Policy for Mathematics

School: Jigsaw Pupil Referral Unit

Date Approved by Management Committee: Feb 25

Chair: Mr D. Hains

Headteacher: Ms E. Rothlisberger

Review Date: Feb 26

AIMS AND OBJECTIVES

At Jigsaw, our main aims are as follows:

- to support pupils achieving their full potential in mathematics
- to develop pupils' confidence in their mathematical ability
- to support pupils maintaining their progress within Jigsaw and their home school.
- to give the children a bespoke, individualised maths curriculum focused on their area of need.

We seek to provide this for all, irrespective of gender, in accordance with our school policies on Equal Opportunities and Inclusion and in accordance with our statutory responsibilities under the SEND Code of Practice 2014.

INCLUSION

At Jigsaw we recognise our responsibility to provide a bespoke curriculum for all our pupils. All aspects of the curriculum reflect the three principles essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment

CONTENT

Jigsaw follows the National Curriculum 2013 for mathematics which describes what must be taught in Key Stages 1 and 2. Many pupils attend Jigsaw on a part time basis and the provision is short-stay in nature. This means it can be difficult to ensure continuity and progression due to the transient nature of the pupils attending. At Jigsaw we recognise that some of our pupils have gaps in their mathematical understanding due to the other difficulties they are facing, and in order to enable them to confidently access the curriculum in their mainstream school it may be appropriate to 'plug the gaps'. As a result, we aim to provide a broad and varied curriculum for all pupils whilst targeting potential barriers to their success in achieving in mathematics.

Children will work at the age-related expectation or in special cases at the appropriate stage of their understanding.

PLANNING

Planning begins from a thorough understanding of children's needs gleaned through effective and rigorous assessment for learning and a baseline assessment taken of the child upon entry, combined with high expectations and ambition for all children to achieve.

Child are targeted each half term and teaching will be planned around these targets.

Within short term planning, clear learning objectives for each pupil should be created. This will show a clear and systematic teaching sequence, where input and activities are differentiated to meet the individual needs of each pupil.

As pupils gain competency with mathematical concepts planning, where possible, should involve real life contexts for maths, where children are problem solving with a purpose in mind.

TEACHING

Where we have pupils in the Foundation Stage, or pupils who are functioning significantly below the age-related expectation in Key Stage 1, they are given the opportunity to develop their understanding of number, measurement, pattern and shape and space through a combination of short, formal teaching as well as a range of planned structured play situations, where there is plenty of scope for exploration. This planning is following the Small Steps curriculum.

Children will be encouraged to become very competent 'counters' so that their fluency with the number system provides a foundation for mathematical understanding. Counting forwards and backwards in many different sized steps as well as from different starting and ending points is essential.

Maths learning builds from a concrete understanding of concepts where children are manipulating objects. When children are able to see concepts this way, they then need to understand the same concepts represented pictorially. Children are then ready for abstract representation before being able to apply their knowledge to different situations.

Children's mental maths is of great importance, with number bonds, times tables facts and various strategies for calculation taught and practiced at school with support sought from parents.

A progression towards efficient written calculations should be developed in each year-group. The school's Calculation policy is provided as a guide, as we recognise that many pupils attend Jigsaw on a part-time, short-stay basis, meaning pupils are attending from a variety of schools in Sefton with a variety of policies and as a result we will endeavour to be sensitive to the pupils' prior learning and methods taught.

Pupils will be set individual targets in mathematics and these will be shared with the children and displayed in an age-appropriate format specific to each class base.

Though the nature of lessons will be very different depending on the needs of the class, children should be: active; practicing skills they haven't yet mastered; learning something new or learning to apply their knowledge to different contexts. They should be: 'doing' very quickly; working at a good pace and being productive; sharing their thoughts and methods and being successful.

ASSESSMENT

Assessment for learning should occur throughout the entire maths lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. This feedback should be incisive and regular.

Pupils should regularly self-assess against the learning objective, giving them a sense of success. Children should know when they are meeting their targets and be self-assessing against those too.

Pupil's work should be marked in line with the Marking Policy and should model how corrections should be made, giving children a chance to learn from their misconceptions or incorrect methods.

Future lesson plans should depend on individuals' success evaluated through marking and observations made during the lesson.

Teachers use a 0, 1, 2, 3 points score against objectives or strands of objectives, which can also be set as targets, to allow them to assess children's progress in mathematics, gathering evidence over the course of the placement. Teachers use this information to inform planning for groups and individual pupils.

At the end of each term, teachers will assess if a child has made progression on targets set. They will then evidence progression and show this to SLT. All targets are scrutinised and then teachers and SLT will collaborate to formulate the next targets for the child. The teacher would also set a termly summative assessment which is based on the mathematical age, given from the baseline assessment the child completed upon entry.

Evidence of pupil's attainment will occur in a variety of ways:

- observing pupils working
- listening to and questioning pupils
- discussing pupil's work

DISPLAY AND RESOURCES

In the classrooms there should be, either on display or easily accessible to children, level-appropriate resources, particularly concrete and pictorial apparatus to support children to grasp concepts.

Mathematical vocabulary should be displayed so that children use this in the communication of their understanding.

TIME ALLOCATION

Maths should be taught every day for at least 45 minutes. In addition, pupils in Key Stage 2 undertake 'Morning Maths' activities once they have completed their phonics programme. Children will also have access to maths intervention through the week. At Jigsaw we use Mastering Number to strengthen the understanding of number, and fluency with number facts, with children working at in Reception and Years 1 and 2 ages.

MONITORING

Monitoring of children's progress begins with performance review meetings with the Head Teacher but continues with the subject leader monitoring maths books. Following monitoring activities feedback should be given to staff about how they can strengthen their practice and CPD opportunities built in where it would be deemed valuable. These might take the shape of inputs during staff meetings or by a variety of other means.