



High Park School
Learning for Life

Maths Policy

Approved by Governing Body	Chair of Governor signature: Date:	Principal signature: Date:
Policy Review Date	July 2021	

Statement of Intent

At High Park, we believe that every pupil has the right to a high quality education that enables them to achieve their potential. It is the duty of every one of us to provide that opportunity to the children and young people in our care. We inspire our pupils to challenge themselves at all times. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners.

We work to build the self-esteem and confidence of our pupils through a broad and appropriately balanced curriculum, which is differentiated to meet individual needs so that they feel equipped to address new learning opportunities and challenges. At High Park all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning.

As a school we recognise that maths is both a key skill within school, and a life skill to be utilised through everyday experiences.

At High Park we are focused on developing consolidated and transferable skills for life. A high-quality maths education provides a strong foundation for understanding how maths is effectively used in everyday life and activities.

Through the teaching of maths, we aim to develop:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world.
- A process of enquiry and experiment.
- An ability to solve problems and think logically in order to work systematically and accurately.
- An ability to work both independently and in cooperation with others.
- Competence and confidence in pupils' maths knowledge, concepts and skills.
- An appreciation of the creative aspects of maths and an awareness of its aesthetic appeal.

This policy reflects the beliefs of the governors and staff and the implementation of this policy is the responsibility of all members of the High Park School Community.

Mission Statement

At High Park School we:

1.1.1 Respect, trust and value ourselves and each other.

1.1.2 Aim for our personal best and share in our successes.

1.1.3 Hear every voice.

1.1.4 See change as a chance to grow.

1.1.5 Make learning fun.

The purpose of this policy is:

- To ensure the best quality learning and teaching for all our pupils.
- To ensure equality of opportunity for all our pupils who have an education, health and care plan or a statement.
- To promote the ethos of our school where we have the pupils' interests at the forefront of all our activities.

Signed by:

_____ Principal Date: _____

_____ Chair of Governors Date: _____

1. Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

DfE (2013) 'National curriculum in England: Mathematics programmes of study'

DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and Responsibilities

2.1 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum/ Equals and other identified schemes of work and advising on their implementation.
- Monitoring the learning and teaching of maths, providing support for staff where necessary.
- Ensuring the continuity and progression within and across Bases
- Developing staff skills and understanding of how to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all maths-related resources.
- Liaising with teachers across all Bases / age phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of maths in subsequent years.

2.2 Teachers/class leads are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' mathematical skills, with due regard to the national curriculum/Equals and other identified schemes of work.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum/ Equals and other identified schemes of work

- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on to parents via the assessment and reporting systems used throughout the year.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Our Curriculum

Our curriculum is developmental and child centred, with our recognition that each pupil will have a different pathway. We use a 'creative curriculum' which recognises the professionalism of teachers in being able to plan and deliver the best lessons for the specific children in their care ensuring a rich and varied experience. Our curriculum aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of adult life. As pupils move through the school, the skills they need for living become an integral part of learning.

4. Early Years Provision

4.1 Activities and experiences for pupils will be based on the seven areas of learning and development through a continuous provision, as outlined in the DfE's 'Statutory framework for the early year's foundation stage'.

4.2 Provision for early year's pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

5. Key Stage 1 – 4

5.1 The teaching of mathematical skills needs to be explicit in planning, but it may be taught as a discrete subject, across the curriculum and throughout continuous provision.

5.2 Staff should teach knowledge, skills and understanding in age-appropriate ways that match and challenge their pupil's abilities. Continuous provision (Primary) and Extended Provision (Secondary) is provided in each class. Within this there will always be opportunities for mathematical learning through the range of activities and investigations available to the pupils. Within maths teaching there will be appropriate opportunities for group work, focused individual teaching and independent work as appropriate to individual pupils' needs.

5.3 Mathematics is a developmental subject and needs to be taught according to the developmental level of understanding of individual pupils ensuring appropriate stretch and challenge. Breadth and variety of experience will be maintained through the identified schemes of work and the use of imaginative, motivating resources and activities.

5.4 The long-term curriculum overview which is based on a three-yearly cycle provide the basis for medium-term planning and schemes of work. Individual teachers to use these to inform their short-term weekly planning.

6. Post 16

Post 16 pupils follow a Life Skills curriculum, augmented by accreditation at an appropriate level through: ASDAN towards Independence and where appropriate ASDAN Personal Progress

7. Assessment and Recording

7.1 Assessment is built into the teaching and learning process for all pupils. It is a valuable tool for informing staff of the next steps in learning. Assessment at High Park is ongoing,

7.2 Formal assessment takes place using adapted 'P' levels 1 – 8 and the Pre-Key Stage Standards (reportable at end of year for years 2 and 6, as from 2019) each year in October, February and April when data is collected and progress measured.

7.3 Each pupil has a minimum of one annual target in Maths, which is based on targets set within the EHC Plan (Cognition and Learning). This target is broken down into achievable, measurable Personalised PIP targets. These are evaluated daily and weekly as appropriate and amended when necessary (a minimum of 2 times per half term).

7.4 Observation including written observations, photographs and videos are also used as an assessment tool to demonstrate pupil progress. This formative assessment process helps staff understand how each child is learning and informs further planning and progression.

7.5 All staff are encouraged to consider 'next steps' for pupils which helps to inform the next PIP target and are reflected in pupil's half termly Evidence of Progress recording.

7.6 Progress in mathematics is reported to pupils, parents, carers and other professionals through the Evidence of Progress books, EHCPs and End of Year reports

7.7 Achievement is also reflected in displays around school and on the school website.

Please refer to the Teaching & Learning Policy.

8. Equal Opportunities

- All pupils will have equal access to the maths curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all maths lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- High Park aims to provide our more able, independent learners with appropriate opportunities to extend their mathematic thinking through extension activities such as problem solving, investigative work and research of a mathematic nature.

9. Monitoring and Review

- This policy will be reviewed on an annual basis by the Deputy Principal and the subject leader.
- The subject leader will monitor teaching and learning in the subject at name of school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- The governing body will be briefed on the teaching of numeracy through the sharing of assessment data and the subject leader will attend Governor Meetings at appropriate intervals, as directed by the Principal to share relevant updates on the development of Maths across the school.
- Any changes made to this policy will be communicated to all teaching staff by the subject leader.