monitoring; ensure staff are familiar with PMC guidelines and progression continua.

9. Parental Involvement

- Parents/guardians are consulted during IEP planning and informed of progress.
- Home activities are suggested to reinforce skills (sorting, counting, measuring).
- Collaboration ensures consistency and transfer of numeracy skills to everyday life.

10. Resources

Resources include concrete materials, visual supports, interactive software, and functional real-life objects.

Resources are shared across classes to ensure **consistency, continuity, and adherence to PMC principles.**

11. Professional Development

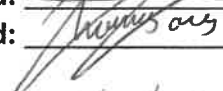
- Staff engage in ongoing professional development related to **numeracy, PMC implementation, functional teaching, and multi-sensory approaches.**
- Opportunities are provided to **share good practice** and learn from external guidance (NCSE, Oide, PDST).

12. Monitoring and Review

- The **Principal and Leadership Team** oversee implementation.
- Policy and programmes are reviewed **annually** (or sooner if required by Department, NCSE, or PMC updates).
- Reviews consider **pupil progress, staff feedback, and new curriculum developments.**

13. Policy Ratification

This policy was ratified by the **Board of Management of St. Nicholas School**
It will be reviewed on 01/11/2027 or when required

Signed:  Chairperson, Board of Management
Signed:  Principal

Date: 05/11/25