

Manor School



The
Rise
Partnership
Trust
Love • Learn • Laugh

Manor School Maths Policy

2024/25

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Maths Policy

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1. Aims

This policy aims to provide an easily accessible overview of the expectations for high-quality teaching of maths at Manor School. Detailed guidance on how to adapt and apply this for the teaching and learning of pupils in our setting is provided within the Maths Guidance and Financial Education documents for staff.

2. Legislation and Guidance

This policy reflects the requirements and expectations set out in:

- Special Educational Needs and Disability (SEND) Code of Practice 2014
- Equality Act 2010

In addition, Manor School uses guidance from the following sources to inform the maths curriculum:

- The Engagement Model
- Pre-Key Stage Standards
- The National Curriculum programmes of study for maths
- EHCP Outcomes: 1) Communication and Interaction, and 2) Cognition and Learning

3. Curriculum Intent

Maths is a key life skill for our pupils and underpins our school vision to ensure that our pupils become as independent as possible. Our school motto, 'Love, Learn, Laugh', underpins our maths lessons. We teach maths in a fun, hands-on, and visual way. Every pupil is exposed to a breadth of highly engaging learning opportunities tailored to meet their needs and current developmental level, enabling them to excel and reach their highest potential.

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Maths targets are designed to teach pupils important functional and academic skills that correspond to their EHCP outcomes and National Curriculum outcomes, helping prepare them for adulthood. Our maths teaching aims to support pupils in becoming fluent in the fundamentals of mathematics, reasoning mathematically, and solving problems by developing their understanding of concepts, their ability to recall and apply mathematical knowledge, and their capacity to make generalisations.

Maths is split into two areas: "Number", which encompasses strands such as counting, calculation, and problem-solving, and "Geometry & Measure", which covers a wide range of strands and closely links to communication and skills for life. In the EYFS curriculum, mathematics is taught across two areas: "Number" and "Numerical Patterns". This approach ensures a broad and balanced exploration of mathematical principles, fostering a holistic understanding of numbers and spatial relationships.

We take a comprehensive approach to teaching mathematics. Our curriculum is designed so that strands build upon each other, incorporating opportunities for pupils to practise recalling and applying previously acquired knowledge.

Teachers differentiate their teaching and target-setting to meet each child's unique profile of strengths and needs. We use Numicon resources to support the understanding of number concepts and incorporate therapy recommendations into our maths lessons. We also draw on children's interests to plan motivating lessons, so they are intrinsically motivated to engage.

At the start of their maths journey, pupils engage in activities that help them grasp cardinality and ordinality (e.g. 1:1 correspondence, small quantities, number rhymes). In Geometry & Measure, pupils encounter learning experiences related to shapes, patterns, and various concepts (e.g. different types of measurement, position, and direction), introduced in a developmental sequence through play and exploration.

In addition to the maths long-term plans, pupils are exposed to lessons on financial education to develop numerical confidence with money and the skills needed to manage finances successfully. This complements our school aims in preparing for adulthood.

Where appropriate, we aim to incorporate current technology into Geometry & Measure lessons, such as using online maps to follow directions. This approach helps pupils connect mathematical concepts with real-world applications and provides essential life skills for navigating the digital world they will encounter in the future.

Cross-curricular opportunities to apply mathematical knowledge are provided through Life Skills, P.E., Science, and Music lessons, My Money Week, and Maths Day activities, as well as OT and SaLT sessions. Maths interventions are also offered to pupils who need additional support in this area of the curriculum or to higher-achieving pupils who would benefit from further challenge.

Manor School is a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) outlines the rights of all children, including the importance of ensuring children with disabilities have equal opportunities to thrive and grow independently.

Article 23: "A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence, and an active role in the community."

At Manor School, we are committed to promoting the independence of our SEND pupils through a maths curriculum designed to be accessible, practical, and engaging. We ensure that all pupils have opportunities to learn mathematical concepts in a way that empowers them to apply these skills in real-life scenarios, enhancing their confidence and autonomy. By integrating activities that promote decision-making, self-sufficiency, and problem-solving, our approach helps pupils actively participate in their wider community. We believe that building a strong foundation in maths not only supports academic growth but also equips our pupils to lead more independent lives, from managing daily routines to understanding concepts like time and money, fostering a sense of dignity and self-worth.

4. Roles and Responsibilities

4.1 Headteacher

The Headteacher, with support from the Senior Leadership Team, is responsible for:

- Building a team of expert teachers who understand the processes underpinning learning in mathematics and how to adapt these for pupils with SEND
- Providing teachers with the appropriate training and resources to competently deliver the maths curriculum and enable pupils to work effectively towards their EHCP outcomes
- Creating a stimulating school environment where pupils are exposed to various types of maths through displays, books, and other classroom resources
- Developing links with organisations such as Young Money and local community resources to support maths learning
- Involving parents and families in supporting their children's learning

4.2 Maths Lead

The Maths Lead, with support from the STEM Team, is responsible for providing leadership to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced maths curriculum, including opportunities for financial education
- A rigorous programme that includes well-structured resources for teaching mathematics and its application to the real world
- Consistent assessment and accurate teacher judgements within mathematics
- Effective use of resources

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- Collaboration between therapists and teachers to best develop pupils' skills in mathematics and financial education
- Organisation of monitoring and moderation of maths, including external moderation opportunities

The Maths Lead will be allocated time to achieve this. Further guidance on responsibilities can be found in the Middle Leaders Handbook.

4.3 Teachers

Teachers are responsible for:

- Following the Maths and Financial Education guidance as set out by the school
- Planning engaging and effective maths lessons to enable pupils to meet their EHCP outcomes, with the goal of supporting every child in becoming fluent in mathematics
- Providing opportunities for pupils to apply their maths skills in various ways to prepare them for adulthood
- Completing relevant marking and assessment
- Providing resources for home learning
- Ensuring that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills needed to support and challenge pupils

5. Curriculum and Maths Guidance

The Manor School curriculum is bespoke, designed to help pupils work towards the National Curriculum. Our curriculum aims to help our pupils RISE (become Resilient, Independent, Skilled, and Expressive), and we want our maths curriculum to help prepare pupils for adulthood. Within the school, we have three different provisions for learning: Thyme, Lavender, and Rosemary; teaching and learning will vary across these provisions.

5.1 Guidance

The Maths Guidance document is the responsibility of the Maths Lead. This document should be updated annually, or more regularly if significant changes occur. It outlines teaching and learning guidance for maths and how this varies across the three provision pathways. It records the agreed teaching approaches related to maths and financial education and explains the relationship between maths, speech and language therapy, and occupational therapy. The guidance document acts as a staff handbook for maths expectations at Manor School.

An additional financial education guidance document exists to detail how financial education is delivered as a cross-curricular programme across the school. Information on timetabling, planning, and formal assessments can also be found within the maths and financial education documents.

6. Monitoring, Assessment, and Moderation

Maths will be monitored by the Maths Lead in collaboration with the Senior Leadership Team, following the process set out in the Quality of Education monitoring timetable. Monitoring will include reviewing PIPs, progress data, workbooks, reading records, learning environment monitoring, and conducting lesson observations. Additionally, the Maths Lead may carry out learning walks or classroom drop-ins. For further support, the Maths Lead is available during their allocated time to provide training, co-teaching, or support sessions and signpost staff to examples of best practice from peers.

Throughout the year, pupils will be assessed against their half-termly PIPs, the Small Steps internal assessment system, and relevant EHCP outcomes. Some pupils may also be externally assessed by participating in Year 6 SATs.

Teacher assessment of pupil learning will be internally moderated using evidence gathered on the Evidence for Learning platform to measure against Small Steps and Pre-Key Stage standards. The Maths Lead is responsible for facilitating these moderation sessions and taking moderated work samples to external moderation meetings.

7. Links with Other Policies and Guidance

- Marking and Annotation Policy
- Early Years Foundation Stage Policy
- SEND Policy
- Pupil Premium Policy
- Behaviour Policy
- Maths Guidance
- Financial Education Guidance
- Book and Folder Guidance
- Timetable Guidance
- SaLT Service Delivery Model
- OT Service Delivery Model

Individual to pupils:

- PIPs – Personal Intervention Plan
- Small Steps Assessment System
- EHCPs