



# Wembley Manor School Maths Policy 2024 – 2026

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## **Wembley Manor School – Maths Policy**

### **1. Aims**

This policy provides a clear overview of the expectations for high-quality teaching and learning in Mathematics at Wembley Manor School. It sets out how the subject is delivered, monitored, and assessed, and how provision is adapted for pupils with SEND.

Further detail on teaching strategies and approaches can be found in the Maths Guidance and Financial Education Guidance documents, which act as staff handbooks to support curriculum delivery.

### **2. Legislation and Guidance**

This policy is underpinned by the following statutory requirements and guidance:

- Special Educational Needs and Disability (SEND) Code of Practice (2014)
- Equality Act (2010)

In addition, the Maths curriculum at Wembley Manor is informed by:

- National Curriculum programmes of study for Mathematics
- Exam board specifications (Pearson Edexcel, NCFE, ASDAN)

EHCP outcomes, particularly in:

- Communication and Interaction
- Cognition and Learning

### **3. Curriculum Intent**

Mathematics is a vital life skill and central to our vision of preparing pupils to live as independently as possible. In line with our school motto “Love, Learn, Laugh”, Maths is taught in a fun, practical, and engaging way that enables pupils to make excellent progress.

#### **We aim to:**

Provide highly personalised and differentiated Maths lessons that are matched to pupils’ developmental stages.

Teach Maths in a way that is hands-on, visual, and engaging, while embedding opportunities to practise fluency, reasoning, and problem-solving.

Align Maths targets with EHCP outcomes and National Curriculum expectations to develop both functional life skills and academic knowledge.

Build pupils’ confidence in using Maths independently in real-world situations, preparing them for adulthood and further education or employment.

Ensure learning is sequential and cumulative, allowing pupils to revisit, recall, and build upon prior knowledge.

Use pupils’ interests and strengths to make learning motivating and relevant.

Complement Maths learning with financial education, ensuring pupils develop essential skills in managing money and understanding numeracy in everyday life.

Use technology where appropriate (e.g., digital maps in Geometry & Measure) to strengthen real-world application and digital literacy.

Provide cross-curricular opportunities in Life Skills, PE, Science, Music, and therapeutic sessions (OT, SaLT) to reinforce the application of Maths.

Offer tailored interventions for pupils requiring additional support, as well as stretch and challenge for higher achievers.

#### **4. Curriculum Implementation**

Pupils have full access to the National Curriculum for Mathematics, adapted and differentiated to meet individual learning profiles.

The curriculum is carefully designed to be ambitious yet accessible, ensuring challenge at every stage of development.

White Rose Maths supports planning and delivery, using a CPA approach (Concrete–Pictorial–Abstract) to secure deep conceptual understanding.

Mathematics is embedded holistically across the curriculum, with cross-curricular links actively planned and mapped.

#### **Opportunities for Enrichment and Personal Development:**

- Parental engagement workshops in Mathematics
- Educational visits to contextualise mathematical concepts
- Structured questioning and discussion to strengthen reasoning
- Application of Maths in real-life contexts
- Development of reasoning and problem-solving strategies
- Appropriate use of ICT and calculators for problem-solving
- Building research and information-handling skills through digital tools

#### **Timetabling and Progression**

- At Key Stage 3 and 4, Mathematics is taught for an average of 3 hours 45 minutes per week.
- Planning ensures repetition and retrieval practice to strengthen recall and support long-term knowledge retention.
- Pathways and Accreditation

#### **Pupils are offered a range of qualifications tailored to their stage of development:**

- GCSE Mathematics
- Functional Skills Mathematics (NCFE Level 1 and 2)
- Entry Level Mathematics
- ASDAN non-qualification units for learners working below Entry Level
- Extra-Curricular Support
- Lunchtime sessions for Maths accreditation support
- Homework support clubs

#### **5. Curriculum Impact**

Our SEN Maths curriculum ensures pupils leave Wembley Manor with the skills, knowledge, and confidence to succeed in life and learning.

The majority of pupils leave with at least one formally recognised Maths qualification.

Pupils consistently achieve Personalised Intervention Plan (PIP) targets, demonstrating strong progress over time.

Pupils apply Maths independently in real-world contexts, including during trips, community visits, and daily life skills.

Learners are well-prepared for the next stage of education, training, or employment.

Careful monitoring and data analysis ensure that progress gaps between pupil groups remain minimal; swift interventions close any gaps.

Numeracy is embedded across the school, strengthening outcomes in other subjects and supporting cross-curricular learning.

Significant progress is made in moving pupils from low starting points towards functional numeracy.

The curriculum balances academic rigour with life-skills, supporting independence, employability, and community participation.

Pupils develop resilience, logical thinking, and problem-solving skills that prepare them for adult life.

Parental engagement enhances learning beyond the classroom, building strong home–school partnerships.

## **6. Roles and Responsibilities**

### **6.1 Head Teacher**

The Head Teacher, with support from the Senior Leadership Team (SLT), is responsible for:

- Building and supporting a team of expert teachers who understand both Maths pedagogy and effective SEND practice
- Providing high-quality training and resources to ensure successful curriculum delivery
- Creating a stimulating environment where pupils are surrounded by mathematical language, displays, and resources
- Engaging parents and families in supporting pupils' mathematical development

### **6.2 Maths Lead**

The Maths Lead, supported by a linked SLT member, is responsible for:

- Ensuring consistently high-quality teaching and secure subject knowledge across staff
- Designing and sequencing a coherent Maths curriculum, including financial education
- Overseeing the effective use of resources and supporting classroom practice
- Leading assessment, moderation, and accurate teacher judgements
- Coordinating external moderation with exam boards
- Facilitating collaboration between teachers and therapists (OT, SaLT)
- Leading CPD and providing support for staff development
- Sharing information and strategies with parents to support learning at home
- The Maths Lead is allocated dedicated time to fulfil these responsibilities.

### **6.3 Teachers**

Teachers are responsible for:

- Delivering engaging and effective Maths lessons that support EHCP outcomes
- Following school guidance on Maths and Financial Education
- Planning for fluency, reasoning, and problem-solving in every lesson
- Providing opportunities to apply Maths to everyday life and preparation for adulthood
- Completing assessment and marking accurately and consistently
- Preparing resources for home learning where appropriate
- Working with support staff to ensure they are well-equipped to assist and challenge pupils

## **7. Curriculum and Maths Guidance**

The Wembley Manor Maths curriculum is bespoke and designed to help pupils work towards the National Curriculum while supporting them to RISE – Resilient, Independent, Skilled, and Expressive.

### **Guidance Documents**

The Maths Guidance document (owned by the Maths Lead) outlines agreed teaching approaches, cross-curricular links, and expectations for practice. It is updated annually or as needed.

The Financial Education Guidance document details delivery across the school, including planning, timetabling, and assessment.

Both documents ensure alignment between Maths, SaLT, and OT provision, and act as staff handbooks for teaching and learning.

## **8. Monitoring, Assessment, and Moderation**

Maths is monitored in line with the Quality of Education cycle, led by the Maths Lead and SLT.

Monitoring activities include: data analysis, review of PIPs, workbook scrutiny, lesson observations, learning walks, and environment checks.

Pupils are assessed against:

- Half-termly PIPs
- Internal Small Steps assessments
- EHCP outcomes
- Evidence is recorded and moderated via the Evidence for Learning platform.
- Internal moderation is supplemented by external moderation with exam boards.

The Maths Lead is responsible for leading moderation sessions and supporting teachers to ensure accuracy and consistency.

## **9. Links with Other Policies and Guidance**

This policy should be read in conjunction with:

## Maths Policy

- Marking and Annotation Policy
- SEND Policy
- Pupil Premium Policy
- Behaviour Policy
- Maths Guidance
- Financial Education Guidance
- Book and Folder Guidance
- Timetable Guidance
- SaLT Service Delivery Model
- OT Service Delivery Model

### Individual pupil documents:

- Personal Intervention Plans (PIPs)
- B Levels
- EHCPs