



The
Westminster
School



Maths Policy

Safe Happy and Learning Together
Building foundations and providing
opportunities to create confident,
aspirational and independent members
of our community.

Approved by Governing Body on:

Signed by Chair of Governors:

Head Teacher:

Lead Personnel:

Date of Review:

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Vision for Maths

We are surrounded by mathematics in our everyday lives. Making a drink, catching a bus, shopping for food and budgeting an income are all vital skills we need for independent living. Mathematics helps children to make sense of the world around them. By developing their ability to calculate, to reason and to solve problems, it enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. The more familiar and proficient our students become with maths in the real world, the more confident and effective they will feel as members of our community.

Mathematics is taught throughout the school from Key Stage 2 to 5 to pupils aged seven to nineteen with a range of MLD+ (Moderate learning difficulties). Pupil's ability ranges from P4 to GCSE level.

Aims

- To develop pupils enjoyment of maths.
- To encourage pupils to use maths across the curriculum and in real life situations
- To develop investigational skills through practical tasks and learning challenges.
- To develop initiative and an ability to work both independently and in cooperation with others
- To promote learning through a wide variety of teaching and learning styles.
- To deliver the Maths Programmes of Study taken from the National Curriculum appropriate to the level of the children.

Supporting policies and documents

The policies that support the teaching and learning of maths are:

- The Teaching and Learning policy.
- The Feedback policy.
- The Behaviour Management policy.
- The E-safety policy including Access to the Internet and Acceptable Use policy.
- The Learning Outside the Classroom policy.
- The Child Protection and Safeguarding policy
- SHaLT (Safe, Happy and Learning Together) policy.
- The SMSC (Spiritual, Moral, Social and Cultural) policy.

Curriculum

Mathematics is a core subject in the National Curriculum which is used as the basis for implementing the statutory requirements of the programme of study for mathematics. Our Schemes of work are Topic based and focus on the schools 'Westminstars' Challenge based Curriculum in key stage 2 and 3 and accreditations in key stage 4 and 5.

KS2 and KS3

- In Key Stage 2, topics cover a four year curriculum plan. In Key Stage 3, topics cover a two year curriculum plan. At both phases we ensure that all genres of Mathematics in the schemes of work document are covered. These are working documents that are regularly reviewed and updated to meet the New National Curriculum and the needs of our pupils

- Through the 'Challenge based Topics', schemes of work and medium term planning, we endeavor to engage pupils by appealing to their interests whilst ensuring that the mathematics we are teaching is relevant and useful to the 'real world' and (where possible) cross curricular.
- Medium Term Planning, documents the progressive steps, experiences and learning objectives needed to be carried out by pupils to accomplish their challenge for each half term.
- Basic number skills are taught throughout the week as independent lessons by the class teacher. Lessons are individually differentiated to meet the needs of all the pupils.

KS4 and 5 (14-19)

- KS4 complete OCR entry level Mathematics accreditation at the level appropriate to them.
- KS5 complete functional skills type accreditations at the level appropriate to them.

The Mathematics Subject Leaders for KS2, 3, 4, 5 are responsible for monitoring the mathematics planning within the school.

Cross Curricular Links

Although Mathematics is taught as a separate subject, every effort is made to link Maths with other areas of the curriculum. Mathematical possibilities are identified across the curriculum at the planning stage. Children's attention is drawn to the links between Maths and other curricular work so children see that Maths is not an isolated subject. This is addressed in the Numeracy across the Curriculum Policy.

Supporting children with Complex SEND

All the children within the school have a special educational need and disability, this can vary from mild learning difficulties - MLD+ this encompasses a range and a variety of learning difficulties and more complex learning needs. The needs of the children are very individual to each child and therefore planning and teaching is individualised to them where appropriate.

Gifted & Talented

Gifted and talented pupils are identified and targets for these children are then highlighted. Interventions are planned and put into place to meet their needs in order for them to progress further in all key stages.

Planning

- At Key stage 2 pupils follow The 'Westminstars' Challenge planning which is topic based but ensures coverage of the KS2 programme of study. Pupils are grouped in mixed ability classes. Planning reflect the interests and needs of the pupils by encompassing a range of practical, fun and 'real life' activities to maximise on

pupil's engagement and enjoyment of mathematics as well as give the application of maths a real life context.

- At Key Stage 3 pupils follow The Westminster School Maths plans based on the KS3 programme of study.
- At Key Stage 4 pupils follow the OCR Entry Level Course, this will be completed appropriate to the level of each child.
- At key stage 5 pupils will complete a progression through maths or an OCR functional maths award, this involves using and applying maths in real life situations.
- At KS2, KS3, KS4 and KS5 lessons of maths are be taught by teachers in small groups with extra support from learning support assistants where required.
- Medium term planning takes place every half term for KS2 and 3 and on a two weekly basis for KS4 and KS5, these are then annotated on a regular basis to identify any other teaching/learning/intervention opportunities where appropriate.

Feedback and Assessment

Progress is monitored throughout the year using SOMs (Skills Outcomes Maps) and by assessing outcomes of the 'Westminstars' Curriculum. The SOMs are progressive skills steps that range from 1 star to 8 stars. They comprise of targets that are linked to P levels and the new National Curriculum expectations. Assessment of the Westminstars Curriculum is carried out by RAG rating the outcome of lessons and Challenges and is based on cognitive learning.

In all keystages, the percentage of progress made by the pupils is assessed every half term and if any intervention needs to take place these are identified and put into place to ensure that pupils make as much progress as they possibly can.

- The assessment of knowledge and skills is planned for as part of the teaching process for key stage 2 and 3. This includes learning challenges and SOMs.
- Pupils are tracked within the four key elements of maths. These are Using & Applying, Number, Geometry and Data Handling.
- A wide range of teaching and learning styles are used, with an emphasis on practical mathematical activities and everyday life skills.
- Pupils are taught to use a wide range of appropriate mental & written strategies.
- Displays of maths work are used to emphasise and raise the importance of maths in the school.
- Opportunities are taken to develop the mathematical skills needed to support cross curricular links with other subjects (see Numeracy across the curriculum policy).

Monitoring

Monitoring of the standards of children's work and quality of teaching in mathematics is the responsibility of the subject leader and is supported by the Senior leadership team and Governors. The effectiveness and the impact of this policy, as a working document, must be evaluated over time. This will be carried out through regular monitoring of pupil outcomes, teaching and planning.

The work of the Subject Leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject whilst providing a strategic lead and direction for the subject in the school. The school's governing body is briefed regularly and given an overview of the teaching of Mathematics. They are also invited into school to see current practice.

The role of the Maths Subject Leader is to:

- Be responsible for the development of maths in school.
- Monitor the effectiveness of maths in school.
- Support teachers in their planning of maths.
- Disseminate new information.
- Provide or organise staff training.
- Be responsible for providing appropriate maths resources.

Homework

Children are given homework on a regular basis and are encouraged to complete this within a specified period of time. This enables children to practise and consolidate skills, to broaden the context of learning beyond the classroom and promote the reality of 'Maths' in the world around them. Homework also encourages children to take responsibility for their own learning, become more independent and develop perseverance.

Equality and Equal Opportunities Statement

This should be read in conjunction with policies for Disability Non-discrimination, inclusion, Racial Equality, Special Educational needs and the Equal opportunities)

The Westminster school 'Ethos and Aims' statement values the individuality of all our children. We are committed to giving all of our children every opportunity to achieve to their highest standards. This is ensured by taking into account all of their experiences, needs and abilities whilst providing a safe learning environment to meet the needs of the children. Equal opportunities in maths is given to all pupils.