Local Procedure Title	**Numeracy**
Site	**Tor View School**
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Local Procedure Author(s)	Paul Marchant
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1. Rationale

Tor View School is committed to providing a bespoke and balanced curriculum that focuses on the needs of each learner. The curriculum model has been created to support our pupils across our 3 Pathways: Informal, Semi-Formal and Formal. We have aligned our Framework with: NCETM (National Centre of Excellence in the Teaching of Mathematics), Development Matters, SEND P-Scales, Early Learning Goals, EQUALS, PRISUM and the National Curriculum to ensure our curriculum is robust and geared to the needs of our pupils, whether they are working within the Early Maths Learning or extending beyond, into the realms of our streamlined National Curriculum personalised content.

With the ever-changing nature of our pupils and their mathematical abilities, the EQUALS Curriculum we previously used, needed amending and extending to incorporate next steps for our pupils' Functional Skills.
This has been achieved by incorporating the materials from the National Centre for Excellence in the Teaching of Mathematics (NCETM) - they are an organisation funded by the Department for Education (DfE) that aims to improve maths teaching and want pupils of all ages to really understand maths and all its interconnections.

All our learners have a curriculum, as highlighted above, that draws on several documents to ensure appropriate and effective coverage of Early Maths Learning and Key Conceptual Ideas.
Our Formal learners are working within key areas of the Year 1 National Curriculum Objectives with their curriculum having been aligned for progression through future NC years. However, all aspects of

the National Curriculum will not be beneficial for our pupils moving forward, so objectives have been streamlined, with a focus on Real Life, Functional Skills, to create a Curriculum that allows for knowledge and skills development in the areas of mathematics that will be Fundamental for our pupils' everyday lives. This ensures strong links are made with Preparation for Adulthood (PfA) outcomes and building cumulatively towards supporting *Employment, Independent Living*, and *Community Inclusion*.

In summary, we presently provide a structured and coherent bespoke curriculum that supports all our pupils from InFormal to Year 6 National Curriculum level with a focus upon essential functional skills for everyday life.

2. Progression Documents and the Curriculum (Key Skills and Knowledge)

Progression Documents have been created that draw on multiple Early maths documents (see above) aligning objectives across our 3 Pathways and into our streamlined National Curriculum, showing clear progression lines for staff to follow, to ensure our pupils receive a well-structured curriculum, including content coverage to ensure all aspects of Functional Mathematics are covered. These documents provide clear expectations for our pupils, along with clarity of prior learning, their next steps and areas that may require more focus. In addition, alignment from EYFS upwards, covering Early Learning Goals to the Year National Curriculum objectives, with our PRISUM Assessment Documents allows for a coherent and direct link with our Progression Documents, ensuring that coverage of topic areas is followed and understood.

The EYFS Concept Approaches and activities, helps to enrich, support and extend our pupils during the development and embedding of Key Mathematical Ideas. These supportive materials aid the teachers' pedagogy and delivery of these concepts, allowing for flexibility for the pupils' differing learning styles.

Within Our Pathways:

There are 3 pathways that pupils and staff follow, depending upon the mathematical understanding of our pupils. The pathways include:

Informal - These pupils will have complex attention and interaction needs. They will show fleeting engagement and low levels of anticipation. They will learn through exploration, trial and error and cause and effect.

Semi-formal - These pupils will initiate some independent meaningful engagement across a range of environment and contexts. This can also be called the 'doing 'stage. Pupils of this pathway will be involved in lots of investigations and problem solving through play.

Formal - Pupils on this pathway are generally working at least one (but usually two) key stage below their age-related expectation. They can access subject specific learning in most areas and show good persistence in learning activities. At this stage they will be learning through play in different contexts and learning to generalise their skills and knowledge.

Our Maths Pathways curriculum objectives provide the framework for lesson delivery. The Objectives have been aligned with the EYFS 6 Key Concepts:

Cardinality and Counting

Being able to count, not only by reciting numbers in the form of a list but also by demonstrating one to one correspondence – that is saying one number name for each item.

Comparison

Being able to make comparisons between groups, quantities, and numbers. This involves an understanding of 'worth' and of 'more' and 'less.

Composition

Composition involves understanding how numbers are made from other numbers and how smaller numbers can be added together to make bigger numbers.

Pattern
Understanding mathematical relationships by identifying and understanding different types of patterns. Initially, this will likely be with colour and shape but will ultimately lead to the ability to identify mathematical patterns.
Shape and Space
Wider mathematical thinking is developed through an awareness of shapes, their similarities, and differences and how they can fit together.
Measurement Comparing different aspects and properties of measurement such as height, weight and volume. Eventually, this will lead to comparison using standard units.

Those pupils who are not yet able to access these early mathematical concepts will develop their understanding of precursor concepts through the areas of engagement.
Following the embedding of Key Functional skills and concepts, our approaches support the application of these skills and knowledge through Thinking and Problem solving, using a five-tiered approach, incorporating: *Memory building, Sabotage! (recognition of a problem), Independent Solutions, Generalisation* and *Self-belief and Confidence.*
The Thinking and Problem-Solving curriculum area aims to give pupils transferrable skills that they can draw upon in everyday situations. It encourages pupils to be as independent as possible through the gradual reduction of ladders and scaffolds.

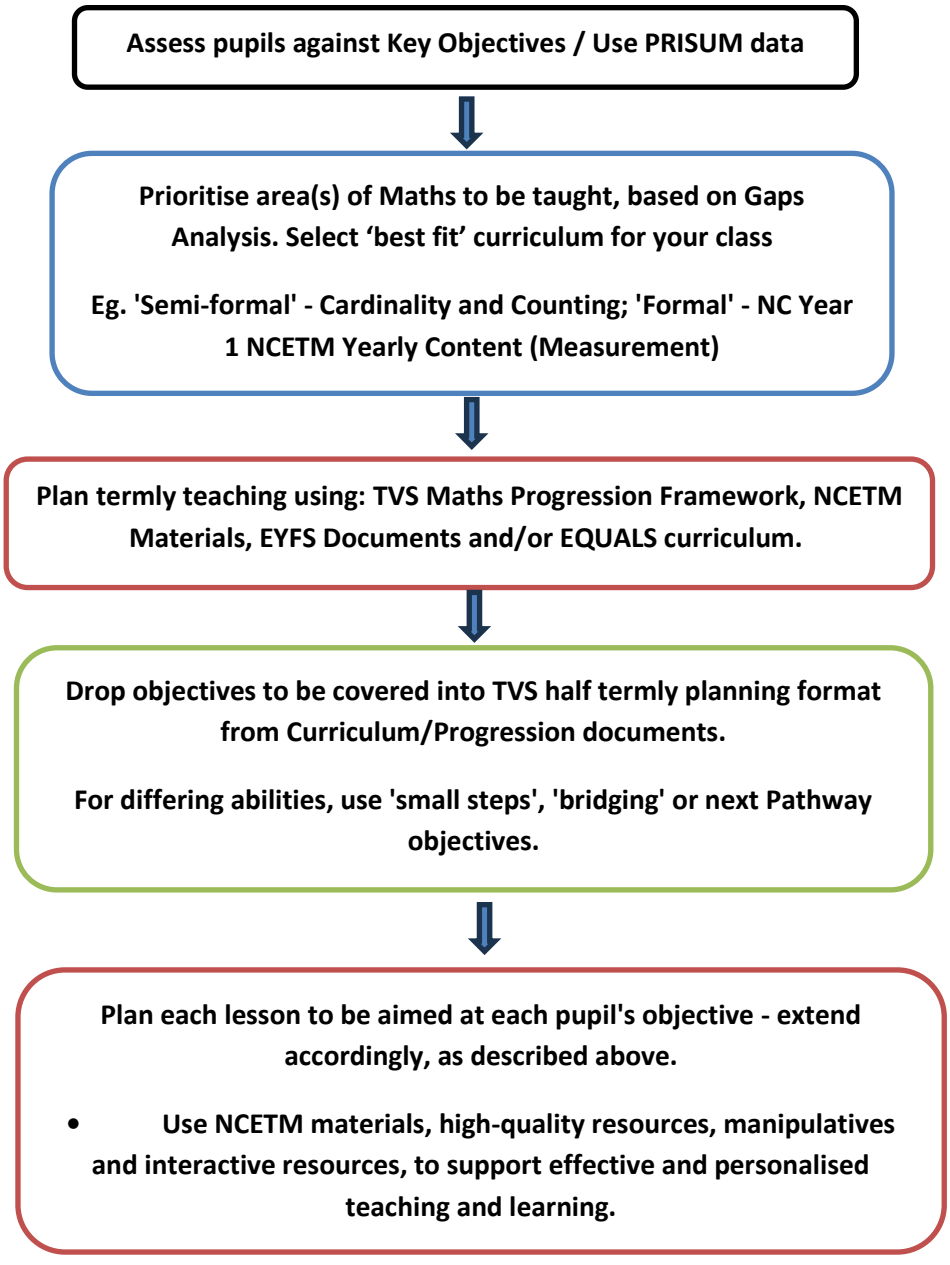
Beyond Formal:
Pupils progressing beyond our 33 objectives with our Formal Framework are ready to attend to the TVS bespoke national curriculum, incorporating selected objectives that focus upon and support areas that will aid in their Functional Maths and abilities to 'make links' between different areas of mathematics, and therefore support them in a variety of situations in everyday life. As the Formal Objectives have been designed to include aspects of the NC Year 1 objectives, transition to this next 'tier' of learning should be smooth. In addition, 'bridging' steps hae been created that will supporting teaching and learning through this area of progression.
The topic areas are *Place Value, Addition & Subtraction, Multiplication & Division, Fractions, Algebra, Measurement, Geometry (Shape & Positional)*
Some of our objectives cross-over between topic areas, demonstrating the links across different topic areas, as well as providing multiple opportunities through teaching to cover objectives in different situations.

Alongside our Curriculum, pupils working within our bespoke Year 2 to 6 National Curriculum objectives, opportunities to achieve Nationally recognised accreditations are available – The Northern Council for Further Education (NCFE) is a national, educational awarding organisation that are recognised worldwide. We are a registered centre and provide Certificates in Essential Maths in Everyday Maths from Entry Level 1-3 up to Levels 1-2. In addition, subject specific ASDAN modules and short courses are available to appropriate pupils, alongside their curriculum, to further support their Functional mathematics skills.

In short, our Curriculum is both bespoke to our setting as it is to the individual. We can adapt the content and coverage for an individual, depending on their need and ability to access materials, with overall awareness of all aspects of the curriculum topics and progression, whilst striving to ensure pupils are able to make interconnections to support them, understand and apply their maths confidently in their everyday lives.

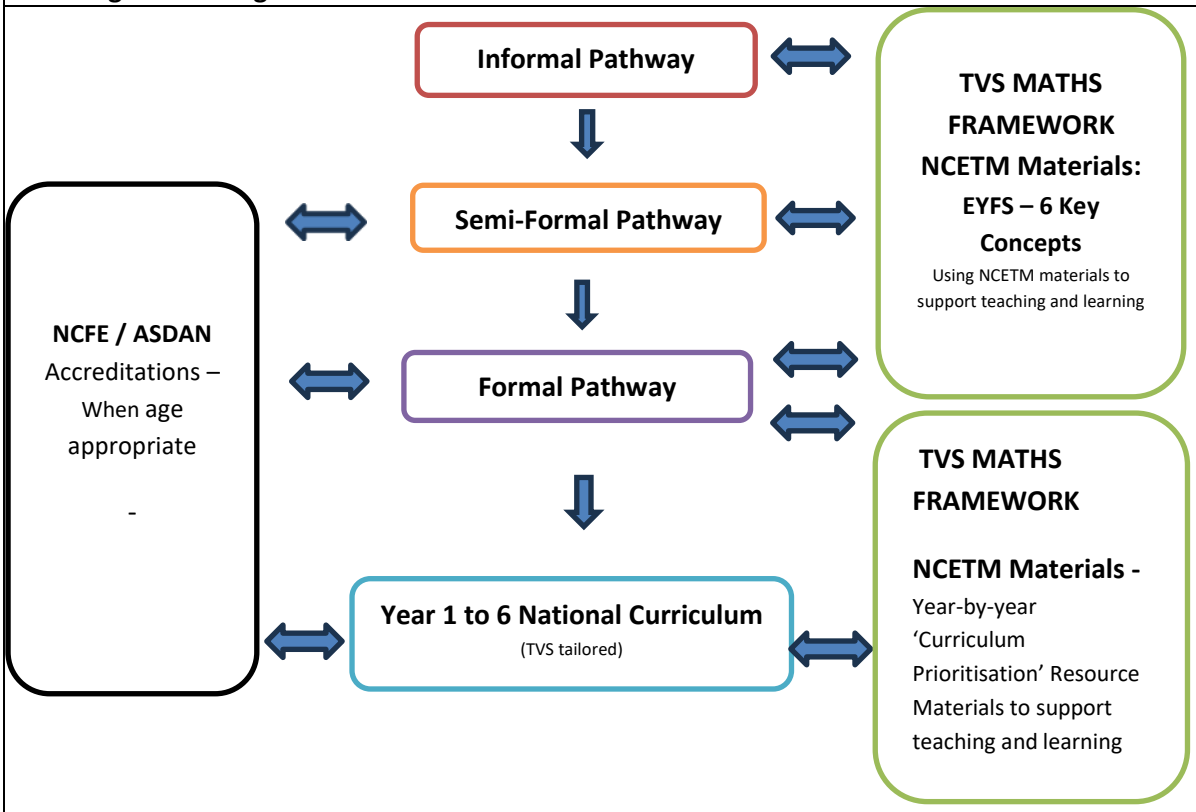
3. Planning and Teaching

Class Teaching will involve one Pathway classrooms of mixed ability pupils. Pathway objectives will be selected and taught using NCETM materials, along with high quality resources, to facilitate effective learning. Pupils are extended supported by the 'Teaching for Mastery' approach, repetition and memory building for pupils, as well as using 'small steps' documents and using next steps from the next Pathway's/Year Groups objectives.



The School Documents provide Progressive objectives to help teachers to plan and resource activities for each child, where ability differences exist.

4. Progression diagram



5. Assessment

Our robust Maths Progression Framework will be accessible by all staff, ensuring clarity of where a pupil is working across all key areas of their learning. It will provide a clear picture of the pupil, where their gaps are, and what their next steps should be.

In addition, Prisum Progression lines assessment system is used to identify baselines and then regularly review evidence of knowledge, skills and understanding. The tool enables teachers to identify accurately next steps to progress, incorporating P scales, early learning goals and national curriculum year groups.
The New TVS Curriculum aligns with these landmarks of mathematical learning.

Date Reviewed	Reviewer	Summary of revisions
January 2026	Nicola Cutler / Nicole Statton	