

Maple Medical PRU

Mathematics Policy

Aims

The maths curriculum aims to enable pupils to:

- develop knowledge, skills and understanding of mathematical methods
- acquire and use problem-solving strategies
- select and apply techniques and methods in mathematical, every day and real-life situations
- reason logically and numerically, make inferences and draw reasonable conclusions
- interpret and present information in a variety of ways appropriate to the content

Principles, values and connections to wider school aims:

- promote a positive attitude to learning
- maintain high academic expectations for every pupil and reward positive outcomes
- ensure work is challenging yet promotes confidence
- provide a safe environment to enable pupils to achieve their full potential
- equip pupils with the knowledge and experience they will need after leaving Maple, either at college, workplace or in adult life
- develop individual learning skills, including learning independently using the vast resources available online and elsewhere

Procedures and practice

Intent

The subject content and assessment objectives for maths are dictated by the Department for Education and are common to all exam boards, so ultimately lesson content is geared towards developing confidence and competence in the six broad topic areas (see subject specification for content details). All pupils, whether Key Stage 3, Entry Level or Key Stage 4 GCSE, are provided with a broad, balanced and appropriate range of experiences to promote knowledge, understanding and progress.

In Mulberry, the National Curriculum for pre-KS1, KS1 and KS2 is followed as well as the KS3 and Entry Level curriculum.

Our aim is to help all pupils to develop a positive attitude to maths by:

- encouraging logical thinking and problem solving
- encouraging independent, paired and group work
- using online resources

- using mathematical language and terminology
- encouraging participation in lessons
- setting a good example of methods, attitudes and approaches
- in Mulberry, using appropriate concrete resources/mimicking real-life situations where appropriate, i.e. creating a shop.

Implementation

- In Mulberry KS2 & for all pupils in Key Stage 3, pupils are consolidating work done or missed in their mainstream schools, often tailored to individual needs. Each pupil completes a daily maths morning task as well as three taught maths lessons each week. Ability varies in the class and differentiation is widely used along with the teaching assistant and interventions as necessary to meet individual need.
- In Key Stage 4, the vast majority of pupils follow the GCSE course, taking Foundation or Higher exams at the end of Year 11.
- Exceptionally, pupils may take Entry Level in Key Stage 4 if this is more appropriate.
- In addition, pupils will usually take Functional Maths exams at Levels 1 and/or 2.
- Long term planning for all courses is up-dated annually.
- Resources are updated as necessary and as they become available.
- Homework is set each week to complement and consolidate work done in class. Some pupils in Mulberry may not have set homework.
- Exam techniques and practice take place towards the end of Key Stage 4.
- After school sessions are offered towards the end of Key Stage 4.

Impact

- Interest and confidence in numeracy.
- Increase in competence and confidence in all subject areas.
- Academic progress measured by regular testing.
- Additional support as and when necessary.
- Pupils taking increased responsibility for their own learning by considering various methods and techniques.
- Regular feedback to pupils to enable them to direct their own learning.
- Feedback to parents/carers, mainstream schools and other agencies to improve support for pupils.
- Achievement of qualifications in a core subject to enable pupils to access further qualifications.

Roles and responsibilities

All maths teachers are responsible for the subject policy, planning, teaching, organising support staff, record keeping, data tracking, exam preparation, preparing resources. Class teachers in Mulberry teach Maths.

Lessons are observed regularly by senior leaders to identify strengths and weaknesses and to identify areas for development. Regular learning walks and work trawls take place for similar reasons.

Aspects

Equal opportunities

Pupils have access to the maths curriculum at the level best suited to their abilities.

Organisation

All pupils have four hours (20% of lesson time) per week of maths.

Homework

Homework is set each week and may be completing classwork, doing worksheets to consolidate classwork, revision for tests and exams, or other tasks as necessary. Some pupils in Mulberry may not have set homework each week. The time increases from about 30 minutes per week in Key Stage 3 to about an hour in Key Stage 4, with extra time needed in the second half of Year 11 in preparation for the final exams.

Resources

Online resources are increasing all the time, text books are provided for use in class and revision materials are provided in the run up to exams.

Assessment and monitoring

- This is an ongoing process. It enables planning and revision on an individual and group basis to ensure pupils continue to make progress and achieve the best results possible in external examinations. Assessment may be informal during lessons or formal via half termly testing which is then reported back to the Head. In Mulberry, continuous assessment in the form of OTrack, is used and pupils are tracked half termly against the Maple Wheel.
- Intervention plans are put in place for pupils showing up as Red on the RAG rating system.

Management committee approval and review dates:

This policy was last reviewed by the management committee on _____

Next review due on _____