



## **Mathematics Policy**

### Principles of the Mathematics Curriculum

1. The teaching of Mathematics requires a whole school approach in order to create an environment which provides for progression, continuity and age appropriateness throughout Beacon Hill School and Sixth Form.
2. All students in Key Stage 1, 2, 3 and 4 will follow the National Numeracy Strategy three part lesson, consisting of an oral starter, main activity and a plenary.
3. Mathematics, as a subject, has a natural progression and this should be reflected in the scheme of work and should include the Sensory Curriculum.
4. As a National Curriculum core subject Mathematics must be awarded an appropriate percentage of the timetable.
5. Mathematics is an essential life skill. The emphasis will change as students progress and, therefore, KS3, KS4 and KS5 Mathematics will be delivered in a more functional way.
6. Mathematics has important cross curricular links and this will be recognised and recorded in all curriculum area planning.
7. ICT should be used to consolidate and reinforce mathematical skills.
8. Mathematics should provide opportunities to develop social integration through financial capability.
9. All pupils should have access to the Mathematics curriculum regardless of age, race, gender or ability.
10. In Beacon Hill School the teaching of Mathematics will create an ethos of high expectation.
11. Pupils should be given well focused learning opportunities which are built upon their previous knowledge, skills, experiences and aptitudes.
12. The Mathematics Curriculum will be appropriate and cater for students with a diagnosis of ASD, taking into account the triad of impairment.
13. The teaching of Mathematics within Beacon Hill School will incorporate a wide variety of effective teaching styles.

## Aims for the Mathematics Curriculum

The aims of the Mathematics curriculum can be identified within the aims of Beacon Hill School aims in the following ways:

- **That actively develops parental partnerships for the benefit of the pupils.**  
To encourage an awareness of mathematical experience, both functionally and incidentally, through parental involvement. To create opportunities for parents to develop their own skills in Mathematics through school based activities and home learning.
- **To have high expectations for continuous improvement in order to raise standards for pupils.**  
To ensure that schemes of work offer continuity and progression, taking into account incidental, functional and commercial schemes where appropriate. To develop a whole school commitment to curricular breadth, balance and access for all.
- **To establish an atmosphere of security, trust and respect for all.**  
To ensure the Mathematics curriculum provides appropriate and challenging activities that create opportunities for students to feel inspired and challenged, within a safe environment.  
To ensure there are appropriate opportunities for students to develop their skills in working individually, in groups and as a whole class.
- **That gives the pupils the skills and opportunities to make informed choices.**  
To ensure students are given ample opportunities to participate and contribute as part of a team within practical and problem solving activities. It is important the students achieve success but are also allowed to fail, informing future planning within these activities.
- **To positively promote and encourage independence, confidence and self advocacy.**  
To offer opportunities for pupils to contribute to their own individual programmes through, for example, choice making, 'plan-do-review' and Individual Education Plans.
- **To celebrate achievement for all.**  
To encourage effective methods and systems for celebrating pupil achievement within Mathematics, e.g. reward systems, 'Maths Day', Mathematics aspect within weekly newsletter and sharing achievement within assemblies.
- **To acknowledge and develop everyone's ability to communicate effectively.**  
To develop a cross curricular approach to the delivery of Mathematics throughout Beacon Hill School and encourage teamwork and cooperation.

## Guidelines of the Mathematics Curriculum

1. Mathematics should be taught through National Curriculum programmes of study, Early Learning Goals, P Levels, Key Stage 1, 2 and Entry Level Key Skills and Level 1 Key Skills at KS5.
2. Mathematics should be delivered via the National Numeracy Strategy framework for teaching Mathematics. This is the basis for classroom planning for the teaching of Mathematics:
  - a) Core skills
  - b) Cross curricular work
  - c) Sensory curriculum
  - d) TEACCH programmes
  - e) Early learning goals
  - f) Routes for learning
  - g) Streamed groups (supported, core and extended)
3. All pupils should be given opportunities for integration and inclusion.
4. The environment should be one which facilitates opportunities to learn.
5. Mathematics should be recognised as an essential means of communication. This communication should be fostered through opportunities to work individually, in pairs, in groups and as part of a whole class.
6. Appropriate resources will be accessible throughout the school to all pupils.
7. Pupils should be offered real life and functional experiences in order to consolidate concepts and learning.
8. Curriculum content will be relevant to each pupil and should recognise and acknowledge prior learning experience and learning styles.
9. Educational visits can provide opportunities for functional Mathematics and to enhance mathematical language development and the use/understanding of other forms of communication, e.g. Makaton, symbols, PECS.
10. Staff will be encouraged to be aware of current mathematical practice in mainstream schools.
11. There will be equal opportunities for pupils to access the Mathematics curriculum and will not be restricted on the basis of race, gender, age or ability.
12. The curriculum will be inclusive:
  - a) Setting suitable learning challenges.
  - b) Responding to pupils' diverse learning needs and styles.
  - c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
13. In Mathematics Beacon Hill School will provide for pupils a range of adapted modes of access to learning activities involving, for example, signs and symbols, I.C.T., in addition to adapted equipment and resources.
14. Partnership between pupils, parents, staff and others concerned with the development of effective Individual Education Plans will be developed.
15. It is essential to maintain regular recording and assessment in order to map progress and to acknowledge achievement.

16. The use of Routes for Learning will be used within Mathematics for effective assessment for PMLD students.
17. Pupils will be encouraged to be involved in personalised learning, self evaluation, monitoring and review wherever possible.
18. A numerate environment should be fostered where there are opportunities to display Mathematics functionally throughout school.
19. Pupils will have access to a wide range of interesting experiences and Mathematics should be used as a means of understanding their environment.
20. The place of Mathematics in the development of logical thinking should be acknowledged.
21. The needs of PMLD students will be reflected in their IEPs.
22. A positive attitude towards Mathematics will be encouraged throughout Beacon Hill School.
23. A wide variety of teaching styles will be used within the delivery of the Mathematics curriculum.
24. There will be a Mathematical home learning aspect within the school newsletter every week.
25. Mathematical pupil achievement will be celebrated in the school newsletter whenever possible.
26. There will be sufficient opportunities for all members of staff to develop in their CPD relating to Mathematics. Also, all members of staff will have a CPD objective linked to Mathematics.
27. The Key Stage 4 and 5 Mathematics curriculum will have appropriate accreditation for all students.
28. There will be at least two pieces of maths based ICT software available to each Key Stage. These pieces of software will develop a natural progression through the Key Stages.