



Numeracy Policy

Numeracy teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of numeracy.

All pupils at Bright Futures School engage in numeracy sessions according to their abilities. Numeracy forms part of our daily Key Skills sessions and pupils will be taught either on a 1:1 basis or in very small groups. All children use mathematical skills across many curriculum areas and ASDAN topic work often deploys numeracy skills. Some on-line numeracy programmes e.g. Studyladder, purple mash and Lumio are used at times by pupils to further practice and develop their numeracy skills. Once pupils are competent in basic numeracy objectives, as identified through Bsquared, they will work towards Functional skills papers, starting at Entry Level in order to use numeracy in everyday situations as well as a preparation for moving on to further education provision.

Our Aims are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- To promote confidence and competence with numbers and the number system
- To develop the ability to solve problems through decision making and reasoning in a range of contexts
- To develop a practical understanding of the ways in which information is gathered and presented
- To explore features of shape and space and develop measuring skills in a range of contexts
- To understand the importance of numeracy in everyday life
- To provide stimulating and appropriate mathematical activities for all children

Objectives

We use a range of multi-sensory teaching and learning styles. We use a number of common fundamental principles that make for successful teaching for pupils on the autism spectrum.

These include:

- Intensive, structured and purposeful teaching.
- Clear, unambiguous and explicit instructions and teaching strategies.
- Use of repetition to consolidate.
- Re-teaching in different contexts and in different ways, not assuming that the pupil has understood because they have repeated or demonstrated something.
- Using a communicative form that the pupil understands and can use to convey ideas to others i.e.: visual, audio or kinetic learning by giving students the opportunity for learning to be achieved through experience of the world.
- Giving opportunities for learning with a personal meaning that is interesting and motivating.
- A high level of adult support and tuition.

DfE advice to schools points out that there are certain differences in the way in which children with autism learn mathematics. For example they may find 'counting on' difficult from different starting points; or may struggle to see the relationships between inverse calculations such as doubling and halving. With these things in mind we work from each individual's starting point and learning style in order to plan programmes of study.

We assess children's work in numeracy from short term assessments which we use to help us adjust our daily plans and help us to plan the next steps. These short term assessments are closely matched to teaching objectives. We also make regular assessments to measure progress against the key objectives and level descriptions of the National Curriculum as specified in our B squared Assessment tool. We report to parents on a daily basis through the home - school books. In addition, each pupil has an action plan in which numeracy targets will be set and reviewed on a regular basis. All pupils receive an annual report which comments on progress made in numeracy and which will be discussed with parents at the pupils' EHC plan review once a year.