



RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:

MATHEMATICS POLICY

INTENT

This policy is linked to and derived from the overarching curriculum policy.

Mathematics is a core subject in the curriculum. This policy outlines the purpose, nature and management of the mathematics taught at Radlett Lodge School and takes into account the special educational needs of the pupils whose diagnosis falls within the autistic spectrum. We believe that a broad and balance Mathematics education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

The policy reflects the consensus of the whole teaching staff and implementation is the responsibility of all teaching staff.

THE NATURE OF MATHEMATICS

Mathematics is an important tool in communicating information and ideas and for problem solving in everyday life. At Radlett Lodge, mathematical concepts are explored and investigated through practical activities that take account of impairments affecting the areas of communication, imagination and social understanding as well as sensory processing. Through our teaching of mathematics we provide opportunities to apply knowledge, skills and understanding across the whole curriculum. Pupils are encouraged to develop confidence and competence with numbers and measures to support the development of mathematical skills applicable and useful in later life.

AIMS

- To provide a range of enjoyable mathematical activities for all pupils.
- To provide basic "Learning to Learn" activities which are pre-requisites to early mathematical experiences and the development of skills in number.
- To educate pupils and engage in activities at a level appropriate to their age and understanding.
- To encourage pupils to develop a positive attitude towards maths and communication.

- To offer pupils greater opportunities for independence.
- To develop pupils' ability to solve problems independently or co-operatively with others.
- To produce a range of learning environments to support the development and generalisation of mathematical skills across settings.
- To provide the opportunity to learn maths for use in everyday settings.

ENTITLEMENT

The curriculum for Maths includes teaching in the following areas:

Maths Foundation Curriculum	Maths Curriculum
Comparison	Number
Space, Shape and measure	Geometry
Pattern	Measurement
Counting	Statistics
Subitising	
Number	

All pupils at Radlett Lodge are offered a full and balanced curriculum that is heavily differentiated to accommodate additional learning difficulties as well as developing social communication and flexible thinking for pupils with autism.

Pupils work within their Key Stage age range and are divided into class groups according to their needs and functional ability. Work is differentiated according to the needs of the individual and planning incorporates individual learning methods and differentiation is reflected in whole class / small group activities and in 1:1 work.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Pupils are encouraged to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. They are also taught to apply their mathematical knowledge to science and other subjects.

At Radlett Lodge School, our Mathematics curriculum is designed to be skill-based, adopting a mastery approach and utilising a spiral model to ensure aspirational learning outcomes are realised for all learners. Our intent is to create a supportive and inclusive environment that fosters a positive attitude towards mathematics, encourages curiosity, and allows students to develop essential skills to navigate real-life situations confidently. We have carefully sequenced our Mathematics curriculum

to enable students to practice new concepts and develop flexible thinking. This method ensures a gradual progression from simple to more complex ideas, developing a strong foundation while encouraging adaptable problem-solving skills. The curriculum is designed to build on prior knowledge and provide ample opportunities for students to engage in active learning experiences.

IMPLEMENTATION

At Radlett Lodge School, our maths curriculum is taught following a small steps scheme of work for each learning block. We have used the White Rose Maths scheme as a starting point and then carefully sequenced the units to provide key learning and skills followed by a block that enables hands-on learning experiences that all students can engage with to explore, practise and gain a thorough understanding of the key concepts and skills.

Maths Foundation Curriculum

Level 1

Level 2

Level 3

Level 4

Maths Curriculum

Level 1

Level 2

Level 3

Level 4

Secondary Adventurers Curriculum

This follows a functional skills-based curriculum to develop independence and life-skills. Maths units therefore focus on real-life concepts such as: money, time, programming home appliances and travel.

Post-16 ASDAN Curriculum

This curriculum works towards the ASDAN qualification and includes units such as; Position, pattern and sorting, Measure, Shape and Space, Handling Data, Time, and Money.

Our curriculum provides access to many concrete representations of number such as, numicon, tens frames and counters, tens and ones, interlocking mathlink cubes, beadstrings and rekenreks. We use different resources to develop flexibility of thinking and to secure a deeper understanding of number. It is implemented in the following ways;

- Through carefully monitored long and short-term objectives.
- Through individual teaching to develop new skills.
- Through independent work where a pupil can practise a learnt skill.
- Through small group work.
- Through the teaching of Mathematics across the curriculum (particularly in science and computing).
- Through practical and functional activities.
- Through everyday real-life or engineered real-life practical situations which enable a pupil to generalise a concept.
- Through liaison with parents or carers where skills, knowledge and understanding can be transferred to daily life.

IMPACT

Impact is measured by assessment against individual learning objectives identified for each pupil by the class teacher in conjunction with other professionals and support staff. All staff working with a pupil are responsible for recording and assessing individual achievement against the learning objective.

Evidence of Mathematics is available in work books and folders, when appropriate and through the use of videos and photographs.

MULTI-DISCIPLINARY WORKING

Pupils at Radlett Lodge School are taught by Class Teachers and support workers who work under the direct guidance of the Class Teacher.

The Speech and Language Therapist assesses, designs and implements individual communication objectives in close liaison with the class teachers, parents and other professionals, and supports LSAs.

The Occupational Therapist may be included in assessment and the design of individual programmes for pupils whose oro-motor functioning is impaired. The OT may also be asked to contribute to advice regarding the posture of pupils when working at tables, specialist writing tools for those with fine motor difficulty, or specialist resources for those with visual perceptual difficulties.

RESOURCES

- Each class has a range of resources including a class computer and appropriate software.
- Each pupil has access to concrete representations of number such as, numicon, tens frames and counters, tens and ones, interlocking mathlink cubes, beadstrings and rekenreks.
- Real-life materials and equipment are used as resources to enable the pupil to transfer skills and generalise concepts.
- A bank of practical and functional resources e.g. games, puzzles, clocks, measurement tools, coins/notes/cards.
- A fully functioning teaching kitchen.
- A soft play room and hall for positional language.

The Radlett Lodge School Local Procedure for Mathematics should be read in conjunction with:

NAS POLICIES:

Quality of Life (QoL) Framework Policy

Special Educational Needs and Inclusion Policy

Supported Home Learning Policy

Remote Learning Policy

SEND Policy

RADLETT LODGE SCHOOL LOCAL PROCEDURES:

Curriculum

Teaching and Learning

Post 16 Education

Infant and Junior Curriculum

Marking and Homework