Subject Policy (Mathematics)

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2, The guidance reflects, 'Keeping Children Safe in Education' 2019.

3. Introduction

Mathematics prepares students with the uniquely powerful set of tools to understand and utilise throughout their lives to amazing affect. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. It is essential to everyday life, critical to science and technology. It can also inspire moments of happiness. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

4. Aims

The mathematics teaching at the School seeks to enable each of our students with special educational needs and social emotional mental health needs to develop within their abilities; not only the mathematic skills and understanding required for later life, but also about the Maths subject itself.

The School aims to:

- increase pupil's confidence in Maths so that they can express themselves and their ideas using the language of maths with assurance;
- individualise each session to meet all learner needs;
- teach students to work in an organised way whilst still encouraging imagination, initiative and flexibility of mind;
- raise standards of achievement for each pupil;
- encourage independent learning;
- encourage students to work cooperatively and emphasise the interactive nature of mathematics;
- create an inclusive culture of achievement, high standards and high expectations;
- promote the spiritual, moral, social and cultural development of all of our students;
- create a stimulating environment where students feel valued and safe;
- help students develop lively, enquiring minds, the ability to question and discuss rationally and to acquire knowledge, skills and understanding relevant to a fast-changing world;
- empower every student to fulfil his/her potential;
- learn within a culture of high standards and high expectations;

5. Organisation

- At Key Stage 3, students are taught mathematics for 4 lessons per week of 60 minutes each. Where possible, the students are taught in classes with students of the same age.
- At Key Stage 4, students are taught mathematics for 4 lessons per week of 60 minutes each. All students in KS4 study externally accredited courses at GCSE where possible.

6. The National Programme of Study Programme

Planning is undertaken by completing a detailed scheme of work for each subject for each year where is it showing a personalised and differentiation section to meet all the needs for all the students.

7. Teaching Methods and Approaches

The teaching of maths provides opportunities for:

- Teacher led sessions
- Paired work
- Group work
- Individual work

Students engage in:

- Mathematical discussions
- Problem solving
- Investigational work
- Mental strategies
- Written methods
- Practical work
- Basic skills and routines

At the School, we recognise the importance of establishing secure foundations. We use mathematical vocabulary in our teaching and our students are expected to use it in their verbal and written explanations. We endeavour to set work that is challenging, motivating and inspires the students to talk about what they have been doing. The teachers will try to address the child's needs through differentiation tasks and make use of the support staff. We also make sure we give our students pride within their achievements and we want to make sure our students are always valued.

8. Assessment for Planning

At the School, we are continually assessing and measuring our students and recording their progress through BKSB, Active learn (as appropriate) and personal targets within the class room session as visual feedback. We see assessment as a vital part of the teaching process and make sure they are purposeful. This will allow us to match the correct work to the needs of each student, therefore benefiting the students and ensuring progress. We are using trackers such as BKSB and self-assessments to track progress. Students will complete units test after completing each topic to show progress and improvement to how we can make our learning better.

9. Resources

Resources for the delivery of the Maths curriculum are stored both in the classroom and centrally so it can be linked within other lessons. All the basic equipment is stored in the classrooms. Materials are consistently updated throughout the year as new and relevant items become available.

10. ICT

The Maths department embrace the use of ICT by using individualised programmes such as BKSB and Active learn as part of the Maths sessions. Interactive whiteboard is also used throughout the sessions and students can access their homework on Active learn. The Maths classroom also benefits from desktop PC's.

11. Reporting

All parents receive termly written report on which there is a summer of their child's effort and progress in Maths throughout the year.

12. Marking

All work is marked, and comments are written in books in line with the whole school Marking policy. We always encourage our students to read these comments and where possible add their own input.

13. Display

We recognise the important role display has in the teaching and learning of Mathematics by having work displayed in the classroom. Each class has a mathematics board, where possible in the main teaching area, which has several

lines of what students are working on, numbers grids, vocabulary and other displays for visual support.

14. Exam Entries

By the end of year 11, we ensure that all students leave with a minimum of two qualifications and most leave with one or more of the following externally accredited Mathematics Qualifications.

- Entry level Certificate – Entry 1, 2 or 3
- Functional Skills – Level 1 or Level 2
- Maths GCSE (when appropriate)

15. Spiritual, Moral and Cultural Development

Working firmly within the whole school policy for SMSC, we will also provide opportunities in Maths lesson for students to:

- Listen to each other
- Talk to each other
- Agree and disagree
- Taking turns and share equipment
- Work co-operatively and collaboratively
- Learn an awareness of treating all as equal and accepting people who are physically and mentally different
- Using mathematical concepts and thematic based approaches to map back to SMSC topics

16. PSHE

The principles of PSHE is embraced within Maths teaching. Opportunities to explore, study and debate a variety of issues are frequent throughout KS3 and KS4.

17. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

The implementation of the policy is the responsibility of subject specific staff, Headteacher and Director of Schools.

Impact of non-compliance for:	
Staff:	Disciplinary action
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Headteacher/Director of Schools
Policy Reference:	ELWS-OPR-018
Version:	2
Agreed policy location:	DatabridgeMIS and Company Webpage
Does the policy require Governor approval?	No

Approval

Prepared by	***Approved by***	***Counter Signatory***
Ed Hanley	Tony Brown	Richard King
01/09/2020	01/09/2020	01/09/2020
Assistant Headteacher	CEO	Director of Schools, Pre 16 Education

Version Control

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1	01/09/2019	First Issue	31/08/2020
2	01/09/2020	Review	31/08/2020
3			
4			
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