HALESBURY SCHOOL

MATHS POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	Yearly
This version agreed	September 2021
Next review date	September 2022

Maths Policy

Introduction

Maths is a core subject in the national curriculum, and a grasp of basic maths is needed to function in society. At Halesbury, children are taught maths in formal, timetabled maths lessons; however, their learning extends beyond the classroom to encompass tasks such as buying items in local shops, measuring ingredients to cook food and reading timetables to use public transport. Those students who embrace the more formal learning are given the opportunity to take Functional Skills and GCSE maths exams. Other students who may need more support with their learning can access Entry Level qualifications.

Measuring Progress

Pupils progress is measured using the DAPA framework of can-do statements that guide development from baseline to year 3 equivalent. If they progress beyond these statements, they move on to Entry-Level statements and then, ultimately, GCSE statements. Pupil progress is monitored regularly throughout the year, and any interventions that are needed to address the needs of pupils that are falling behind or require further challenge are then put in place to ensure that progress is maintained.

Learning

Each new concept is first grounded in a practical, real-life introductory exercise that introduces the topic and can be referred back to as a concrete example. Students in year 8 might start a topic on measurements with a 100-step walk. Year 11 students with a better grasp of standard units might start with a walk of 1,000,000 mm.

Practical equipment is used to aid learners while they grasp basic concepts. These give way to visual aids as the learning advances, and finally concepts are presented in an abstract way using written sums with symbols. For example, a child studying division, would first work to share items between friends then move on to drawing groups on a whiteboard before completing sums using the ÷ symbol.

A calculation policy for addition and subtraction and multiplication and division ensures that the learning experience is consistent across the school.

EYFS

Pupils follow a creative curriculum in line with KS1 and KS2. Maths is promoted through exploratory play. Learners respond to sensory stimuli and develop their receptive and communicative skills. Inquisitive behaviour is promoted and then understanding checked when staff join the pupils in their play. Sometimes pupils pursue this independently, other times they are encouraged to cooperate with peers.

KS1

Depending on an individual pupil's DAPA levels, they may move on to a more formal maths curriculum. Pupils work in small groups with peers of similar abilities within their classes. Each pupil's progress is monitored closely and new challenge set as appropriate.

KS2

Pupils continue with the thematic-based approach. Learning is differentiated to each individual pupil's needs, but generally, pupils are moving towards recording their work on paper and adopting more formal techniques for addition and subtraction.

KS3

Pupils follow the national curriculum model similar to that of mainstream KS2 pupils. However, it is specially differentiated to meet their needs. More challenge can be provided for learners who need it. Lessons are formally timetabled and take place in maths rooms, but learning is delivered in small chunks and broken up by games and practical tasks to maintain engagement and motivation. Progress is monitored using the DAPA statements scale.

KS4

Pupils undertake an Entry Level qualification in year 10. Those that achieve a level 3, are streamed to move on to Functional Skills and GCSE qualifications in year 11. Those that have yet to achieve a level 3 are given targeted support in year 11 to maximise their progress.

Moving Forward

The needs of the students moving through the school are changing, so the maths curriculum has to be fluid enough to adapt and cater for individual students. There will always be a focus on differentiation. The school will continue to challenge students and push them to meet their full potential; however, there will continue to be a strong ethos of support, and the school will continue to prioritise meeting the holistic needs of the students.