TOR VIEW
A SPECIALIST LEARNING COMMUNITY

# MATHS POLICY

## Subject Aims

In teaching mathematics and the development of early cognition, we have the task of developing for all our pupils/students

- The ability to explore, investigate, understand and change the world around them
- The potential to apply the skills of making comparisons, identifying differences, investigating relationships and establishing connections
- An ability to use and apply mathematical skills and knowledge across the curriculum and in real-life situations.
- The opportunity to develop functional skills, enabling them to be successful and contribute to society as a citizen.
- The ability to become successful learners through relevant and appropriate learning challenges

We aim to teach mathematics in line with the National Curriculum across Key Stages 1-4 and the Adult Numeracy document in Key Stage 5. We use the National Curriculum, and the Early Years Foundation Stage as a basis for planning our child centred learning. The curriculum is suitably differentiated to allow pupils with a wide range of learning difficulties access to the subject at an age appropriate level. As a school we recognise the importance of mathematics in developing each pupils' aspiration, learning and language for life and seek opportunities to extend these across the range of learning environments offered.

Individual targets are identified in accordance with our Assessment, Recording and Reporting Policy. These are taught specifically through Key Skills Lessons following the guidelines in our Key Skills Policy Document.

## Class organisation and teaching & learning styles

Foundation and Key Stage 1 and 2 are taught in mixed ability class groups by their class teacher.

- Foundation Stage provision runs from reception to the end of year specific 2. Mathematical development is facilitated through daily access to resources and materials across all areas of continuous provision.
- Key Stage 2 classes have 2 discreet lessons based on the primary scheme. They also have 5 key skills lessons which provide pupils with the opportunity to work on individual key areas of development through a mathematical focus.

- Pupils involved in inclusion in the primary department work in line with their mainstream peers at a suitably differentiated level.

Key Stages 3 and 4 are taught in ability set Key Stage groups.

- In addition, all pupils receive 1 or 2 specific numeracy lessons following an adapted version of the Mathematics National Curriculum.
- Numeracy is accredited through Functional skills tests at Entry Level 1,2 3 and Level 1 for Year 11.

Key stage 5

- Adult Numeracy is taught for one lesson per week. They also have 5 key skills lessons which provide students with the opportunity to work on individual key areas of development through a mathematical focus.
  Numeracy is accredited through Functional skills tests at Entry Level 1,2 & 3 and Level1 & 2.

Intensive Support Centre

Mathematics objectives are taken from individual's Education and Health Care Plan (EHCP) and broken down into specific targets to support the development of functional numeracy skills. Over the course of the academic year, these targets are broken down and taught in small manageable steps during daily Key Skills lessons. These targets are also delivered within sessions within the curriculum such as Sensory interaction and Therapeutic music to consolidate and encourage functional and engaging numeracy.

**Teaching and learning**

Pupils will have the opportunity to experience and develop their skills in maths through:

- Individual, group and whole class work.
- Practical work and investigations based on real-life problem solving.
- Oral and written work supported by the use of communication aids where appropriate.
- Multi – sensory activities
- Information Control Technology, including access to interactive whiteboards and internet resources.
- Cross curricular events and activities
- Themed weeks; Cognition Week.

**Planning and Lesson Format**

Planning across the school is based on the objectives from the P Scales, Early Years Foundation Stage, National Curriculum and adult learning document.

In the Foundation Stage, planning for mathematical opportunities is part of the ongoing provision. In the rest of school, teachers should plan across a term following the guidelines for their key stage. Planning is done at three levels within a class or teaching group using the objectives document.

The exception to this format is for pupils in the foundation stage, learners with profound and multiple learning difficulties (PMLD) and ISC learners. These pupils follow a more

individualised lesson format focusing on developing early cognition and the prerequisite skills needed to understand mathematical concepts.

## Progression

Across the school, progression is shown through pupils achievement of learning objectives (see Teaching and Learning Policy). However, pupils at Tor View do not all progress in the same way their mainstream peers do. Progression can also be shown through the variety of learning activities and resources offered to pupils. Some pupils may remain on a given level for a term or even longer. In some cases, progression may plateau or even regress. Pupils need to spend time consolidating, maintaining and generalising skills at each level. Teachers need to plan for progression by assessing where the child is at and planning a range of appropriate and challenging learning activities.

## Assessment

A baseline assessment is carried out on pupils new to school using small steps to success assessment. This is then used to track progress across the school. These formative assessments lead to the annual assessment (SS2S document), which, in turn, informs future target setting. Ongoing assessment for learning (AFL) activities should be carried out to identify progress and inform future planning. Written work should be marked, annotated and dated in line with the whole school marking policy. Where written or recorded work is not appropriate, photographic evidence may be used to record progress. Progress in maths as part of individual's key skills is also recorded in the annual review.

In Key stage 5, a baseline assessment is carried out using diagnostic assessment in Year 12. Pupils are then taught according to ability and teachers set appropriate functional targets to work towards achieving a Functional Skills test at Entry Level 1,2,3 & Level 1 (See Assessment, Recording and Reporting Policy).

## Resources.

The primary, secondary and FE maths co-ordinators are responsible for the basic resources and the purchase of new and consumable equipment. Maths resources will be reviewed as a regular part of the school development plan. Resources are stored in the individual classrooms, with a central bank of topic based resources in the science room.

## Cross Curricular Skills & Themes.

Delivery of the maths curriculum is intended to support and develop pupil's key learning skills across the curriculum, with particular reference to Literacy, ICT, Science and Personal and Social Development (PSD). Where appropriate, we aim to provide practical opportunities through other subjects to give pupils realistic examples of the application of number, geometry, statistics and measure. Opportunities to link maths work with topics in other subjects is also encouraged, for example linking shape work to work on 3d structures in art and design.

**Mathematics Statement of Intent**

At Tor View School, we aim to instil in our students a fundamental understanding of how Mathematics links to the wider world. Mathematics equips students with a uniquely powerful set of tools to understand and change the world in which they live. Learning basic principles of maths is essential to functioning independently within the world. In everyday life we are faced with numbers, from getting the right bus, counting money in a shop to employment. Students understand and make connections in different areas of maths so they can apply skills to solve problems in a range of contexts. We intend to provide immersive opportunities for children and young people to develop their problem solving skills whilst maintaining practical application to functional opportunities. By linking Mathematics with the wider curriculum and developing a deeper understanding of mathematical concepts and how they apply to the 'real world', we aim to ensure that our learners are equipped with core skills in which to make sense of, and access, the world around them. As a school, we follow the National Curriculum for Mathematics and the Adult Numeracy curriculum which is supported by curriculum advice and guidance from White Rose Maths Hub. Our students will explore key concepts across the topic range of Mathematics, including; number, calculation, geometry, measurement and statistics. Opportunities will be provided throughout their time at Tor View to engage in topical, functional applications such as; handling money at the school's careers and enterprise week, developing concepts of time in order to catch a bus safely in independent travel, weighing and measuring ingredients in order to follow a recipe in Food Technology and Nutrition. Fundamentally, we want our learners to develop problem solving skills in order to be able to better access life long independence.

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