

MATHEMATICS POLICY

Mathematics Policy

Mathematics covers using and applying number, time, measure, money, pattern, space and shape.

Curriculum Aims

At BeyondAutism Schools we aim to ensure that mathematical skills are used in as many functional contexts as possible. Our mathematics curriculum aims to improve pupils' skills, alongside their ABA programmes in order to assist their development towards independence. Pupils are encouraged to apply their mathematical skills across all areas of the school and curriculum including through cross-curricular learning with English. We want to focus on raising standards, whilst ensuring that learning remains relevant and fun.

The aim of this curriculum is for each pupil to:

- develop skills, knowledge and understanding in mathematics and to apply these in everyday situations
- appreciate and enjoy mathematics
- achieve their full potential regardless of gender, race, social background or ability

To achieve these aims our objectives will be:

- to develop a mathematics curriculum showing continuity and progression
- to take into account the ongoing development of new technology
- to enable pupils to gain confidence and understanding of the use of all our mathematical categories
- to develop the ability to use and apply mathematics in a range of real-life functional situations

Curriculum Provision

The mathematics curriculum is carefully structured to be broad and balanced across all areas of maths as directed by the requirements of the 2013 National Curriculum. The National curriculum influences schemes of work to be the overall basis for planning. Learning experiences in maths should build on, and scaffold what has been taught previously including the use of terminology. Learning experiences are revisited to reinforce and consolidate previous learning.

Mathematics is implemented within the curriculum by weekly teacher lead group lessons and included in each pupil's individual education plan (IEP) with a maths related target. If a learner is not able to yet attend a formal mathematics group, they will be building on their skills by working towards a target from the Independence Framework and will still be accessing mathematical skills, themes, and terminology during pre-group sessions.

Maths plans are based on themes written in medium-term teaching plans, which are based on previously conducted assessments and observations.

The Maths curriculum at BeyondAutism Schools is based on the 2013 National Curriculum programmes of study at KS1 and KS2 alongside elements from various assessments, such as; the VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Programme), ABLLS(R) (The Assessment of Basic Language and Learning Skills) and AFLS (The Assessment of Functional Living Skills).

Alongside the use of assessment grids 6th form students will be accessing the AQA achievement scheme which will offer learners the opportunity to have their achievements formally recognised with a certificate for each time a short unit is complete.

Teachers are responsible for delivering and planning science lessons - they will ensure differentiation of the learning objectives and are responsible for keeping a record of learning that occurs within each lesson.

Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Pre-group Learning

The maths curriculum is mainly delivered in group sessions. However, some of our pupils are not at a stage where group learning can benefit them. Before pupils are included in group work it is essential that they have completed some pre-requisite learner skills. These skills are highlighted within the Independence Framework Assessment (see Below).

The Maths Essential Skills

If the pupil is not ready to be included in group work, they will be working on individual targets from the maths curriculum. These are all skills that will benefit the pupil and enable them to be included in group work in the future. These maths essential skills are to be able to enjoy action songs, rhymes and number games, and be able to fill-in some parts of these (copying some of the imitations and joining in finger games); to be able to join in counting activities in everyday situations e.g. counting steps; to be able to match and sort; to press buttons; to do simple inset puzzles; to put objects in containers; to build bricks and to rote count from 1-5.

Maths Group Learning

The mathematics curriculum is delivered mainly in group sessions and is maintained within a pupil's 1:1 sessions throughout the whole school. Through termly assessments pupils will be grouped in ability-based small groups, the assessment will help inform both the medium and short term planning of teachers and will provide measurable data regarding each pupils progress. Through this assessment, each pupil's educational journey will be captured within our assessment tracking grids. These will contain relevant skills for each mathematical topic generated from the ABLLS, AFLS, and linked to the National Curriculum 2013. Teachers will differentiate and deliver sessions at least 2 times per week as well as ensuring that skills worked on in the group session are taught outside of the group by tutors. Planning is updated according to the specific needs of each group. Each pupil has a specific mathematics goal within their Individual Education Plan.

Assessment and Recording

Assessment is necessary to show continuity and progression by individual pupils. It is important to enable teachers to use pupil's individual records and assessment to support future planning and reporting to parents. This is achieved through the use of assessment grids which cover 5 areas of maths over the 6 half terms in the academic year and evidence is recorded through a variety of methods and stored in the pupil's individual exercise folders. Teachers will complete assessment grids at the end of the half term to reflect the learning and mastery of skills taught in the subject area. Skills currently working on will be identified, while mastered skills will be colour coded according to the termly key.

Student within the 6th form will be assessed through their achievement in AQA awards. These awards will cover money, time, number, and measure. There will be a high focus of skills within practical and natural situations which teachers will plan for.

Independence Framework

The independence framework was developed in order to create an assessment tool that would enable preparation and planning for learners to not be tied to working full time within a 1:1 model.

The long term outcome is to enable learners to attend less supported services and eventually allow for the possibility of working towards accessing education within a mainstream setting.

The framework ties together two of the schools current main assessment tools.

It assesses for the areas of development that need to be worked on and targeted within group based learning.

Focusing on all pupils needs; from pupils who require full time 1:1 support, all the way to those who are beginning to be able to access learning within group sessions at other less supported settings.

It requires detailed knowledge of the learners and best fit teacher based decisions in order to be effective and for learners to progress to the next attainable level through the framework. It is an integral part of our assessment and curriculum offer.

Resources

Pupils working on a particular math skill will also have resources readily available within their classrooms to aid teaching of relevant mathematical topics within their IEP. Teacher will also have resources available for tutors to use to help aid in teaching their pupil. Information Technology will help to extend pupils' access to information and enable them to organise and present their thoughts more effectively (see Computing policy).

The school building, local community and outside areas can give opportunities for mathematical activities. All skills and concepts taught within mathematics sessions should be used in any and all functional naturally occurring settings in which they arise.

Cross-Curricular Activities

Mathematics is an important subject in the National Curriculum. It contributes to many subjects in the primary curriculum, often in practical ways. Linking mathematics with other subjects aids the development of a broad and balanced curriculum. Cross-curricular themes enhance pupils' learning in mathematics allowing them opportunities to use and apply mathematics in real contexts. Pupils are to be given opportunities to use and apply their mathematical skills in other areas of their learning. Opportunities for cross-curricular work are to be included in planning.

Parental Involvement

Parental involvement is valued and, where appropriate, parents will be encouraged to do mathematics activities at home with their sons/daughters working on skills they have learnt at school.

There will be mathematics homework and activities related to the specific targets being taught within group work which will either be sent home or uploaded to the online home learning area on the school website on a bi-weekly basis, if appropriate.

Staff will help to promote parents' understanding of the aims and methods of mathematics used in the school through informal conversations and Parents' Evenings.

Within each pupil's Individual Education Plan there are ideas of how parents can support the learning of each specific target at home.

Last reviewed: February 2021

Date of next review: February 2024

Review Group: Executive Head