JONAH
SPECIAL SCHOOL

# MATHEMATICS

# POLICY

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Roll Number – 20380B
RCN – 20204520
Principal – Caitriona Barry
Clinical Director – Niamh McEvoy

# Mathematics Policy Jonah Special School

## Introduction

This plan was initially drawn up in September 2019 by the teaching staff of the school. It was then disseminated to all staff and parents for comment and was subsequently ratified by the Board of Management of Jonah Special School. It has been reviewed periodically since that date.

## Vision

We aim to provide a broad and balanced curriculum carefully tailored to individual need. Mathematics is essential in preparing our students to lead as full and independent lives as possible.

## Aims

- To provide an overall picture of our basic approach to Maths.
- To ensure that there is provision of practical experience of Maths through the culture of rhymes and songs.
- To ensure continuity in the use of Maths language and Lámh signs.
- To develop our awareness of Maths opportunities in the immediate environment.

## Curriculum Planning

Strands (All Classes) –

- Early Mathematical Activity.
- Number.
- Pattern and Sequence (Algebra).
- Shape and Space.
- Measures.
- Data.

The main emphasis for Mathematics in the Severe and Profound Curriculum include –

- Using Maths meaningfully as part of the students' everyday experience.
- Provision of a variety of experiences and opportunities for all students to develop their sensory awareness, their ability to reach out, explore and solve problems thus developing an ability to solve problems and understand basic mathematical concepts.

- Building up the student's awareness of similarities and differences in the properties of familiar objects.
- While the student may not be able to express him/herself verbally he/she will hear verbal descriptions of what they are discovering as they discover it.
- Developing the student's ability to imitate.
- Facilitating the development of symbolic understanding.
- Developing the ability to express choice.
- Developing interaction between staff and students as they engage in activities.
- Promotion of interaction with peers.
- Play is essential to allow the student explore the properties of objects and awareness of cause and effect and object permanence.
- Improving the students understanding of the environment to increase his/her interest in it and to improve his/her ability to interact with it.

The main emphasis in the moderate curriculum include the approaches above and –

- Consistency in use of functional Maths language and concepts accompanied by visual reminders.
- Value of real context and emphasis on social value of mathematics.
- Practical Experiences – using money, addition, subtraction, recipes etc.
- Creating a Maths friendly school environment.

The main emphases for Mathematics in the JC L2LP Curriculum include –

- Recognising Numbers & Place Value Assessment Brief 1 – Includes; Number Revision, Odd and Even Numbers, Counting to 100, Recognising Numbers, Number Sequences, Grouping, Numbers in Everyday Life, Place Value , Money Place Value, Measurement -Place Value, Measurement – Weight, Measurement – Length and Distance, Measurement – Capacity, General Measurement, Big Numbers .
- Addition and Subtraction Assessment Brief 2 – Includes; Addition and Subtraction Revision, Addition Words and Sums, Subtraction Words and Sums, Addition and Subtraction, Estimation, Rounding.

## Approaches and Methodologies

- Discrete Maths Lessons reflected in classroom planning.
- Play – exploratory, structured 3-dimensional, game.
- Integration across the curriculum and with life skills.
- IEP goals.
- Active learning strategies.
- Use of concrete materials.
- Guided Discovery.
- Talk and discussion and use of functional language.
- Linkage and integration through thematic materials.
- Use of the environment.
- Using mathematics meaningfully with emphasis on the value of real contexts.
- Emphasis on clear communication using written, visual and tactile aids

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## Assessment and Record Keeping

A checklist of objectives to be recorded gradually over the student's school career. In addition, a combination of the assessment methods listed below will be used –

- Teacher Observation.
- Checklist (Moderate).
- Data collection on IEP goals.
- Anecdotal evidence.
- School reports.
- Photographs and video.
- Work samples where appropriate.

## Equality of Participation and Access

It is the policy of this school that all children be exposed to a broad and balanced curriculum. Individual participation and access will be reflected in each student's IEP. Each student will be offered a range of experiences not limited to his/her ability to reach the next steps

## Timetable

Mathematics is an integral part of the school day and will be taught during 1:1 and group sessions with the teacher, and reinforced by the non-teaching staff. Opportunities for mathematics occur naturally in the course of the school day and these opportunities will be fostered and maintained during daily routines. Mathematical concepts will also be reinforced through an integrated approach during community outings. Time spent on Mathematics is reflected in individual teacher's timetables. SNAs will reinforce concepts introduced by the teacher during 1:1 sessions.

## ICT

A list of I-Pad apps and content has been collated. Any new apps purchased will be added to database as appropriate. The internet will be utilised for research purposes and teachers will be encouraged to share ideas and methodologies.

## Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for Mathematics provide information and guidance for individual teachers for their long and short-term planning. Teachers leave all long-term planning on principal's desk in advance as agreed during staff meetings in September and short term planning and evaluation is handed up at the end of each month. Collaboration and discussion on planning matters is encouraged at staff meetings and planning days.

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## Staff Development

- Staff will be encouraged to attend relevant courses and time will be given during Croke Park hours as appropriate for dissemination of information and sharing of good practice.
- A bank of suitable resource books will be available in Principal's Office.
- All teachers have access to current research, reference books, resource materials and websites dealing with mathematics on class laptops.

## Parental Involvement

Parents will be involved at IEP Meetings in formulating targets which reflect Maths. The following areas will be discussed with parents as appropriate –

- Encouraging play with water, sand and 3-D objects.
- Emphasising 1:1 correspondence when giving out items.
- Using natural opportunities to point out similarities and differences or to play matching games.
- Point out and naming interesting shapes, numerals, colour and patterns in everyday objects.
- Using natural opportunities to emphasise number patterns in a fun way with rhymes and songs.
- Structured and unstructured play.

## Community Links

As part of any developing links with other schools we will use opportunities to work on early mathematical activities e.g. parachute games, simple board games, cooking, music sessions etc. As part of community outings we will continue to develop awareness to use of Maths in the everyday environment – shopping, use of money and number in the environment.

## Success Criteria

The success of the implementation of this plan will be reflected in –

- Teachers' preparation based on this plan.
- Procedures outlined in this plan consistently followed.
- Feedback from teachers/parents/school community.
- Inspectors' suggestions/report.

## Implementation

- All teachers will report on the success of this plan.
- The principal has overall responsibility to ensure that this plan is working.
- All staff has responsibility to ensure that the Maths Resources are audited and available for all teachers.
- All extra Maths resources are stored in the staffroom and labelled accordingly.

**Jonah Special School**

Mathematics Policy

This policy was adopted by the Board of Management of Jonah Special School at its meeting held on:

**Ratified by the Jonah Board of Management on: _____**

**Date**

**Signed: _____**

**Principal**

**Signed: _____**

**Chairperson, Board of Management**

***Next Review Period: September 2024***

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