



CRIBDEN HOUSE SCHOOL

MATHEMATICS CURRICULUM POLICY

Purpose Statement of Cribden House School

"We instil the belief to succeed"

Vision

Our vision is to:

- Achieve Lancashire-wide recognition as the best provider of education for children with Social, Emotional and Mental Health Difficulties and Autism.

We will achieve this by:

- Continuously developing highly skilled practitioners and leaders at every level.
- Sharing our skills, knowledge and values across the whole community of Lancashire schools to create a greater belief in the potential of children with SEMH and ASC to succeed in a range of settings.
- Extending our provision across all Key Stages so that Cribden House can impact the lives of children right into adulthood.
- Developing ambitious school leaders who will run successful SEMH and ASC schools in the future.

Introduction

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.

Aims

Through careful planning and preparation, we aim to ensure that throughout our school children are given opportunities to develop:

- A positive attitude towards mathematics
- Competence and confidence in mathematical knowledge, concepts and skills
- Practical activities and mathematical games
- An ability to solve problems, reason, to think logically and to work systematically and accurately.
- Open and closed tasks
- Individual, group and class discussions and activities
- An ability to use and apply mathematics across the curriculum and in real life
- A range of methods of calculating - mental, pencil and paper and using a calculator.
- Working with computers/Ipads as a mathematical tool

Scheme of Learning and the National Curriculum

All the children will be taught the knowledge and skills of Maths as outlined in the National Curriculum document (2014). We follow 'White Rose Maths' which outlines key learning broken down into small steps. The units are designed to be cohesive and allow for application of learning and skills across the mathematics curriculum. Class teacher's planning is unique to cater for a range of learners. A mathematics progression document is used to ensure objectives are appropriately matched to the level of the children and sufficient challenge is in place.

Mathematical resources are stored centrally and are audited annually.

Planning

Each class teacher is responsible for the mathematics in their class in consultation and with guidance from the maths subject leader and senior management. Planning is monitored by the subject lead and SLT. Individual and personalised interventions are planned and delivered to children who need extra support to achieve their personal targets.

Cross - curricular

Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities. Forest school activities also provide opportunities for children to learn mathematics outdoors.

Recording and Assessment

Maths is taught in a variety of different ways; it is not always vital that children are recording their work in books. Teachers plan activities based on the needs of the children within their classes. These activities could include:

- Role play activities.
- Practical activities using different equipment.
- Outdoor learning - using the forest area.

Therefore, in these instances photographic evidence may be seen either in books or on the school system. Assessments are completed termly using BSquared which are reported to subject lead, SLT and governors. Internal and external moderations are held to ensure judgements made are accurate.

Calculations - see separate policy

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