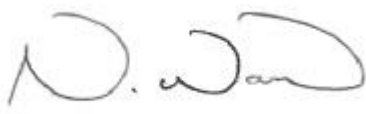
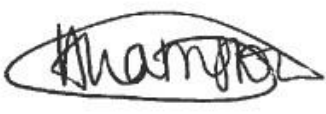



**Mathematics Policy**
**Last Reviewed Date:** September 2026

|                         |                                                                                                                                                                        |              |            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|
| <b>Headteacher:</b>     |                                                                                       | <b>Date:</b> | 24/09/2026 |
| <b>Subject Leaders:</b> | <br> | <b>Date:</b> | 23/09/2026 |

**Date of Next Review:** June 2027

**Subject Leaders:** Abbey-Gayle Herridge, Alice Bryant and Jordan Larkman

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### 1. The Nature of Mathematics

At Amwell View School, we adopt a cross-curricular approach to the teaching and learning of Mathematics; through timetabled Mathematics lessons as well as learning opportunities throughout the school day. This approach enables pupils to progress at their own pace as they master content and skills.

Through teaching Mathematics, pupils focus on all learning areas of our Pre-Mathematics curriculum. Learning areas include:

**Pre-maths skills:** cognition and learning skills of anticipation, curiosity, investigation, persistence, initiation, discovery.

**Number skills:** number place, number value, simple fractions, simple ratio and rates of change, simple addition, simple subtraction, simple multiplication and simple division.

**Simple measurement and geometry:** problem solving, weight, length, capacity, temperature, time, money, position, direction, shape properties.

### 2. The School Policy and National Curriculum 2014

The National Curriculum 2014 states that through the teaching of mathematics we are 'Mathematics is essential to everyday life critical to Science, Technology, everyday Literacy, and in most forms of employment. Mathematics provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the power of mathematics, and a sense of enjoyment and curiosity about the subject.'

'The mathematics curriculum provides opportunities for students to develop confidence in an increasing range of methods and techniques. Students are given the opportunity to express their ideas using strategies they are familiar and secure with. This helps them communicate confidently and encourages them to believe in themselves.' DfE (2014) 'National Curriculum'.

### 3. Delivery of the curriculum

At Amwell View School, we aim to embed the teaching of Mathematics across the curriculum and throughout the school day. Pupils are provided with a variety of opportunities to learn functional Mathematics skills, taught through topics and in different contexts within school and offsite.

Teachers set personalised EHCP and termly priority objectives, which focus on the knowledge and skills that are considered meaningful to the pupil. In Early Years Foundation Stage (EYFS) we aim to develop positive attitudes and interests in Mathematics by providing frequent and varied opportunities. The curriculum includes opportunities for pupils to develop their spatial reasoning skills, problem solving skills and to develop a strong grounding in number.

Pupils who are becoming fluent in the fundamentals of Mathematics are identified as high attainers. As in the National Curriculum 2014, teachers must 'set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standards'. Our policy for these pupils endeavours to ensure they can be appropriately and effectively provided for through the teaching and learning of Mathematics.

Pupils who have been identified as having Profound and Multiple Learning Disabilities (PMLD) or Multisensory Impairment (MSI) by the MSI teacher lead require a multi-sensory approach to their learning. That means they need to have access to teaching methods, activities and resources that involve engaging more than one sense at a time. By involving the use of visual, auditory, olfactory, movement and tactile pathways, a multisensory approach can enhance memory and the ability to learn. The curriculum includes opportunities for pupils to develop attention, anticipation, responding and communicating, choice making.

Amwell View's Post 16 curriculum is designed to provide an emphasis on transferable skills which are used in future provision and adult life. This includes developing important life and social skills needed for becoming members of the community. Pupils utilise the school charity shop where they can



practise work related skills along with visiting local shops to practise money handling, shopping, road safety and travel training where appropriate.

The curriculum is delivered in a variety of ways matching learning styles and abilities of each pupil. Modes of delivery may include:

- Visual presentation
- Practical experience
- Modelling
- Pictorial presentation
- A range of communication media - signs, symbols, augmentative tools
- Auditory presentation
- Multi-sensory experience
- Investigation
- Exploratory play
- Didactic approach
- Kinaesthetic learning

#### **4. Responsibility and Resources**

Overall curriculum responsibility: Abbey-Gayle Herridge, Alice Bryant and Jordan Larkman. It is the responsibility of the subject co-ordinators to monitor and evaluate the teaching of Mathematics through; lesson observations and moderation of exemplar work via Tapestry. It is the subject co-ordinators responsibility to review the Mathematics schemes of work, and to maintain and order whole school Mathematics resources. Each class teacher will plan, deliver and evaluate their Mathematics teaching to meet the needs of their pupils.

#### **5. Cross Curricular**

At Amwell View School, we aim to embed the teaching of Mathematics across the curriculum and throughout the school day. Mathematics is taught in all areas of the school including; playgrounds, soft play, halls, swimming pool, The Hatch and fitness suite. Mathematics can also be taught in offsite locations such as; Amwell View charity shop, the supermarket or a walk down the river or the village.

Examples of how Mathematics skills and knowledge can be taught cross-curricular include:

- English
  - Following instructions
  - Reading and writing lists
  - Sequencing
  - Logo-graphic matching
- Geography
  - Exploratory activities in the Dell
  - Position
  - Direction
  - Planning and following routes
- PSHE
  - Following routines i.e. showering, dressing, brushing teeth and washing hands
- Physical Education
  - Ordering
  - Recording scores
  - Keeping count
  - Timing
- Food technology
  - Following recipes



- Measuring
- Weighing
- Counting
- Computing
  - Number recognition i.e. on interactive whiteboard, iPad, computer screen and keyboard

## 6. Assessment

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.

Teachers plan termly objectives across the curriculum subjects to meet the needs of the individual based on their Education, Health and Care plans (EHCP). These objectives are then embedded into half termly lesson plans where the curriculum is delivered.. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

A reflective annotation is written on priority objective sheets to provide a context to an individual's learning explaining;

How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill and time frame.

Teachers complete formative evidence of pupil progress termly. This provides pupil progress data highlighting how many priority objectives were set and achieved. This enables the teacher and SLT to analyse the quality of the objective and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress.

As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered, teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

### Routes for Learning (RfL)

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities. Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map. RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.



### **7. Pupils' Presentation and Recording**

Pupils work may be presented through:

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal notation
- Computer generated – communicate in print
- Written

Achievements may be recorded and celebrated in:

- Tapestry
- Progress files
- Education Health and Care Plan reviews
- Curriculum files - recorded data
- Parent/teacher consultations
- Achievement assembly
- Certificates and trophies
- Classroom displays
- Mathematics display board

### **8. Review Procedures**

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.