

## North Hill House School Maths Procedure

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<b>Related policies &amp; procedures include:</b>	Maths Teaching and Learning Assessment and Progress Marking and Feedback

### The purpose of this procedure:

- This procedure reflects the vision and values of North Hill House School. It ensures all stakeholders, including staff, governors, parents and students, are working towards the same goals.
- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate how we consider the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow all quality assurance leads to monitor the curriculum.
- Provide evidence of curriculum planning and implementation.

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### Intent

#### 1. Vision & Aims

Here at North Hill House School we believe that a high-quality maths education will provide students with the opportunities, to gain the problem solving and practical maths skills to become a productive citizen. We recognise potential in all individuals and our teaching will equip students to solve abstract and practical number problems, in real world situations. Maths also helps students

to understand science, economics and the world around them. Maths also enables students to explore topics relating to British values such as diversity and crime and punishment. This will prepare students for adulthood.

## **2. Curriculum Overview**

Students will study the 5 core areas of Mathematical concepts: number, algebra, geometry and measures, ratio and proportion, statistics and probability. In Key stages one and two students, will focus on the core aspects of number, geometry, measure and statistics. They will also begin to address solving real-world problems and develop their critical thinking and problem-solving skills.

At key stages three and four students will build on prior learning to further develop skills in the core areas and draw rich curriculum links to develop skills in ration, probability and the algebraic skills required to solve abstract number problems. This will involve greater emphasis on the unfamiliar.

From year 10 students will follow either a functional skills or GCSE. The latter will be from entry to level 2, the former foundation or higher. Students will also have the opportunity to work towards developing the skills required to undertake AS level maths in sixth form.

## **Implementation**

### **3. Teaching and learning**

Maths is taught in small groups by class teachers. Lesson plans are based around the subject's curriculum overview and resources available, with objectives adapted to suit the stage of development for the students in each class.

Teaching may involve:

- Whole-class teaching
- Small group discussions
- Using manipulatives
- Experiential learning

These strategies will be under pinned using a CPA model, making links between aspects of the curriculum, real life and other curriculum areas. Literacy will be addressed through key words and the use of word-based problems based in real world situations. Maths will be modelled as a continuous whole rather than individual topic areas to develop problem solving skills. Students will be supported by a combination of short, medium and long term memory retrieval practice with links across the curriculum

#### **4. Assessment and Monitoring progress**

North Hill House School uses assessment to enable staff to understand what students have learnt before, what they need to learn now and what they will learn next. 'Learn more, remember more and apply more.'

##### **Baseline Assessment**

Will assess core and problem skills

##### **Formative assessment**

This will occur regularly as part of the teaching process of maths but also in termly assessment.

##### **Summative assessment**

Will occur at half termly intervals based on aspects of the curriculum looked at more closely in the term and will include problem solving questions. From the end of key stage 2 this will include problem solving questions with a significant word content

##### **Marking & Feedback**

This will follow the school marking policy

##### **Exams**

Edexcel functional skills Entry 1 to 3, 1 and 2  
AQA GCSE  
Edexcel AS and GCSE

At key stages 4 and 5 students undertake and progress through qualifications based on ability. This includes the suite of functional skills maths qualifications offered by Edexcel that are on demand, easing the exam load.

#### **5. Roles and responsibilities** (these will be generic so leave them blank, unless you have anything that is subject specific.)

Two subject specialists, primary teachers and additional staff as required in secondary & sixth form. LSAs have the option to take in house maths training to upskill, learn support strategies and achieve maths qualifications.