



Maths Policy

September 2024

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Deputy DSL	Steph White	steph.white@lintonschool.co.uk 01772 957062 07961699720
Deputy DSL	Paul Barton	Paul.barton@lintonschool.co.uk 01772 957062
Regional Lead	Declan Tuer	Declan.tuer@caretech-uk.com 07827 302334
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpool.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264
Prevent / Channel Referrals		concern@lancashire.pnn.police.uk

If the child is at immediate risk, please call the police on 999.

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools' purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

2. Roles and responsibilities

Regional Lead/Proprietor Representative

The Regional Lead/Proprietor Representative will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Regional Lead/Proprietor Representative will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths ICT, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with Additional Learning Needs (ALN) and SEMH
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from key stage 2 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced (through PSHE, Living Independently, Employability lessons and Career Guidance Sessions)
- All courses provided for pupils below the age of 19 that lead to qualifications

The Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Regional Lead/Proprietor Representative
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Head of Education and SLT is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Head of Education is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with ALN & SEMH

The Maths and numeracy lead

Our Maths and numeracy subject lead is Steph White. They're responsible for providing leadership and management for Maths and numeracy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced Maths curriculum
- Consistent assessment and accurate teacher judgements within Maths and numeracy
- Effective use of resources

Teachers

Teachers are responsible for:

- Planning effective Maths and numeracy lessons
- Providing opportunities for pupils to apply their Maths and numeracy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - ✓ Access to planning materials and resources
 - ✓ The knowledge and skills they need to support and challenge pupils

3. Our vision for Maths and Numeracy at Linton School

Mathematics is essential to everyday life, it is a tool for pupils to use in order to equip themselves with the basic knowledge essential to understand and change the world. At Linton School we aim to provide a high-quality mathematical education that gives pupils the foundation for understanding their world and the ability to reason mathematically.

The aims of Mathematics within Linton School are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
- To promote confidence and competence so that pupils are 'proud' of their achievements.
- To develop a thorough knowledge and understanding of 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 develop a practical understanding of shape and space and develop measuring skills in a range of contexts.
- To develop knowledge of money and how to use it as well as the knowledge and skills associated with budgeting and saving.
- To encourage the use of current mathematical language.
- To understand the importance of functional mathematics and its application in everyday life

4. Our guiding principles for teaching Maths and Numeracy at Linton School

We teach Maths and numeracy best when:

- There's a joyful culture around reading in the school

- All staff feel they have the knowledge, skills, understanding and professional support they need to teach Maths and numeracy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We involve families in supporting their child's Maths and numeracy
- The Maths curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions

5. Curriculum

What pupils will learn at Linton School

Key Stage 2: The pupils will be improving their learning regarding the four operations, moving onto more advanced questions and dealing with larger numbers. Fractions (including decimals) Measurement including time, Geometry – properties of shapes, understanding 2D shapes. Statistics, knowing the different types of graphs i.e. tally, pictograms and bar charts.

Key Stage 3: The pupils will be developing their knowledge further preparing for their exams, understanding the key principles of sequencing, graphs and trigonometry.

Key Stage 4: This year the pupils will be revising each term covering factorising quadratic expressions, calculate with roots, and with integer, plot and interpret graphs.

Please see Linton School's Curriculum Policy for further information which can be found at [Linton School Preston - Special needs school for young people](#)

5.1 Time tabling

All pupils regardless of age and ability have 4 lessons of Maths per week, there are also daily interventions for the pupils that are struggling to understand and follow the Maths curriculum.

5.2 Cross Curricular links

We will facilitate cross-curricular learning of Maths and numeracy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- DT, Science, Employability, PHSE.

5.3 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in Maths and numeracy, by:

- Recognising where some pupils need specific help with their Maths skills
- Providing resources such as number mats and times table grids to support pupils' learning
- Identifying pupils who would benefit from more support in an area of their Maths learning, and running small intervention groups for targeted support each week to aid their progress

and attainment. We will monitor these closely to move pupils in and out of these groups as needed

- Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson

6. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given daily at the end of each lesson by the Maths teacher either verbally or written in the pupils Maths books.

Please see Linton School's Feedback and Marking Policy for further information which can be found at [Linton School Preston - Special needs school for young people](#)

7. Monitoring and assessment

7.1 Monitoring

We will monitor teaching and learning of Maths and numeracy in our school to make sure that all of our pupils make the best possible progress from their starting points.

Steph White - Maths Lead, will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutiny's
- Book scrutiny's

7.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment for example, through ongoing formative assessment throughout every lesson, in-school summative assessment in the form of termly quizzes, and formal summative assessment at the end of each Key Stage

Our pupils will sit the following formal assessments:

- We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings.
- Pupils will receive a written report at the end of each term.

8. Learning environment

Pupils will learn Maths and numeracy in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)

- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration
- Displays etc. what is going to be on them to support?

9. Resources

Resources that are used within the lessons are, blocks for helping with counting skills, Numeracy workout interactive activities, Clocks both analogue and digital, Numicon, BBC Bitesize website, problem solving cards, relational geosolids for 3D shapes, House of numbers buddies, Maths Bingo.

10. Monitoring arrangements

This policy will be reviewed on an annual basis by the Subject Lead, Head Teacher and Regional Lead. It will be due for review in **September 2024**.

11. Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Curriculum policy
- Post-16 Educational Provision
- Additional Learning Needs policy
- Equality statement
- Remote learning strategy
- Online safety
- Feedback and marking policy