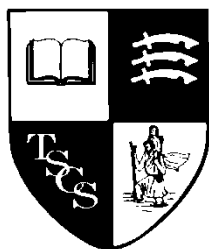


THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

SEN Trust Southend



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

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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:

M1	To develop in all students the confidence and proficient application of mathematics in the context of the wider world and everyday life.		
M2	To provide continuity and progression in all 4 strands of the National Curriculum in mathematics:		
	a	<i>Number</i>	i <i>Number & Place Value</i> ii <i>Operations (+ - x ÷)</i> iii <i>Fractions (including Decimals & Percentages)</i> iv <i>Ratio, Proportion & Rates of Change (PS8+)</i> v <i>Algebra (PS8+)</i>
	b	<i>Measurement</i>	i <i>Weight</i> ii <i>Length</i> iii <i>Capacity</i> iv <i>Temperature</i> v <i>Time</i> vi <i>Money</i>
	c	<i>Geometry</i>	i <i>Properties of Shape</i> ii <i>Position & Direction</i>
	d	<i>Statistics & Probability</i>	i <i>Statistics</i> ii <i>Probability (PS9+)</i>
M3	To make maths a challenging, enjoyable, inspiring, and positive experience for all pupils.		
M4	To allow pupils to function as independent learners, able to take their knowledge into other situations and continue to add to their next stage of learning		

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

- the systematic progression specifically through the core route of the school.



Learning Outside the Classroom



Southend-on-Sea



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- that the programmes of study are given appropriate coverage. This is achieved through appropriate
- that all children have access to a range of mathematical resources.
- that mathematical experiences are focussed to enhance learning and curiosity.
- that appropriate exam syllabuses are followed and opportunities for identified students to sit examinations are given.
- Staff model precise vocabulary and support reasoning through talk or AAC.

2. CURRICULUM CONTENT AND TIME

As a school, we implement a five-pillar curriculum model designed to provide a balanced and holistic learning experience. Mathematics is primarily delivered through the 'My Thinking' pillar, where pupils develop a range of key cognitive skills, including problem-solving, pattern recognition, and an understanding of time.

While mathematics sits within the 'My Thinking' pillar, it also meaningfully contributes to other areas of the curriculum. For example, links to the 'My Community' pillar are evident as pupils apply mathematical concepts in real-life contexts, such as handling money and managing time during educational visits and practical activities.

Pathway	Pathway and Blended	Core Subject
Highly individualised EHCP targets Non-subject specific learning Mathematics is supported further through dedicated targets for each child's Personalised Learning Goals (PLGs). Pathways groups across the school are not differentiated as Maths is taught using a multisensory approach that is specifically tailored to the needs of the learners and their learning potential.	Within these classes having at least one weekly lesson focusing on number or will be covered under 'My Thinking'.	Formalised maths that are timetabled. Mathematics is taught in its own right and as an integral part of the curriculum. All planning reflects the needs of the cohort and is monitored and coordinated by the subject leaders. Content is adapted and tailored to the needs of the individual pupils and to the needs of the class group.

Within Primary, Maths is planned and delivered by class teachers. Within Secondary, Maths is taught by class teachers unless the pupils are following the Subject Core curriculum route where pupils are taught in streamed classes.

We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Qualifications

In KS4, pupils will be carefully identified as to whether they will be able to access one of the following qualifications or recognition of achievement:

- GCSE

- Entry Level
- AQA unit awards

KS4 follow an accreditation or recognition of achievement route depending on the learner. As a result, the KS4 curriculum is initially varied to reflect the learners needs.

Attitudes

Mathematics across the school is taught with the aim of developing a positive attitude towards the subject among pupils. For many students with autism, the logic and structure of mathematics make it an enjoyable subject, although it can often be difficult to apply these skills in a generalised context.

Teachers aim to build on this strength to enable success, while ensuring that lesson content links abstract concepts to real-world experiences. Where necessary, they create and promote practical, systematic approaches to learning, incorporating opportunities to apply mathematical skills in meaningful ways.

The TEACCH approach is also used to support students in accessing and enjoying mathematics, while encouraging increasing independence.

3. MATHEMATICS CO-ORDINATORS

High-quality maths provision at TSCS relies on clear, connected and values-driven roles across the whole school community. The responsibilities below ensure that our vision is fully realised within the maths curriculum across the Pathway, Blended and Subject Core Routes.

The Subject Co-ordinator leads the development and quality of maths across all routes. They:

- *lead curriculum design, sequencing and progression;*
- *support planning and provide guidance for teachers;*
- *monitor teaching, learning and evidence of progress;*
- *coordinate and evaluate resources;*
- *lead moderation and staff development for the subject.*

Records of baselines and progressive data are recorded and stored on *Evidence for Learning (EFL)* via the TSCS-created Maths Assessment Book. Staff record learner progress against the assessment criteria. Assessment is made through professional judgements. Teachers are not expected or required to include photos, observations, or annotated evidence against this criteria.

The data is used to support planning, monitor progress and informs EHCp/PLG reviews, whilst identifying any curriculum adjustments that may need to be made

Monitoring

Monitoring mathematics will enable the mathematics coordinators 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 coordinators will:

- Scrutinise plans to ensure full coverage of the mathematics curriculum requirements
- Review children's work

- Observe mathematics teaching and learning across the school including learning walks
- Monitor and review assessment data
- Regularly review the mathematics policy.

Feedback is:

- *timely, constructive and solution-focused;*
- *linked to CPD and subject development priorities;*
- *reviewed to ensure actions are implemented effectively.*

Subject Co-ordinator(s) and Senior Leaders work collaboratively to ensure actions are followed through.

4. USE OF ICT

The school subscribes to a number of web-based resource sites that offer interactive activities for pupils within mathematics. Within the secondary school, a different web-based site is used to help pupils work towards GCSE maths at an appropriate level. For example, using BBC bitesize, internet maths sites, Purple Mash and Twinkl.

5. RESOURCES AND BUDGET

Teaching staff who require particular items of equipment, books, etc., to be taught effectively, need to follow the resource acquisition procedures. Resources will be reviewed on a regular basis.

All use of digital tools in maths (e.g., online manipulatives, calculators, symbol-supported software) adheres to the *SEN Trust Southend's Safeguarding & Child Protection Policy* and the school's *Online Safety Policy*. Staff ensure platforms are age-appropriate, accessible and safe for SEND learners.

A range of resources linked to maths can be found through the online physical resources list on the schools sharepoint.

6. REVIEW

Revision and updating of this policy will be completed by the subject co-ordinators following discussion with the headteacher.

Name: Andrew Stokes, Graham Fuller & Lindsey Nelson (Maths Subject Leaders)

Date: April 2026