



HIGHSHORE SCHOOL

Mathematics Policy

Highshore School is committed to raising the standards of numeracy and widening the experience of Mathematics for all its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum, and are equipped to meet the demands of further education, employment and adult life.

Aims and Objectives

Mathematics provides pupils at Highshore with experiences, skills and opportunities to:

- Build on their awareness of events and actions to recognise changes in patterns, quantity and space in their immediate environment and in the wider world
- Use their developing awareness to anticipate and predict changes
- Extend mathematical skills, experience and understanding which allow them to visualise, compare and estimate. For some pupils this will be achieved in abstract as well as concrete contexts
- To learn numeracy skills to gain greater independence in everyday life.
- To learn skills to manage money and personal finance
- Begin to think about the strategies they use and explain them to others
- To learn skills to manage time, space, shape, measurement and estimation, which can be utilised across the curriculum.
- To be assessed at regular intervals and prepared and entered for an appropriate nationally recognised accredited qualification.

Curriculum Content

Mathematics is taught for a minimum of four forty-five minute lessons per week in Key Stages 3 and 4. These courses are informed by Medium term plans, and are based on the National Curriculum objectives Levels 1-5 and P Levels 1-8.

In Key Stage 4 and 5 pupils are prepared and entered for accredited courses in Functional Skills in Mathematics and WJEC Entry Pathways modules.

The Programme of Study and Long and Medium term plans have been developed to meet the requirements of the National Curriculum and the specifications of relevant levels of assessment of Functional Skills in Mathematics.

The subject co-ordinator provides Long and Medium term plans. Teachers base their Medium term plans on the template given by the subject co-ordinator, and use them to plan lessons in Mathematics with appropriate differentiation, approaches, resources and activities to meet the needs of their students.

Teaching and Learning Styles

Mathematics is taught using a variety of styles: This will include group work with demonstrations and experiential opportunities. Individual programmes of work based on formative and summative assessment. Further learning opportunities are supported by; Life skills and functional skills programmes with cross curricular elements and experiences. Out reach into the community for life skills and everyday life maths opportunities, (shopping, travel etc).

Differentiated teaching and learning is supported by teacher development offered by Head of Maths, Individual learning assessments and plans, ICT and multi-sensory learning,

Monitoring and Assessment

This will be provided by

Lesson observations

- Formative teaching assessments will be made continuously using Bsquared criteria
- Progress measure against Individual targets set twice a year from IEPS
- Using level descriptors from the National Curriculum and P Levels
- Peer and self-assessment measure to be used to assess work at the end of each work period and set targets.
- Levels of attainment in topic areas are recorded twice yearly
- Subject co-ordinator's observations of lessons as well as senior managers' observations take place twice yearly
- Moderation of pupils' work compared to

Equal Opportunities

Head of Maths will ensure that resources being used are up to date, age appropriate and avoid racial, gender and class stereo types.

Differentiation techniques will be used to ensure that barriers to learning are identified and suitable and reasonable measures are implemented to support progress and wellbeing.

Teaching will be multi-sensory and experiential to promote interactive teaching and learning.

Personalised targets are made known to pupils and they are involved in the self-assessment and review of the learning goals

Other measures include

- Showing an awareness of the student's different learning styles and adapting accordingly
- Presenting a differentiated curriculum that is responsive to individual students
- Using a visual approach to their teaching
- Having adapted equipment and resources such as the interactive white board and age appropriate sensory mathematical equipment.

Cross-curricular Links

Mathematics is a vital skill and tool and is embedded in all curricula areas, whether this is sequencing, counting, calculating, classifying, sorting, predicting or generalising.

Links will be made with other curricula areas to support and enhance the delivery of mathematics. For example:

- Food Technology – measuring weight and volume
- Art – patterns and tessellations
- Geography – distance, directions and scales
- History – sequencing events
- ICT – programming simple sequences

This list is not exhaustive

Subject: Mathematics

Subject Leader: Jeff Gayle

Date: May 2015

Date ratified by Governors: June 9th 2015

Julia G. Kelly