

## **Mathematics Policy**

### **Introduction**

Royal Cross Primary School is a small Community Special School in Preston. The school is primarily a school for the deaf but also provides an appropriate learning environment for children with communication difficulties such as ASD & SLCN. We believe 'Communication is the key' to success and everything we do is geared towards developing language and communication skills.

We are keen to make our children aware of the importance of mathematics in their everyday lives and numeracy skills are a vital part of our curriculum. It is important for us to provide the numeracy skills that will be invaluable in later life.

### **The Nature of Mathematics**

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The Programmes of Study from the National Curriculum for Teaching Mathematics aim to ensure all children

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

We will do this by teaching:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics

- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and experiment

### **School Policy and the National Curriculum**

Knowledge, Skills and Understanding

At KS1 and KS2 teachers ensure that all parts of the National Curriculum Programme of Study are taught as appropriate.

### **Breadth of Study**

Through careful personalised planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- A personalised teaching approach to make sure that all the children are taught at their appropriate level.
- A creative curriculum to ensure that Mathematics is not taught only as a discrete lesson but is embedded through our topic based work so children have the opportunity to use their mathematic skills in a range of different sessions throughout the day.
- practical activities and mathematical games
- problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating e.g. mental, pencil and paper and using a calculator
- working with computers as a mathematical tool

### **Scheme of Work**

Our school scheme of work is based on that developed by the Lancashire Special School Mathematics Network.

### **Cross-Curricular Issues**

As part of the creative curriculum, the school also teaches maths through a 'topic' on a termly basis giving plenty of opportunity for Maths to be taught across the curriculum.

### **Teachers' Planning and Organisation**

Each class teacher is responsible for the teaching of mathematics in their class in consultation and guidance from the mathematics coordinator.

Teachers are required to teach the children based on National Curriculum programme of study but it is up to the discretion of the class teacher as to how this is done to meet the children specific needs.

Teachers may choose to teach 4 -5 discrete mathematics lessons a week or an equivalent amount of time allocated at the teacher's discretion. It is useful for the teachers to be able to apportion the maths times flexibly so that staff can personalise learning to the child's individual needs.

All children have a mathematics based target in their IEP where staff can work on specific areas where the children may need more focused support.

### **Assessment and Record Keeping**

All weekly plans are annotated by the class teacher to inform future planning.

Medium term plans are also annotated to show what has been covered in the term.

Samples of work are regularly levelled and mediated both internally and externally with staff from other special schools, this has provided a bank of examples of levelled work for teachers to use when assessing individual pupil's work.

IEP related maths targets are reviewed 3 times a year and progress is recorded through PIVATs scores.

### **Reporting to Parents**

Reports are completed before the end of the summer term and parents are given opportunity to discuss their child's progress in the year through their child's annual review.

Copies of the children's IEP are sent home so the parents are aware of specific targets the children are working on. Parents are encouraged to discuss these targets with the staff.

### **Records of Achievement/Collecting Evidence**

Pieces of work are levelled during the year and mediation meetings are carried out both in school with school staff and out of school with staff from other schools.

### **Parental Involvement**

The policy is available for parents to view at any time. Parental workshops have been set up to help give parents advice and strategies for working with their children at home to support the work in school.

### **Monitoring and Evaluation**

Teachers use Long Term Plans with detailed Medium Term Plans to cover the breadth of the curriculum based on the Lancashire Track Back System

PIVATs data is collected yearly to monitor children's individual progress and help inform the co-ordinator of any exceptional progress or particular difficulties that children may be experiencing.

Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings.