

YEWSTOCK SCHOOL



Maths Policy October 2012

Aim

At Yewstock we are aware of the importance of Maths in so much of our lives and the vital role it plays in helping pupils to learn to be independent and skilled adults. To that end all pupils will have access to a broad and balanced Maths curriculum. The aim of all teachers should be to allow children to have fun in their lessons and to enjoy and get success and satisfaction from this aspect of their learning. It will be taught in accordance with the National Curriculum while taking account of the specific needs of pupils at Yewstock.

Delivery of curriculum

Maths will be taught daily (or at least 5 times per week if curriculum constraints make a daily lesson impractical) in the Primary Department. In the Secondary Department Maths will be delivered as timetabled by the Curriculum Co-ordinator. It will be delivered in accordance with the Primary and Secondary Curriculum Maps.

Pedagogy

The curriculum will be presented in a way that takes account of the pupils':

Level of ability

Level of communication

Learning style – with the emphasis on kinaesthetic and visual learning for most of our pupils.

Sensory approaches will be used for those pupils not yet able to access other forms of learning

Age (using age appropriate materials)

All strands of the maths curriculum will be taught. However, there will be greater emphasis placed on functional skills, particularly for those pupils moving on to a more life skills based programme. This will mean a greater focus on the Using and Applying element of the subject.

A common vocabulary of mathematical terms will be used differentiated by pupil need and department.

A common method of calculation will be used across the school unless the needs of a particular pupil mean that an alternative approach is necessary.

Homework

Homework will be set if the Teacher considers it appropriate for the pupil.

Feedback for Pupils

Feedback will be given in a way that is most appropriate for each pupil. It may be via the marking of work or be oral, visual or aural including the use of sensory materials in some cases. When appropriate work will be annotated to indicate the level of support pupils needed to achieve the task.

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Assessment

Formative assessment will be based on observation (both by teachers and learning support staff) and assessment of written work.

A summative assessment will be carried out during the summer term for those pupils at a level able to access the testing materials.

All Testing will be done using the GL Assessment Progress in Maths to ensure consistency and to track pupil progress (teachers may elect to use additional assessment materials).

Testing will be carried out by Subject Leaders to ensure consistency.

Pupil Tracking

Where pupils are identified as making less than good progress discussions will be held with teachers to establish what interventions might be put in place to improve their learning. This may include the use of Learning Mentors, programmes set up on Dynamo Maths or other catch up schemes identified by teachers. Targeted Learning will be used to ensure the needs of each pupil are met.

Recording

B² will be used for recording ongoing assessment.
Levels from B² will be used as a basis for providing data for CASPA.

Monitoring

Moderation meetings will be held both within school and when possible with other schools to work towards consistency of levelling.

Subject leaders will take in samples of work each half term to monitor accurate levelling and full curriculum coverage. The focus for the sampling will be decided by the Subject Leader. It will take account of the Maths Policy.

Enrichment Days

Enrichment Days will be held periodically focussing on particular aspects of maths, both to enhance the children's interest and learning and to offer opportunities for developing ideas amongst the staff teams.

Staff Training

Staff will be encouraged to undertake relevant training, particularly where it has been identified that there is a need for this.

Liaison with other schools will be encouraged by having regular meetings with maths specialists from other special needs schools.

When and where appropriate 'learning walks' will be encouraged both within school and with other schools.

Staff will be encouraged to share good practice with their colleagues.

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This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

P Gibbs – Primary Subject Leader
K Viney – Secondary Subject Leader

Date reviewed by P&C Committee 21st November 2012

Date adopted by Full Governing Body 28th November 2012

Date of next Review 21st November 2014