Mathematics Policy

1. AIMS AND OBJECTIVES

At Epinay School, Mathematics is recognised as being a key area of the curriculum for the students.

We aim:

To develop in all students, the confident and proficient application of mathematics in the context of the wider world and everyday life. To become mentally fluent mathematicians.

To provide continuity and progression in the 4 strands of the National Curriculum in mathematics:

1. Number
2. Measurement
3. Geometry
4. Statistics (Key Stage 2 and beyond)

- To make maths a challenging, inspiring and positive experience for all students.
- To allow students to function as independent learners, able to take their knowledge into other situations and continue to add to it when leaving school.

In order to fulfil the above aims it is necessary for us to ensure:

- the systematic progression through phases 1, 2, 3 & 4.
- that the programmes of study are given appropriate coverage. This is achieved through schemes of work which are influenced by Early Years Foundation Stage (EYFS) 2012 and the National Curriculum 2014.
- that all children have access to a range of mathematics resources.
- that mathematics experiences are focussed to enhance learning, creativity and curiosity.
- that appropriate exam syllabuses are followed and opportunities for students to sit examinations is given.

The intent of our Maths curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Function as independent learners, able to take their mathematical knowledge into other situations and continue to add to it when leaving school.

- Make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving problems
- Become confident and proficient in the application of mathematics in the context of the wider world and everyday life.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed in a variety of situations
- Be exposed to creative and exciting opportunities which will excite and inspire them
- Experience opportunities across all curricular areas for the development and application of Mathematical skills

The aim of this curriculum is to ensure that the skills and knowledge gained in phases 1-3 prepares students for qualification based learning in phase 4 and 5. Students will work towards qualifications suited to their individual level of learning. All students at Epinay will be encouraged to access at least one mathematics qualification by the end of Phase 4, which they can build on in Phase 5, or take on to their next educational setting.

2. CURRICULUM CONTENT AND TIME

Mathematics is taught in its own right and as an integral part of the curriculum. All planning is informed by schemes of work that follow the recommendations of the National Curriculum, coordinated by the subject leader. Content is adapted and tailored to the needs of the individual students and to the needs of the class group. During the year there is a focus on basic skills such as time and money.

All planning follows schemes of work co-ordinated by the subject leader, specifically for the students of Epinay and the curriculum offer. Key strands are focussed on to build skills and knowledge in the following areas:

- Number
- Fractions
- Measure
- Geometry
- Data

From the long term plan a scheme of work has been produced and implemented which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

Attitudes

Mathematics across the school is taught with the aim to develop a positive attitude towards mathematics amongst the students. Opportunities to use mathematics in a creative and enterprising way are embedded throughout the curriculum.

Spiritual, moral, social, and cultural development

The teaching of mathematics develops understanding about how other cultures have advanced mathematics. Each year there is dedicated focus on SMSC in Maths which is celebrated in displays and the school's Personal Development folders. The organisation of our lessons allows children to work together and gives them the chance to discuss their ideas and results.

3. Roles and Responsibilities

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor how effective teaching and learning strategies are in terms of raising student attainment.

Mathematics Subject Coordinator Lead

There is a designated Mathematics Lead to oversee the planning and delivery of mathematics within the school. The mathematics lead will be responsible for:

- raising standards in mathematics as a national curriculum subject
- facilitating the use of mathematics across the curriculum in collaboration with all subject coordinators and department leads within the school.
- providing or organising training to keep staff skills and knowledge up to date through regular meetings.
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- ensuring appropriate moderation exercises and lead meetings.
- monitoring the delivery of the mathematics curriculum and reporting to the head teacher on the current status of the subject through termly reports, headline documents, and quality assurance exercises

Monitoring

Monitoring mathematics will enable the mathematics coordinator lead 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 lead will:

- Scrutinise plans to ensure full coverage of the mathematics curriculum requirements through the implementation of schemes of work
- Work in partnership with the school's Deputy Head Teacher to ensure quality assurance is effective across the subject
- Analyse children's work
- Moderate children's work within school and across schools
- Observe mathematics teaching and learning throughout the school.
- Hold termly planning meetings with teachers.
- Analyse assessment data
- Regularly review the mathematics policy and scheme of work alongside teachers

Assessment and Record Keeping

Attainment and student progress is monitored using a system developed by the school. We have adapted the National Curriculum yearly objectives and renamed them “Stages”. Progress is monitored through steps identified as emerging, developing, secure and next stage ready. It is aimed at ensuring, the needs of all learners can be met with small steps identified to effectively measure progress. “I can” statements are used throughout to enable students to understand their own progress and develop the language to participate in the assessment process. For further information please read the school documents “Life After Levels” and the school’s “curriculum handbook.”

The progress in each phase is assessed as follows:

- Phase 1: Students work through objectives directly linked to and adapted from EYFS goals. The use of an electronic tracking system named “Evidence for learning” provides a platform to record assessment of the objectives.
- Phase 2 and 3: Students work on objectives from the stages documents to ensure skills and knowledge are gained at a rate suitable for the student in preparation for an accreditation pathway in phase 4.
- Lifeskills and SENSES: students work on practical objectives directly linked to PFA taken from the stages documents to ensure skills and knowledge are gained at a rate suitable for the student in preparation for an accreditation pathway (where appropriate) in phase 4.
- Phase 4 and 5: Students work towards outcomes from a relevant qualification pathway.

Students who are part of the school’s Life skills provision will be assessed against a set of objectives which have been carefully selected to ensure students are prepared to use basic maths skills in everyday life. Students who are able to access qualifications will also work on accreditation objectives to ensure they access the relevant level of qualification.

Marking

Is in line with the school’s marking policy.

Information and Communication Technology

The use of ICT will promote, enhance and support the teaching of mathematics at whole class, group and individual level. Extensive use of Interactive Whiteboards provides a motivating multi-sensory experience for our students.

Digital cameras, i-pods, i-pads and video recorders are used to produce photographs and recordings which can be used as a stimulus for mathematics.

Homework

Homework is set where appropriate and matches the needs and abilities of the student. Students are encouraged to learn number bonds and their multiplication tables weekly. Work can take various forms including the use of the online resources where appropriate. such as Mymaths.

Equal Opportunities

All students 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. Epinay 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

Monitoring and review

The policy will be reviewed annually.

Policy approved by Governors:	May 2023
Date of next review by Governors:	June 2024