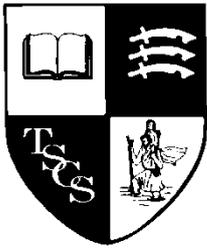


THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST MATHEMATICS POLICY PRIMARY & SECONDARY SCHOOL

First Written:	July 1996		
Revisions:	March 2000	June 2008	April 2018
	September 2010	September 2015	

1. AIMS AND OBJECTIVES

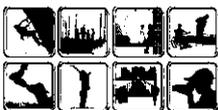
At The St Christopher School Academy Trust Mathematics is recognised as being a key area of the curriculum for the pupils.

We aim:

- To develop in all children the confident and proficient application of mathematics in the context of the wider world and everyday life. To become mentally fluent mathematicians.
- To provide continuity and progression in the 4 strands of the National Curriculum in mathematics:
 1. Number
 2. Measurement
 3. Geometry
 4. Statistics (Key Stage 2 and beyond)
- To make maths a challenging, inspiring and positive experience for all pupils.
- To allow pupils to function as independent learners, able to take their knowledge into other situations and continue to add to it when leaving school.

In order to fulfil the above aims it is necessary for us to ensure:

- the systematic progression through key stages Foundation, 1, 2, 3, 4 & 5.
- that the programmes of study are given appropriate coverage. This is achieved through schemes of work which are influenced by Early Years Foundation Stage (EYFS) 2012 and the National Curriculum 2014.
- that all children have access to a range of mathematics resources.
- that mathematics experiences are focussed to enhance learning and curiosity.
- that appropriate exam syllabuses are followed and opportunities for students to sit examinations is given.



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Learning Outside the Classroom



Southend-on-Sea

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2. CURRICULUM CONTENT AND TIME

Mathematics is taught in its own right and as an integral part of the curriculum. All planning is informed by schemes of work that follow the recommendations of the National Curriculum, coordinated by the subject leader. Content is adapted and tailored to the needs of the individual pupils and to the needs of the class group.

Mathematics is supported further through dedicated targets for each child's Individual Support Plans (ISPs). These targets are to be single aim targets and related mainly to *Number* or the more relevant 'Life Skills' of money and /or time.

Attitudes

Mathematics across the school is taught with the aim to develop a positive attitude towards mathematics amongst the pupils. For many students with an autistic spectrum disorder, the logic and structure of mathematics makes it an enjoyable subject although often difficult to apply in a general setting. Teachers aim to utilise this strength to enable success, whilst ensuring the content of lessons links the abstract to real world experiences.

3. MATHEMATICS CO-ORDINATOR

There are designated Mathematics Co-ordinators within the Primary (KS1 & KS2) and Secondary school. They oversee the planning and delivery of mathematics within the school.

The mathematics coordinator will be responsible for:

- raising standards in mathematics as a national curriculum subject
- facilitating the use of mathematics across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- ensuring appropriate moderation exercises and lead meetings
- monitoring the delivery of the mathematics curriculum and reporting to the headteacher on the current status of the subject
- meeting with governor linked to maths development in the school to discuss all aspects of maths teaching, learning, progress and targets in maths in May.
- organising at least one maths-related Inter-House competition per academic year which is accessible to all pupils.

Monitoring

Monitoring mathematics will enable the mathematics coordinator to gain an overview of mathematics teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of mathematics teaching and learning the mathematics coordinator will:

- Scrutinise plans to ensure full coverage of the mathematics curriculum requirements
- Analyse children's work
- Moderate children's work within school and across schools
- Observe mathematics teaching and learning in every primary classroom and across the secondary department
- Hold termly planning meetings with teachers

- Analyse assessment data
- Regularly review the mathematics policy and scheme of work alongside teachers
- Meet with Governor linked to Mathematics development in the school to discuss all aspects of Mathematics teaching, learning, progress and targets in Mathematics.

4. USE OF ICT

The school subscribes to a number of web-based resource sites that offer interactive activities for pupils within mathematics, predominantly aimed at primary aged pupils. Within the secondary school, a different web-based site is used to help pupils work towards GCSE maths at an appropriate level. All sites enable teachers to monitor progress online.

5. RESOURCES AND BUDGET

The maths budget is allocated at the beginning of each academic year. There is a dedicated amount for KS1, KS2 and Secondary maths resources. Teaching staff who require particular items of equipment, books, etc to be taught effectively need to discuss these with the maths subject leader who will then order as appropriate. Resources will be reviewed on a regular basis.

It is important to ensure that the maths budget is use for the benefit of all the children therefore resources for specific classes must come from the class' own budget. Resources for whole school use are to be purchased from the relevant maths budget, logged and stored in the maths resource cupboards.

6. REVIEW

Revision and updating of this policy will be completed by the subject co-ordinators following discussion with the head teacher. Revisions will be presented to the governing body for discussion and approval.

Name: Andrew Stokes, Graham Fuller & Michelle Harrison (Maths Subject Leaders)

Date: April 2018