



St Anne's School and Sixth Form College

Mathematics Policy

Published Summer 2013, updated September 2018

1. INTRODUCTION

This policy document is written after consultation with the teaching staff and Governor with responsibility for mathematics and was presented to the Local Education Authority and the Governing Body in the Summer term 2013. It was reviewed and updated by the Curriculum Co-ordinator in September 2018.

It is a working document, which reflects the ethos and practice within the school in relation to Mathematics. It has been written with due regard to the requirements of the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

Curriculum Co-ordinator: Hendi Longman

Basic Skills co-ordinator: Sally Sullivan

2. FUNDAMENTAL PRINCIPLES

The underlying principle is to

- develop mathematics skills which are relevant and applicable to individual pupil's needs and abilities
- encourage pupil's enjoyment, confidence, and ability in mathematical skills
- teach mathematics in a variety of contexts that both challenges and stimulate pupils.
- work within the National Curriculum and Early Years Foundation Stage whilst ensuring that pupils are given time to work at their own level

As a school we believe that everyone has the right to equal opportunities. Our curriculum reflects equality and diversity and is fully inclusive. All pupils have an equal opportunity to access the experiences that St Annes School has to offer.

3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to Mathematics.

The co-ordinator will:-

- ensure a consistent approach throughout the school in line with statutory documentation
- Plan and deliver staff training
- Promote a common approach to assessment
- monitor record keeping

- Liaise with Senior Management to attend in-service training courses and disseminate relevant information to staff.
- Support staff and ascertain their training needs in consultation with Senior Management.
- encourage parental involvement
- manage, maintain and up-grade resources
- represent the school in any suitable curriculum leader meetings
- update policy when necessary
- Monitor and evaluate the teaching of Mathematics across the school.
- Lead moderation meetings of the subject

It is the responsibility of all staff to support pupils in their development of mathematics in specific lessons and across the day.

4. PRACTICE

The Delivery of Mathematics

At St Anne's each pupil is working within their own level of ability and will have individual Mathematical targets on their Learning Profile.

Maths targets will be taught individually and within small groups.

At St Anne's we believe that Maths for pupils with S.L.D. needs to be taught within a variety of functional contexts, to enable our pupils to gain an understanding of Mathematical concepts in relation to their daily lives.

In order to achieve this Maths is taught in:

- Structured 1:1 teaching session or small group sessions.
- By use of TEACCH work schedules and systems.
- In practical activities e.g. food technology, shopping, play
- In the consolidation and practice of routines.
- Through experiences and opportunities for problem solving.

All pupils are encouraged to use computers and other I.C.T. resources to support and develop their understanding of Mathematical concepts.

Differentiation will be achieved by:

- Pupils working on learning objectives relevant to their learning needs.
- Presentation of appropriate activities and materials
- Individuals working at their own pace.

Early Years Foundation Stage

Children are supported in developing their understanding of Mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

Key Stage 1 and 2

Each class has a Maths session 4 times a week lasting approximately 40 minutes. Session content is derived from pupil's Learning Profiles and the National Curriculum.

Mathematical skills are incorporated into the termly themes.

Key Stage 3

Each class has a maths session 3 times a week, lasting approximately 40 minutes. These sessions are derived from pupil's Learning Profiles

Activities to generalise skills include visiting a local supermarket and other areas of the community

Key Stage 4

The class has 1 session a week which is unit based - taken from Learning Profiles
The remaining maths sessions are practical Maths and English, and AQA entry qualifications.
These are written to cover all abilities.
Skills generalised also include the use of money.
The students visit local supermarkets and cafés on a regular basis.

Sixth Form

Mathematics continues to be delivered by the class teacher both on and off site, concentrating on generalising skills already learnt and using them in practical life skill situations. One session is the running the school fruit and vegetable shop. The pupils weigh the fruit and vegetables; they are then sold to staff and parents. Skills generalised also include the use of money.

Sessions are based on Learning Profile targets and practical Maths and English e.g. Tree View Café. Personal Progress and AQA Maths units. Work placements incorporate elements of Mathematics.

Planning, Recording and Assessment.

All pupils will have a pupil progress record for Mathematics on b squared, which refers to EYFS, P scales, NC Level 1, 2 and 3.

This details the areas of Mathematics that the pupil's have achieved and what they are currently working on.

Targets are written and evaluated annually, and updated as pupils meet them.

B squared is updated termly.

Individual pupil's progress in Mathematics is reported on in the EHCP's and targets are set for the forthcoming year.

This policy will be updated when necessary by the postholder/or curriculum co-ordinator who will make recommendations and amendments in consultation with the Management Team.

Each pupil's level of attainment is assessed on b squared (from Summer 2014). In the Early Years Foundation Stage, pupil's level of attainment is assessed against the Development Matters Statements and the Early Years Foundation Stage Profile. Pupils in the PMLD group will be assessed on the Sensory Curriculum 5 areas of learning. If applicable the information will be transferred onto P level assessments.

5. RESOURCES

All pupils are entitled to have a variety of motivating resources to encourage a broad and balanced mathematic curriculum. Resources include:

- Stacking toys
- Construction toys
- ICT programmes
- Photo packs
- DVD's CD's
- Puzzles jigsaws
- Educational visits
- Switch access
- I Pads
- Recording equipment

6. DOCUMENTATION .

Teachers will record Mathematical achievements /experiences for pupils and continually up date their records.

7. SPECIAL FACILITIES

Topic work in Key Stage 1 and 2 will incorporate Mathematics where appropriate

8. INSET

We review how and when we will deliver in-service training to staff and to the school population.

The CPD co-ordinator advice staff on suitable courses and they will feedback to staff and evaluate the course they attended.

9. LIAISON WITH OTHER SCHOOLS

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss ways forward e.g. Inclusion.

Liaison between the Head and Curriculum co-ordinator from other partnerships.