

# Maths Policy

## 2022 - 2023

Approved by:

Date:

Last reviewed on:

Next review due by:

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## **1. Context**

The Leamington LAMP Mathematics Curriculum enables our students, when ready, to study for an accredited qualifications with Pearson Edexcel. These are;

- GCSE Mathematics Higher Level
- GCSE Mathematics Foundation Level
- Functional Skills Mathematics Level 2
- Functional Skills Mathematics Level 1
- Functional Skills Mathematics Entry Level 3

## **2. Aims**

The Maths curriculum at LAMP aims to;

- demonstrate the importance of maths in our lives.
- develop mathematical knowledge and its application in learning and life.
- help students understand and use the connections between different topics in maths.
- increase students' mental arithmetic capabilities, by teaching how to turn seemingly difficult calculations into a series of simple sums.

## **3. Planning**

The scheme of work is treated as a 'living document', with the progress of all the students monitored throughout the course by the teacher, to help identify particularly problematic topics.

Significant issues identified are then carefully considered by the teacher; and the topics under review then either reordered, taught in a different way, or allocated more teaching time; with the overall aim to provide a logical flow from the basic foundational topics to the later more complex areas of the curriculum, and earlier topics being revisited and built upon later in the course.

Any changes are immediately updated in the scheme of work and other documents, and continually assessed to ensure that they have had the desired result, with a focus on continual improvement taken towards all aspects of the course.

#### **4. How Is Maths Taught At LAMP?**

- Lessons are 1 hour in length, and students usually have 2 lessons per week.
- Classes are taught in small groups in the maths classroom.
- Teaching and learning are differentiated, and a variety of resources are used to aid understanding and best highlight different topics.
- Where appropriate, topics are linked to real life examples; which in turn supports other subjects in the LAMP curriculum such as finance and budgeting from the PSHE curriculum, allowing students to work on their preparation for adulthood skills
- Where a student is too anxious to study for an accredited qualification or they have been away from education for an extended period, engagement sessions, possibly 1:1, will take place to increase confidence in the subject area and to fill any gaps in learning lost by any extended absence from school.

#### **5. Timetabling**

Maths lessons are timetabled to be available all day, all week, from Monday to Friday.

#### **6. Making Progress & Assessment**

##### **Induction:**

When possible, new students are assessed in class over the course of a semi-freeform lesson.

- The lesson generally starts with a discussion about the student's previous maths experience, how they feel about the subject, and how they rate their own abilities.
- They are then tested on some general mental arithmetic, followed by some fraction calculations.
- After this the teacher will judge where to take the lesson, depending on their level of competence.
- Usually, the teacher will try and find a topic they are interested in, but don't know too well, and then teach them that, to gain a better idea of how quickly they can pick up new ideas.
- This lesson will give the teacher a reasonable idea on the current and potential abilities of the student.

If such a lesson is not possible, then students will be placed in either a Functional Skills or GCSE class, with the decision taken based on the information LAMP has been provided with. This

decision will be monitored, and potentially reviewed, by the teacher, to ensure that the student is not studying at too high or too low a level for their abilities.

### **During the course:**

Progress and achievement is regularly monitored and discussed with teachers, exams officers and SLT throughout the year. Student reports are written twice yearly and subject staff feed progress update information into the half termly progress reviews that are held with parents, referrers and students.

Student progress is recorded in individual reports, written by the teacher immediately after each lesson.

These reports highlight each student's progress during the lesson; including areas of achievement, misconceptions, positive and negative attitudes towards the subject or a specific topic, and any other noteworthy incidents or results.

### **At the end of the course:**

GCSE assessment takes place in both the summer series, and for resits in November.

Assessment for Functional Skills takes place throughout the year.

## **7. Involvement With Other Key Staff At LAMP**

### **SENCO**

The subject leader for maths works closely with the SENCO to ensure that the correct access arrangements for the students are put in place and that these are the students' normal way of working.

### **Exams Officer**

The subject leader works closely with the Exams Officer at key times in the year to ensure that students are entered for the correct qualifications.

## **8. Progression**

Students can progress from Entry 3, to Level 1, to Level 2, and then onto the GCSE course; although they will start on the level that best suits them. Those who complete Level 2 or a GCSE can progress onto further education, at colleges or university.

## **9. Links To Other Policies And Documents**

- Curriculum Policy
- Timetable
- Maths Curriculum Plan & Scheme of Work
- Marking Policy
- Teaching & Learning Policy