



Mathematical Experiences

This policy reflects the value and philosophy of Bleasdale School in relation to the teaching and learning of Sensory Maths.

It outlines a framework within which the teaching and non-teaching staff can operate and provides guidance on planning, teaching and assessment.

It is intended to support staff in the provision of the necessary range of skills, knowledge and understanding for all pupils in this area of learning. It also aims to enable staff to work in a complementary and integral manner across the whole school in a range of appropriate activities.

- Mathematical experiences help the pupils to explore, investigate and understand the world. At the earliest stages of development, pupils strive to make sense of experiences and sensations that involve changes in pattern, quantity, space and time. Such experiences help them approach problems, to move from random to trial and improvement responses, and on to anticipate and predict.
- Mathematical experiences offer pupils with PMLD opportunities to:
 - Build on their awareness of events and actions to recognise changes in pattern, quantity and space in their immediate environment and in the wider world
 - Use their developing awareness to anticipate and predict
 - Use their awareness and developing understanding of pattern, space, shape and number to develop problem solving skills that contribute to making choices, taking decisions and gaining control over their immediate environment.
- Pupils with PMLD may not develop the higher levels of skills, essential for some Mathematical understanding. However the range of opportunities offered aim to stimulate the pupils' interest and curiosity about the world in which they live and aid them in trying to make sense of Mathematical information.

Aims

- To offer pupils access to a broad and balanced sensory Mathematics curriculum.
- To encourage Mathematical curiosity. As PMLD pupils begin to perceive the world around them with more sensitivity and understanding, they may begin to realise that their actions or the actions of others can make things happen. Many of these actions are the beginning of Mathematical problem-solving.
- To give pupils access to and develop awareness of a range of specific sensory Mathematical terms at a level appropriate to their needs.
- To provide pupils with a broad and balanced range of sensory Mathematical experiences within the curriculum to promote an individual level of curiosity.

- To give pupils the opportunity to work independently or to work with full or limited support in a group/whole class activity.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities that promote and develop choice making skills.
- All pupils should be given the opportunity to access and develop their understanding of mathematical experiences through computing (Information, Communication Technology ICT) at an appropriate level.
- To give pupils the opportunities to develop awareness of themselves as individuals and members of a community (Citizenship).

These aims comply with our school philosophy and take into account the LA and school Curriculum Policy.

Subject Planning, Evaluation, Monitoring and Time Allocation

Each pupil has an I.E.P that has been written by the class teacher. This serves to identify the subject content covered in that particular term with specific learning outcomes identified and a statement (or Education Health Care Plan EHC) related target against which an individual pupil's performance can be related.

The targets are agreed in termly multi-disciplinary meetings and can be addressed in class lessons and other activity areas linked to the Residential Curriculum.

Subject teaching in class sessions is planned so that enough time is allocated for the delivery of the Programme of Study recommendations that are appropriate to our pupils. Whilst teachers may select topic areas from an earlier key stage to reflect what is considered appropriate to a particular pupil group thus acknowledging the developmentally young nature of all pupils at Bleasdale School, the content will be delivered at an age appropriate level. This allows for differentiation in subject matter materials chosen and delivery of sensory Mathematical experiences at the different key stages.

Mathematical vocabulary and use of resources used at Bleasdale School are consistent across the key stages. Steps in learning for semi-formal learners have been carefully mapped out for class teachers (see Subject Planning Folder).

The subject leader monitors the balance and coverage of sensory Maths by the evaluation of medium term planning and classroom observations. The monitoring and evaluating of curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of curriculum development. It is the responsibility of all staff but should be led in each subject by the subject leader.

Assessment, Recording and Reporting

Assessment is used to inform future planning and to give information about each pupil during their time at school. All pupils within the EYFS are assessed using the EYFS profile and B Squared. Pupils in KS1 – KS4 are assessed using B Squared. Pre-formal learners are assessed using the Engagement Steps strand of B Squared. Semi-formal learners are assessed using the National Curriculum and P Levels strand of B Squared with a view to moving onto Progression Steps as the National Curriculum and P Level strand is only an

interim tool. Students in the 16-19 Department are assessed using Steps For Life as an assessment tool (not engagement steps). Semi-formal students in the 16-19 Department are assessed using Progression Steps.

All pupils are assessed using tools that outline skills that are an integral part of developing their awareness of Mathematics. Pupils are also assessed annually using a range of summative assessment tools to identify their progress. Pupils in the 14-19 departments will access accreditation to assess their work alongside Steps.

Assessment techniques ensure that IEP targets are met and individual needs are covered within the subject area.

These are managed by:

- Standard recording sheets throughout the school
- Photographic / video evidence of pupils participating in appropriate activities.
- Teacher's observation of individual pupils.

Assessment will fulfil statutory requirements for all pupils. Teacher assessment is the main focus for statutory assessment of the current pupils at our school.

Record keeping enables planning of a pupil's future learning as well as offering a full curricular record of activities undertaken by individual pupils. Records of Achievement and a summary of information gained from a pupil's recording schedules inform parents of their child's individual performance. This is reported to parents annually at the pupil's annual review and the annual school report.

Role of the Subject Leader

A subject leader's role at Bleasdale School involves specific tasks including:

- Preparing, developing and regularly reviewing a subject policy (annually) and Scheme of Work
- Planning work collaboratively with colleagues.
- Assisting, reviewing and discussing teacher planning.
- Monitoring the subject across the key stages and offering teacher support.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources provided across the school.
- Providing annual subject plan (School Development Plan) for budget/resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training re: sensory Mathematics. Relevant aspects may be highlighted in the annual School Development Plan.

Allocation of Resources

The provision of resources is linked to the School Development Plan. A subject budget has been allocated to sensory Maths. Teachers identify resources required and discuss these with the subject leader. The school has a range of practical resources, which are classified in topic areas. These are centrally stored and accessible to all staff.

Equal Opportunities

All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and balance of subject areas and activities so as to achieve individual statement (or EHCP) targets. Activities and materials used reflect the multi-cultural society in which we live and are not subject to race or gender stereo typed.

The Sensory Maths policy will be renewed on an annual basis. The policy is evaluated against specific criteria.

Namely:

- Coverage of the Programme of Study National Curriculum 2014
- Pupils Achievement (STEPS)
- Classroom/residential observation and staff planning
- Staff Development
- External inspection and advice

Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in this subject area.

Alan Sharples - Subject Leader
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