



Delamere Mathematics and Numeracy Policy

Date of Policy: September 21

To be reviewed: Annually

This policy should be read in conjunction with other relevant policies: teaching and learning policy, Assessment and Recording Policy and communication policy.

Overview

Delamere School is a primary school for children with moderate, severe and profound and multiple learning difficulties and children with autism. Mathematics is an essential part of the Delamere curriculum. It is delivered through a variety of practical and purposeful contexts. Mathematics provides a way of viewing and making sense of the world. It is a fundamental tool that all of us require in order to understand our environment and to communicate our needs. It is therefore essential that the school should promote the mathematical experience of all its pupils. All our pupils are unique and it is recognised that teaching must be appropriate to each individual's ability and relevant and applicable to their lives.

Developing and increasing pupils' knowledge, skills and understanding of mathematics is core to our curriculum. The National Curriculum for mathematics aims to ensure that all pupils have opportunities to develop the fundamentals of mathematics to solve problems, calculate and reason. This policy underpins our work to ensure that all pupils are taught, where appropriate, each of the areas of mathematics including Number and Place Value; Addition and Subtraction; Multiplication and Division; Fractions; Measurement; Geometry and Statistics. It will ensure: high standards are achieved, that mathematics is taught well and that pupils make good progress.

The National Curriculum programmes of study are broken down into smaller steps and enhanced to accommodate the needs of each individual group, with teaching approaches and materials reflecting the age, experience and interests of the pupils.

Objectives – Intent

For pupils to show / have emerging awareness of activities and experiences.

For pupils to explore by trial and improvement, leading to learned responses over short periods of time

For pupils to cooperate with shared exploration.

For pupils to explore objects and materials observing the outcomes.

For pupils to show an awareness of number activities and counting, for example copying some actions during number rhymes, songs and number games; following a sequence of pictures or numbers.

For pupils to respond to and join in with familiar number rhymes, stories, songs and games, for example, using a series of actions during the singing of a familiar song.

For pupils to indicate one or two, and demonstrate that they are aware of contrasting quantities.

For pupils to demonstrate an understanding of one-to-one correspondence in a range of contexts. They join in rote counting for example, and count reliably making sets of objects and use numbers, counting backwards and forwards.

For pupils to demonstrate an understanding of the concept of “more” and “less”. Given a number, they will identify one more and one less

For pupils to use ordinal numbers when describing the position of objects, people or events.

For pupils to estimate amounts

For pupils to count, read and write numbers to in numerals; count in multiples.

For pupils to identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

For pupils to read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.

For pupils to solve problems that involve addition and subtraction, using concrete objects and pictorial representations.

For pupils to find and name fractions.

For pupils to demonstrate an understanding of measurement in all forms including money and time.

For pupils to recognise and use language relating to dates, including days of the week, weeks, months and years.

For pupils to recognise and name common 2-D and 3-D shapes.

For pupils to describe position, direction and movement.

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: “The best interests of the child must be a top priority in all decisions that affect children”. This policy has been created to keep the children at Delamere School safe and happy.

Implementation

- A range of teaching and learning strategies will be used in all mathematics lessons to capture pupils’ interest and to promote effective learning and progress. Staff are skilled in the development of resources geared towards the individual interests and capabilities of their pupils. Teaching is delivered through staff exposition of new concepts, mental and practical activities, individual and group work. Staff also take every opportunity to encourage pupils to apply and develop their mathematical skills through other subjects.
- Planning throughout the school will consider the varied and complex needs of the pupils, with plans to include differentiated teaching and learning objectives / activities. Mathematics is taught regularly in lessons which have structure and length appropriate to the age and stage of development of the children with a mixture of whole class, small group and 1:1 teaching.

- Teachers will use the schemes of work and guidelines, supported by an appropriate range of teaching and learning resources, to develop the knowledge, skills and understanding of every child, differentiating work, as necessary to ensure that all pupils, achieve high standards for their ability, making appropriate progress.
- Children will be encouraged, as appropriate, to; ask questions, solve problems, discover new information, apply and consolidate their knowledge, skills and understanding through first-hand experience, investigations and practical work, within their range of ability.
- Teachers will assess children's work in mathematics through formative and summative judgements by; asking questions, observing learners during lessons, observing pupils solving practical problems and listening to pupils' discussions. This includes the use of B Squared, Target Tracker, P level descriptors and the Early Learning Goals to support the teaching and assessment of Numeracy.
- The mathematics subject leader will support the teaching and learning of mathematics by; providing strategic leadership and direction for mathematics, monitoring progress and standards across the school, reviewing and revising the mathematics policy, monitoring and supporting teachers in the teaching of mathematics, keeping staff up to date on new developments in mathematics, monitoring the effectiveness of the planning and development of mathematics, auditing, monitoring the effective and appropriate use of resources and obtaining new resources. Along with identifying and organising future staff in-service training, if required.

In the EYFS:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Impact

- All pupils will have the opportunity to explore mathematical concepts
- All pupils will be supported to develop their mathematical skills and knowledge in line with their overall ability

In the EYFS:

- All children will develop their number skills
- All children will develop their numerical pattern skills

Evidence for Learning is collated through:

- Bsquared Assessment software
- Evisense
- Class Floor books
- Individual work books
- Displays of children's work
- Intervention Reports
- End of Year reports
- Annual Review of EHCP plan
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References

- Delamere Maths Programme of Study with supporting document can be found in Staff Read / Curriculum / Current Delamere Curriculum / Mathematics
- Bsquared Maths assessment software
- Statutory framework for the Early Years Foundation Stage effective from 1st September 2021
- National Curriculum 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf