



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. We provide a rich numeracy curriculum that is embedded in cross curricular activities and which helps pupils to make use of numerical skills in many relevant ways. In addition, we employ a maths consultant, on an ad hoc basis, to liaise with all staff as well as the management team, to ensure that we are up to date with current initiatives and to provide staff with support, guidance and training as required.

Here at Bright Futures School we understand fully that the foundations for learning are built on high quality environments and interaction with staff. Numeracy forms part of our Key Skills sessions where all children are taught on a 1:1 basis. Our Numeracy policy is designed with specific aims for each different age group.

Early Years & Key Stage 1

Our Early Years Numeracy programme focuses on helping young children build number sense through play, and is taught through carefully developed themes that expose children to numeracy in a wide variety of context. We use a number of fun games and interactive tools such as BBC's Number Blocks to ensure enjoyment while developing understanding.

Key Stage 2 & 3

As the children develop their numeracy skills we adopt a more formal teaching approach where all children follow an individual numeracy plan adapted to suit their ability and learning style. All our plans follow the White Rose Maths schemes of learning and focus on developing a deeper understanding through mastery. Our teaching methods vary to suit the child but use a combination of concrete and pictorial representation to embed deep understanding before moving on to more formal abstract methods. Enjoyment is fostered through games, online programmes such as Sumdog and through many cross curricular activities such as baking & building. Our calculation strategy provides staff with a variety of models to support the teaching of different concepts.

Key Stage 4

As children progress through school we continue to strengthen their understanding while using numeracy to prepare them for their next steps in life. Each pupil will follow a Functional Skills scheme appropriate to their ability, where the numeracy is interleaved with life skills such as shopping, understanding timetables, managing money and cooking. If appropriate the pupils are entered for Functional Skills Maths qualifications in year 10 or 11, these provide a progression to employment, further education and support skills for everyday life.

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.

Our schemes are designed to measure progress against the key objectives and level descriptions of the National Curriculum as specified in our Bsquared Assessment tool. We report to parents on a daily basis through the home - school books. 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.

Updated January 2023

Review : January 2024