

Castle School



Maths Policy

Philosophy

At Castle school we strive to create an environment where learning is fun, engaging and contextualised. This takes place in a safe and engaging environment with staff that are enthusiastic and skilled. Children will participate, progress and excel in Maths not because they have to, but because it is enjoyable, relevant and engaging.

Aims

Our predominant focus, in both primary and secondary, is to put Maths into a context. Where skills can be used, not just in the structured settings of the classroom, but across the curriculum and generalised to all aspects of the students' lives. This ideal manifests itself in many different ways. From bespoke learning outcomes, to cross curricular 'Core' mornings. From teaching 'Maths Through Stories' to building relationships and partnerships with the community.

While achieving this we aim to develop the mastery of key maths skills and concepts. The intention of these approaches is to provide all children with full access to the Castle Curriculum, enabling them to achieve confidence and competence – 'mastery' – in mathematics,

In maths we cover the following topics:

Number

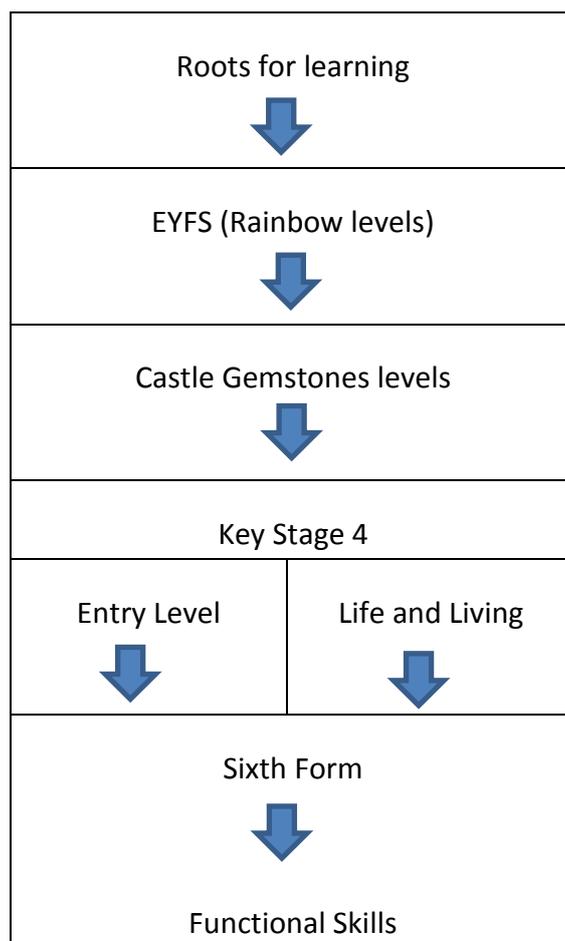
Measurements, time and money

Geometry (shape, position, direction)

Statistics

Teaching and Learning

The Maths curriculum used at castle school is based on the national curriculum but adapted to better suit the pupils needs. We aim to ensure that that there is a clear progression through the school starting from Early Years Foundation Stage and progressing through castle levels and into accreditation and exams. Below is a table of possible pathways;



Primary Planning

In EYFS, KS1 and KS2 the long term planning is a two year cycle of a selection of topic related books for each term. The medium term plan consists of a scheme of work for each story, which highlights maths activities ranging from Early Years stages to Castle levels. Short term planning is then differentiated by class teachers to suit the learning styles and abilities of pupils in individual classes.

Key stage 3 Planning

KS3 Pupils have three lessons a week following a three year programme based on the National Curriculum broken down into termly units – ‘castle Levels’. The short term planning and lessons are differentiated for pupils in order to address their specific needs and suit the learning styles and abilities.

In one of the three lessons we use laptops where pupils play games related with the week learning objective – based on the assumption that a game can generate a good amount of practice, allow the introduction of ideas that are difficult to develop in other ways, leads pupils to talk mathematics, creating discussions. A game does not define the way in which a problem is to be solved or worked out and can often be played at more than one level. During this lesson pupils seem to be more open to work above their normal level.

Update April 2019

Key Stage 4 and Sixth Form Planning

Long term planning is based on the accreditation for individual pupils.

Pupils at Pearl and above work on:

- OCR Entry Level Mathematics Certificate (entry level 1 to 3),
- Functional Skills (entry level 1 to 3 – Level 1to3)

Students working below Pearl study maths as part of the OCR Life and Living or do a no-accredited programme called 'maths for life'.

The short term planning highlights specific learning outcomes relating to the coursework which are differentiated to support learners accessing the different levels.

For pupils who have more complex learning needs, there is the opportunity to work on the acquisition of prerequisite skills across the curriculum, utilising and developing the use of their senses.

In the math lessons the work is differentiated for pupils in order to cover a range of learning styles and abilities. With more sensory learners we make use of sensory stories, PECS and other communication structures, to turn maths in a subject they can explore through play, and it's exciting, and they understand how math can fit into their daily lives.

Communication and Maths

Due to the varying nature of communication needs in Castle school it is vital that the pupils are given the correct tools to be able to communicate their understanding of Mathematical concepts. The strategies we use to support this are.

- PECS
- Makaton
- Switches
- Indentiplay
- AAC Hardware - Ipad, super talker
- Use of symbols and visual prompts

Cross curricular links

In Primary, Maths is taught through stories making learning more meaningful and enjoyable for the children, and allows them to retain a greater understanding of the topic and related vocabulary.

In secondary we develop cross-curricular link between maths and the other subjects like ICT, Science, Technology, Art and PE.

Update April 2019

Maths Through Stories

Castle School work in conjunction with The Cambridge Maths Hub, on a scheme to teach and learn maths through a single text. This allows children to have a context to the learning of maths and serves to make maths more fun, engaging and relevant.

Assessment and Target Setting

We assess progress through termly personalised evidence for learning targets.

Daily formative assessment is made to analyse small steps of progress, misconceptions and next steps in planning. Teachers make a summative assessment annually in all three strands.

Targets are set against pupils' previous learning and provide next steps in each child's progress and these are shared with parents and pupils through their termly targets.

Leadership and Management

Subject delivery is monitored through Learning Walks with the senior management team, moderation meetings within school and across the county and the delivery of schemes of work to support planning.

The Maths coordinators plan for resources and curriculum development through the Annual Development Plan which allocates a budget and key areas to be addressed through the year. This is monitored by the Deputy Head and through the Performance Review Process.

Monitoring and review

This policy will be reviewed and updated by the co-ordinator every two years.

It will be monitored by the Deputy Head teacher and approved by the Governing body.