

# Mathematics Policy

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.

Mathematics provision is based on a variety of curricula, selected according to the individual needs of the students. Some pupils follow the EYFS curriculum, some the MSI curriculum, some a semi-formal curriculum and others the National Curriculum for mathematics.

Early and semi-formal learning will take place mainly through play activities. The Conceptual Development domain of the MSI is the area that fits most to early maths and these objectives are covered in food technology, gardening, sensory stories, show and tell and art sessions. Practical, concrete activities and pictorial representations are an essential part of our provision throughout the school, 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 include multi-sensory activities, irrespective of the level at which the children are working. A high level of adult support is required to achieve this.

Attention is paid to the language of maths. Students are encouraged to talk about their reasoning and methods of working. All users of AAC are 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. White Rose

Maths and Power Maths schemes are to be used in Key Stages 1 -3 as a resource for ideas, although some resources used in lessons will be created by teachers and individualised according to need. ICT resources are used as teaching tools, to provide access to the curriculum and to give opportunities for independent work and reinforcement activities. We currently subscribe to My Maths, Dynamo Maths and Numbergym.

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. Individual maths objectives to be worked on throughout the day are outlined in PLPs and achievements are captured, mainly by support staff. Possible cross-curricular links are noted in medium and short term plans and the co-ordinator is available to give ideas and guidance. Interventions run for students who are identified as underachieving through the IAP system.

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

### Assessment and Student Records

Each teacher of mathematics is responsible for making formal and informal assessments and keeping a record of the progress made by the students they teach using SOLAR. Students are entered for end of key stage SATs if appropriate.

Meetings to moderate and share examples of work internally and externally take place during the spring term.

The students are streamed into groups in KS4 and KS5. In KS4 all students are given the opportunity to gain accreditation in maths at GCSE or Entry Level. Those working at levels do the maths sections of Transition Challenge.

Teacher observation is the principal assessment tool. 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 Mathematics Subject Leaders

There are two Subject Leaders at Victoria Education Centre; the primary leader is responsible for key stages 1-3 and the senior leader for key stages 4 and 5.

The Subject leaders work closely with staff and the Maths link Governor to plan for and sustain improvement in the teaching and learning of Literacy and 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 mathematics throughout the school.
- Support colleagues in the development and implementation of planning.
- Support colleagues in assessment and record keeping activities.
- Monitor progress in mathematics, 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 mathematics resources.
- Keep up to date with developments in mathematics education and disseminate information to colleagues as appropriate.
- Represent the school in a local network meetings and host some events.

(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 mathematics 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 annually

The KS 1-3 subject leader attends local Primary Maths Network meetings and external moderation/accreditation meetings as required.

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