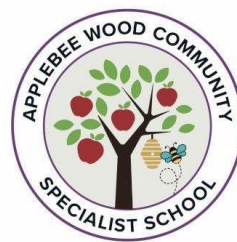


Applebee Wood Community Specialist School

Mathematics Policy



INTENT

At Applebee Wood Community Specialist School, we believe that our pupils should be encouraged to enjoy Mathematics and be confident in taking risks when solving problems that they are faced with.

Our creative curriculum promotes individualised learning and is tailored to support the needs of all our pupils. Where possible, learning is also contextualised allowing our pupils to understand the world around them and inspire them to become life-long learners.

All in all, our pupils are provided with a variety of mathematical opportunities that engage their interests, promote their resilience, and ensure that they become confident mathematicians.

IMPLEMENTATION

At Applebee Wood Community Specialist School, Mathematics is taught daily a minimum of four times a week. In addition to this, most classes complete morning work that incorporates pupils IEP targets.

Throughout school the following approaches are used when teaching Mathematics*:

1. Practical work
2. Games, including interactive
3. Group / Individual work
4. Discussion between teacher and pupils
5. Discussion between pupils themselves
6. Consolidation and practice, including homework
7. Investigations
8. Out of classroom learning

* Different pupil pathways can impact upon which approaches are used.

Below are the different pathways that our pupils follow in Mathematics:

EYFS

In EYFS, Mathematics will be taught as an integral part of topic work. Mathematical aspects of the children's work will be matched to the objectives that are set out in the Early Learning Goals. Children will then be provided with a variety of play and practical situations to support their understanding of basic mathematical concepts.

Key Stages 1-2

In Key Stages 1 & 2, pupils in the formal learning classes tend to have a wide range of ability. Therefore, at the beginning of the autumn term, each pupil is assessed to ensure that they are being taught at the appropriate level. Each pupil will then follow a tailored scheme of work linked to the Progression Steps Framework, of which will be reflected in the teachers Medium-Term plans.

Key Stage 3

In Key Stage 3, pupils will follow the same progression document as used in Key Stages 1 & 2 to ensure continuity of learning. Each pupil will then be assessed yearly to identify any gaps to learning and teachers planning will then be adapted accordingly. Mathematics will also be taught through cross-curricular links, allowing pupils to implement their knowledge and skills into real life situations.

Key Stage 4

In Key Stage 4, pupils will encounter an increased amount of contextualised learning. Those who are working below entry level will be supported with a personalised curriculum that will suit their individual needs. All pupils working at entry level or above will follow the AQA Entry Level linear course in mathematics and work towards the completion of a functional skills qualification. Pupils that are working higher than entry level will get the opportunity to study GCSE level.

Semi-Formal Curriculum

Due to the ever-changing needs of our pupils, in September 2019 we introduced a semi-formal curriculum. These semi-formal pupils follow the same progression document as formal learners, however, are taught through a thematic approach where it is expected that fewer teachers will deliver the cross-curricular lessons in a more 'primary' style approach to learning.

Intensive Support Curriculum

As of September 2023, an Intensive Support Curriculum has been introduced for our most complex learners. This is focused on delivering Mathematics through a thematic approach and taught through topic work. Mathematics lessons will focus on the use of the Numicon Curriculum and will limit which strands the pupils are taught to ensure a solid understanding of Number is enforced for each pupil. Pupils will focus on other strands of mathematical learning through play, exploring shape, space, and measure, whilst also working towards their individual targets and building on real world understanding.

IMPACT

At Applebee Wood school, the teaching of Mathematics will not only incorporate cross-curricular links but will encourage pupils to become successful learners and apply their mathematical knowledge, skills, understanding and reasoning to all areas of life.

Impact will be seen by the following:

- Standardised Mathematics test – annually at the start of each year
- Pupil progress against Early Learning Goals and Pre-Key Stage Standards
- Formative / summative assessments – data will be collected and analysed by primary and secondary subject lead 3 times per year
- Use of interactive resources – IXL, TTRS
- Learning walks of classroom environments
- Teacher and pupil observations
- Work scrutiny – internal / external moderations
- Pupil progress meetings
- Pupil voice questionnaires
- IEP analysis
- External qualifications achieved in Key Stage 2 (SATS) & Key Stage 4 (Pre entry Level unit awards, ASDAN transition challenge, AQA Entry Level Certificate, Edexcel Entry Level Functional Skills, Foundation & Higher tier GCSE)

Date of reviewed policy	<i>September 2023</i>
Reviewed by	<i>Mr. Dobrijevic Miss. McLaughlin</i>
Date of renewal	<i>September 2024</i>