



Numeracy Policy (KS1-KS3)

In numeracy we aim to:

- Equip students with the knowledge and understanding necessary for daily living
- Develop the mathematical skills required to study other subjects
- Develop logical reasoning, problem solving strategies and the ability to think in abstract ways
- Foster a positive attitude to mathematics and an appreciation of its relevance and value.

Teaching and Learning

At Victoria Education Centre, we provide a broad and highly differentiated curriculum. Learning experiences are crafted in such a way that the length, pace and content of lessons are matched to the ability and learning style of each pupil. Planning reflects the need for students to experience frequent repetition and revision of skills. Overlearning is key to success.

Mathematics provision is based on a variety of publications, selected according to the individual needs of the students. Some pupils follow the EYFS curriculum, others the MSI curriculum and others the National Curriculum for mathematics. Routes for Learning is also used by some teachers as an assessment tool and for setting objectives. Early learning will take place mainly through play activities. Practical, concrete activities are an essential part of our provision throughout KS1 – KS3, as many of our students struggle to develop abstract concepts. Every attempt is made to ensure that students with limited use of their bodies are included in these activities. Lessons will include multi-sensory activities, irrespective of the level at which the children are working. A high level of adult support will be required to achieve this.

Particular attention is paid to the language of maths. Students will be encouraged to talk about their reasoning and methods of working. All users of AAC should be provided with symbolised mathematical vocabulary and taught to use it appropriately.

Classrooms have the basic equipment required to deliver a broad range of mathematical experiences. There is also a base for shared resources. There are number of published schemes available to be used as a resource for ideas, although most resources used in lessons will be created by teachers. ICT resources are used as teaching tools, to provide access to the curriculum and to give opportunities for independent work and reinforcement activities.

The development of a sound concept of number is a key skill. Difficulties in acquiring numerical understanding impact significantly on success in all aspects of life. At VEC we ensure that subject specialists have knowledge of the numeracy curriculum and that they capitalize on opportunities to reinforce mathematical understanding in a wide variety of contexts. These cross-curricular links are noted in medium and short term plans and the co-ordinator is available to give ideas and guidance.

The decision whether to set homework will be taken by teachers on an individual basis.

Assessment and Student Records

Progression in mathematics occurs through the development of knowledge, understanding and skills. Progress is formally measured in levels and national expectations are in place for the end of each Key Stage. The students are streamed into groups in KS3, KS4 and KS5. Students are given opportunities to gain accreditation in maths at a variety of levels, both in KS4 and KS5.

Each teacher of numeracy is responsible for making formal and informal assessments and keeping a record of the progress made by the students they teach using SOLAR. Meetings to moderate and share examples of work take place in the spring term.

Teacher observation is the principal assessment tool used in KS1-KS3. The outcomes of assessments are used to inform planning, set long and short term targets, report to parents and other agencies, to guide teachers in their judgement of whether or not students should be entered for the National SAT. Data is analysed by the data manager and staff informed of the outcome. This allows the co-ordinator and teachers to take appropriate action, including the implementation of intervention programmes.

The Role of the Maths Subject Leader

There are two Subject Leaders at Victoria Education Centre; each Subject Leader is responsible for a different Key Stages.

The Subject leaders work closely with staff and the Maths link Governor to plan for and sustain improvement in the teaching and learning of Maths.

The Subject Leader will:

- Lead staff development, increasing confidence and expertise with INSET, staff meetings, support and advice.
- Take the lead in policy development and strategies designed to ensure progression and continuity in Numeracy throughout the school.
- Support colleagues in the development and implementation of planning.
- Support colleagues in assessment and record keeping activities.
- Monitor progress in Numeracy, and work with the Educational Leadership Team to decide and implement action to be taken
- Monitor teaching and learning and disseminate good practice through learning walks.
- Take responsibility for the subject budget by purchasing and organising Numeracy resources.
- Keep up to date with developments in maths education and disseminate information to colleagues as appropriate.
- Represent the school in a local maths development group and host some events.
- Seek feedback from pupils by taking a diagonal slice through the school and asking students how they feel about the subject. Teachers and support staff will be required to gather incidental comments made by pupils during lessons to be fed back to the subject leader.

(See Subject Leadership Policy)

Liaison with parents, the community and other schools

There are three formal opportunities for parents/carers to discuss their child's progress and targets in Numeracy during the academic year. All students will also have an Annual Review meeting. Parents are encouraged to contact the class/subject teacher if they have any concerns in the interim.

Written reports are sent home biannually (see Assessment, Recording and Reporting section).

The subject leader(s) attend local special school maths network meetings and external moderation/accreditation meetings as required.

Carolyn Nelms	
Dated: October 2017	Due for revision: October 2018