

Frank Barnes School for Deaf Children

Maths Policy

Ratified: Spring 2021

Review: Spring 2024



Frank Barnes
School for Deaf Children

1. Rationale

We aim to offer the children a broad, balanced and stimulating Numeracy curriculum that will promote independence and encourage each child to fulfil their mathematical potential.

At Frank Barnes School, this is achieved through careful planning linked to Power Maths, which is UK Curriculum Mastery Programme. It is based on the concrete, pictorial and abstract approach. Every lesson is divided into sections that involve plenty of discovery, sharing, collaboration, practice and reflection. Pupils are encouraged to solve problems each day through the use of concrete resources, pictorial representations and abstract thinking. The programme give pupils opportunity to use their knowledge and understanding to use their skills within our world today. It also helps our pupils to develop a healthy growth mindset in mathematics, so that pupils enjoy learning and make progress.

Numeracy is taught across the school. Pupils in Key Stages 1 & 2 have one hour of Numeracy lessons every day.

2. Purpose:

- To foster in the children from an early age an interest in mathematics through exploration and play.
- To promote the children's independence as well as working collaboratively.
- To ensure that all children have access to appropriate resources.
- To provide the children with a structured framework.
- To foster cross curriculum links where appropriate.
- To offer the children a wide range of mathematical experiences that where possible, reflect everyday life, so that they may feel positive about mathematics and have confidence in their ability.
- To teach the children skills in numeracy and for them to be able to transfer these skills to different situations.
- To provide the children opportunities to investigate mathematical problems and encourage them to develop their own strategies.
- To give the children different mathematical activities that enable them to see that many methods of recording are valid.
- To work in partnership with parents so that they can assist their child's progress in a positive way.
- To give all children equal access to the curriculum, regardless of race, culture, gender, class, preferred language or ability.

3. Bilingual Communication

- In teaching Numeracy through the bilingual communication approach, it identifies British Sign Language (BSL) as the first language of deaf children and the language in which they access information to learn.
- English is considered as a second language for the children to develop their skills in speaking, reading and writing in English.

4. Teaching the Numeracy Curriculum Framework for KS1&KS2

The Power Maths programme is now an integral part of our Numeracy teaching approach, which is based on the National Curriculum for Numeracy.

Please click the links to see an overview of our programme;

- Power Maths Year 1 Overview Programme
- Power Maths Year 2 Overview Programme
- Power Maths Year 3 Overview Programme
- Power Maths Year 4 Overview Programme
- Power Maths Year 5 Overview Programme
- Power Maths Year 6 Overview Programme

Please see Appendix 1 for examples of resources to support teaching and learning of Numeracy in the classroom.

5. Teaching Numeracy in Early Years Foundation Stage (EYFS)

Pupils in Nursery and Reception follow the EYFS Framework comprised of seven areas of learning.

Pupils use a variety of situations and experiences such as matching, sorting and comparing real-life objects to gain basic understanding of counting, adding and subtracting. We encourage and develop pupils' developmental learning through role-play, working with objects, sand play, cooking, construction toys, visiting local parks, daily activities and so on.

The EYFS follows the White Rose programme as it is visual and appropriate for the nature of our pupils.

6. Planning

Teachers plan and create differentiated long term Numeracy plans on our Curriculum Grid. Planning follows the Power Maths progression pathway and is differentiated to meet individual pupil's learning needs.

Teachers also follow Power Maths Calculation Policy when introducing a new topic following the CPA (concrete, pictorial and abstract) approach which helps our pupils to consolidate their learning in all mathematical operations.

Please refer to our *Curriculum Grid* and *FBS Power Maths Calculation Policy* on the school website.

7. Assessment

We use an online tracking system called Classroom Monitor to record and track individual pupils' progress in Numeracy. The bespoke attainment statements are broken down into small steps called Bands, starting from Band 2 (equivalent to pre-National Curriculum level P5) and up to Band 19 (equivalent to the previous NC Level 5). It is a child-focused assessment approach that clearly records, tracks and identify gaps in their learning which can be used effectively to inform teacher's planning.

Throughout the year, individual pupils are assessed against the attainment statements on Classroom Monitor and by conducting termly Power Maths assessments.

Classroom Monitor has built-in analytical tools helps to produce reports for teachers to identify gaps in pupils' learning so that planning can be developed to address those gaps. Teachers use both the Classroom Monitor and Curriculum Grid to plan their lessons.

Appendix 1 - Numeracy Resources

Each classroom for Year 1 to 6 pupils, should have a storage system with 10 trays, containing miscellaneous resources of the following:

1. Unifix cubes
2. Diennes
3. Decimals/Fractions
4. Time/Shapes/Measure
5. Addition & Subtraction
6. Multiplication
7. Money
8. Number Games
9. Place Value
10. Number Cards

Each Early Years/Foundation Stage classroom, should have the following:

- Number frieze 1-10, 1-20 including number signs
- Capacity equipment for sand/water

In the Resource Room , the following resources are stored in labelled boxes:

- Money – Coins, notes, Games, Money bags
- Drawing – Set Squares, Protractors and compasses (for Teachers to use on white boards)
- Dienes – extra dienes rods
- 2D Shapes (3 boxes) – Games Packs and Board Games, 2D and 3D shapes, Angles and Protractors.
- Number Activities – Game Packs, Game Boards, Addition/Subtraction
- Roamer
- Maths (Red Box) – numbers
- Weights – weight 1g to 5 Kg.
- Time – Games, clocks and stamps
- Multiplication and Division – Games and Flashcards RDS
- Number – Number lines, Dominoes, set loops. Number cards, number boards.
- Number Flips (red box) – placement.
- Dice and Counters – Various dices, various counters, Big Dice, buttons, peas, beans and counting rods.
- Fractions, decimals and percentages – cards and games. Etc.
- Unifix number cards – 1 to 100
- Scales

Learn, grow and flourish

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