

Oak Field School Policy for Maths

Philosophy

Mathematics helps to develop reasoning, accuracy, problem solving, spatial awareness and abstract thought.

It is important in everyday life and helps to equip pupils with the skills that enable them to communicate ideas and information to tackle a range of practical tasks and real life problems. Maths at Oak Field School encompasses financial capability.

Pupils at Oak Field School will have the opportunity to experience and engage in all areas of mathematics appropriate to their individual developmental needs.

Each pupil will access a broad and balanced mathematics curriculum which develops, encourages and maintains progress throughout the pupils' time at school.

Aims

To give all pupils the opportunity to be aware of, experience, engage in, develop understanding and access Mathematical concepts through stimulating practical activities.

To develop and build on individual skills and techniques to encourage positive achievement.

To support and facilitate progression for all pupils.

To ensure that all pupils access a broad and balanced experience of the Mathematics curriculum appropriate to their individual needs.

To ensure that delivery of the Mathematics curriculum reflects the needs of the pupils.

To ensure that, where appropriate, pupils achieve accreditation through externally awarding bodies such as ASDAN.

To roll out, revise and develop a teaching programme based on individual learning objectives, planned to ensure high expectations, consistent approaches and good progression through the school.

To develop interaction through whole class lessons and group work to encourage turn taking, sharing, communication and self evaluation.

Strategies for putting policies into practice

Mathematics may be delivered as a discrete subject, whilst creating a range of cross curricular opportunities.

Whilst National Curriculum requirements are adhered to, appropriate programmes of study are adapted to provide all pupils with relevant and appropriately challenging work at each key stage.

The method of delivery is varied and is designed to meet the needs of the individual learner.

The contributions of all pupils are respected and valued and the supportive safe environment created supports the generation of enthusiasm and interest in Mathematics.

Pupils throughout the school will be given the opportunity to experience all areas of Mathematics through practical activities and concrete experiences. All such activities are adapted to provide pupils with relevant and appropriately challenging work within each key stage.

The pupils access Mathematics through a wide range of experiences and activities. Children in the Lower School access their Mathematics curriculum through both discrete lessons and through cross curricular input as opportunity arises.

As well as through discrete lessons, pupils in the Upper School often access Mathematics through a wider range of activities, such as shopping, work related learning as well as gaining qualifications through a range of accredited courses such as ASDAN Personal Progress which includes 5 Maths units.

Roles and Responsibilities

Teaching and Learning in Mathematics is led by the Subject Leader who advises, supports, monitors and resources staff across the school.

Planning will be undertaken either as a shared responsibility or by individual / nominated teachers within Key Stages and will be based on the rolling programmes within each Key Stage.

Responsibility for delivering all aspects of the Mathematics curriculum lies with teachers of individual classes / ability groupings / year groupings as arranged within the Key Stages.

It is the responsibility of all teachers to provide work of an appropriate level for all pupils within their group (either class / Key Stage / ability based grouping).

Assessment and Recording

Assessment is continuous and informs planning. Individual students are set individual progress targets and learning objectives are integrated into differentiated planning. Progress is monitored at least twice a year with appropriate numerical and learning targets set as a result. Achievement is recorded on pupil work, pupil observations, weekly recording sheets, annual reviews and electronically using classroom monitor and e portfolios.

Summative assessment, via the classroom monitor assessment tool should take place at appropriate times throughout the year eg following the completion of a topic. It is the role of all those teaching Mathematics to ensure that assessments are regularly updated.

Moderation is carried out using the Nottingham City proforma, annually.

Monitoring, Review and Evaluation

Systematic monitoring and evaluation in order to help staff identify clear priorities for curriculum development and gather information for review should be carried out by class teachers, the subject leader for Mathematics and Senior Managers. Other staff should contribute to the process as appropriate. Pupils who have been involved in setting their own targets, should also be encouraged to be active in monitoring their own progress and evaluating the curriculum, where appropriate.

It is important for staff to monitor the effects on pupil progress and achievement of the planning, teaching and assessment methods used, resources and the pace of lessons.

The process should ensure that the curriculum is balanced, recognising and providing for all individual needs with appropriate curriculum content and pace of learning, enabling targets for all pupils to be met.

The curriculum should allow for provision for continuity and progression allowing previous learning to be built on, practised and applied.

Effectiveness of current programmes, methods, resources and environments should be reviewed and evaluated. The range of methodologies used, staff support, pupil groupings, progress made, learning outcomes achieved (including analysis of different cohorts) should be taken into consideration.

Reviewed January 2016.

Next Review due January 2018