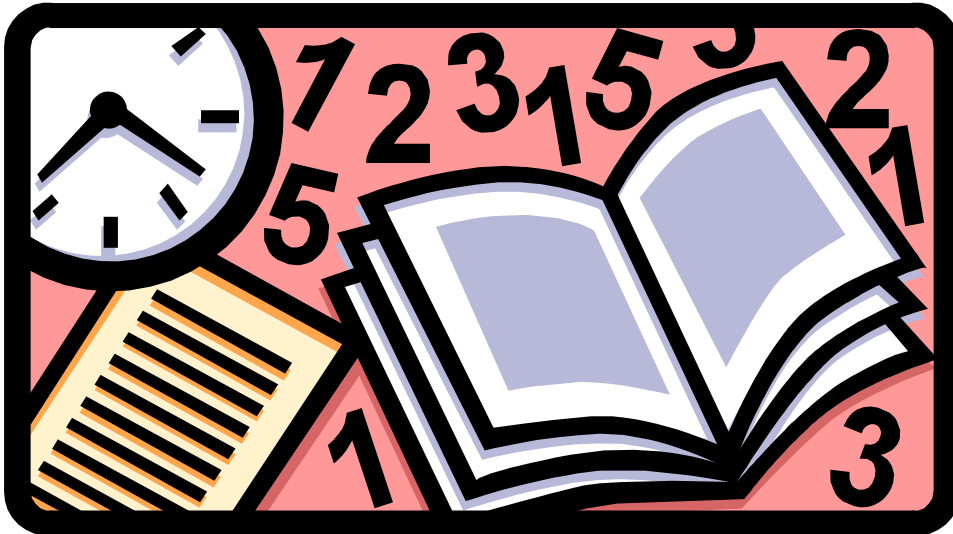




WOOLGROVE SCHOOL

Mathematics Policy



'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

Julian Wild and Sarah Williams

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MISSION STATEMENT

Woolgrove seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

INTENT

Our intent for the teaching and learning of Mathematics is for the children:

- To develop an enthusiasm and enjoyment of mathematical activities.
- To be confident to use numbers, prepositions, shapes, measurements and money, appropriate to the child's individual developmental stage and ability.
- To develop mathematical skills to meet the targets outlined in their EHCP.

For the staff:

- To be confident to provide engaging and motivating mathematical activities which motivate and enthuse the children to develop their mathematical abilities.
- Develop skills in line with the targets in their Educational Health Care Plan (EHCP).

IMPLEMENTATION

The children at Woolgrove School are taught in classes according to 5 different pathways. The 5 pathways are: EYFS pathway, Pre-Formal pathway; Semi-Formal 1 and 2 pathways and Formal pathway.

For each pathway, staff plan and deliver personalised learning based on the children's current Classroom Monitor targets. This can mean a variety of skills are delivered in one session: in a group or on an individual basis, whole class inputs are reduced to a minimum to ensure learning is specific to the needs of each child. Each session is assessed and recorded, informing the learning of the following session.

EYFS pathway follows the Early Years Foundation stage (2012). The Early Years curriculum teaches mathematics through a topic based, multisensory and play based approach. The children are taught through adult led and child initiated activities. Much of the learning opportunities are presented through child initiated learning of continuous or enhanced provisions. Children following the EYFS pathway will have opportunities to explore mathematics through a range of contexts from sensory exploration to formal recording in order to cater for every style of learner.

The Pre-formal pathway follows an adapted version of the Early Years curriculum. Classes following the Pre-Formal pathway are taught mathematics through a multisensory, practical and play based approach where the mathematics learning may be delivered in conjunction with other subjects to provide motivation and a greater context. Mathematics skills and knowledge will appear in continuous and enhanced provision. Activities are available for the children to practise and develop their independent learning and mathematical skills.

Semi-formal one and two classes follow an adapted Early Years curriculum with some learners transitioning to the KS1 National curriculum. Semi-Formal 1 pathway delivers learning in a multisensory and practical approach with high levels of visual and concrete supports with opportunities for over learning, and some evidence of recording in written style. Mathematics will appear in enhanced provision at set times.

Semi-formal 2 pathway delivers learning in a multisensory and practical approach with high levels of visual and concrete supports with opportunities for over learning in a more formal, written style. Mathematics will appear in enhanced provision at set times.

Formal pathway follows the KS1 National Curriculum (2014) with some aspects of the EYFS curriculum if appropriate. Formal pathways will use concrete and practical methods to introduce new concepts with opportunities to overlearn and record using written methods with a wide variety of scaffolds to support the learner. Some use of enhanced provision will support the application of new knowledge and skills.

Vocabulary

Mathematical vocabulary is a very important element of the mathematics lesson. Children need to understand mathematical vocabulary if they are to make good progress in mathematics. The children should be introduced to appropriate mathematical language at the right time. Staff will need to differentiate for their class where necessary. The use of visual symbols, signing, symbols and Communicate in Print can be used.

Strategies that may help:

- Use practical activity and concrete examples
- Model correct use of language
- Ask questions to ensure understanding
- Use a variety of teaching strategies to cater for the individual needs which will include visual, audio and kinaesthetic learners
- Autism – language suited to needs

Planning

There are three levels of planning carried out throughout the school: long-term, medium term and weekly planning. Details of our plans are available on the school website.

Assessment and monitoring

- Pupil progress is monitored using Classroom Monitor. Progress through these bands are recorded at two levels: 'Almost' and 'Met'. 'Almost' is awarded when a child has demonstrated the skill either with support or on some occasions but not yet consistently and across a range of contexts. Met is awarded when the child is able to demonstrate the skill independently across a range of contexts. For some children who have a particular skill in one area of mathematics but have not met all of the learning objectives within a band, some of the objectives may be marked as 'Exceeding' to show that the child is able to complete learning objectives in a higher band but still has areas that need to be met within the best fit band they are working within.
- Teachers record in class progress on Progress Tracking sheets (PTS) which are used to inform Classroom Monitor. Each individual's Classroom Monitor summative data is used as part of the Annual Review of the Education Health Care Plan (EHCP). This is then used to establish new individual targets for each pupil.
- The assessment data is collected regularly throughout the year and is used to monitor and track the progress and attainment of individual pupils and groups of pupils.
- Progress and continuity are ensured through regular monitoring, record keeping, moderation and work scrutinies.

- Assessment is based on teacher observations, questioning, written work and photographic/video evidence.
- Parents/carers discuss pupil progress and achievements in the daily home/school books, informal meetings, parent consultation meetings and at the EHCP Annual Review meeting

Monitoring

Monitoring mathematics will enable the mathematics coordinators to gain an overview of mathematics teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development. In monitoring of the quality of mathematics teaching and learning the mathematics coordinators will:

- Scrutinise plans to ensure full coverage of the mathematics curriculum requirements and check that plans match work and provision
- Analyse children's work
- Moderate children's work within school and across schools
- Observe mathematics teaching and learning in every class
- Observe mathematics teaching and learning in other primary classrooms
- Deliver necessary training to staff
- Analyse assessment data and use this information to identify trends, strengths and areas for development
- Regularly review the mathematics policy and scheme of work alongside staff
- Review the school development plan for Mathematics annually
- Meet with the Governor linked to Mathematics development in the school to discuss all aspects of Mathematics teaching, learning, progress and targets in this subject.

IMPACT

The above measures ensure that teachers are confident in delivering personalised learning through appropriate teaching strategies. Teachers are confident at assessing learning and have clear, progressive steps for planning and delivery, knowing what came before their targeted teaching and what needs to be taught next. Subject coverage across the school is broad while knowledge is secured before moving to the next skill/concept.

Pupils leave Woolgrove with diverse attainment levels consistent with a diverse cohort. However, each child will have developed mathematics knowledge and skills through a fun, stimulating and exciting environment. The children will have developed their own resilience and independence ready to apply their skills to the world they are in, accessing their full unique potential.

Equal Opportunities

All pupils have equal access and inclusive rights to the curriculum, regardless of their age, gender, race, religion, belief, disability, sexual orientation or ability. We plan work that is differentiated for the performance of all groups and individuals. Woolgrove School is committed to creating a positive climate that will enable everyone to work, free from any intimidation or harassment, and to achieve their full potential.