



Oaklands School Numeracy and Mathematics Policy



At Oaklands School we see numeracy as a way for pupils to make sense of the world around them by developing an ability to calculate, reason and solve problems and by understanding and appreciating relationships and patterns in both number and space. Numeracy forms the basis for so many aspects of real life that ensuring a provision in essential numeracy skills will support our pupils, regardless of their additional support needs, to play as active a role in everyday life as they are able.

Targets and Curriculum

Targets are informed by the Curriculum for Excellence, making use of the Numeracy and Mathematics guidance and in particular the Foundation Milestones. Our Early Years provision is informed by Realising the Ambition.

Each pupil has long term targets in Awareness, Exploration, Attention and Concentration set at the start of the school year. These can be linked to the Numeracy and Mathematics CfE guidance. These targets are shared with parents and carers. From these, short term targets, which break the long term targets into smaller steps, are set. The short term targets are evaluated on a termly basis. At the end of the school year, the long term targets are reviewed and evaluated and new draft targets set for the following session.

In Oaklands school we do not teach in discrete subjects. The teaching and learning that a pupil experiences will take place in a cross curricular manner, throughout a pupil's day and week. All of our pupils are treated as individuals, and their devised programmes and targets will generally be unique to them. We recognise that our pupils' progress is unlikely to be linear. Due to the nature of our pupils and their complex needs, whilst many pupils will make good progress, some progress may remain largely static or, in some cases, even regress. Close scrutiny of progress towards targets will allow us to track progress and make adjustments if required.

As well as individual target setting, our teachers plan on a termly basis. These plans will include group activities, class activities and individual activities linked to Numeracy and Mathematics. These plans are evaluated on a termly basis.

Our curriculum is heavily focussed on practical activities, making use of concrete objects as well as songs, stories, rhymes and the school and wider environment. We always try, where possible, to link our learning to practical and real life situations and ones which will engage and be useful to our learners. An appendix of possible activities is included at the end of this policy.



*"Supporting our children to dream big, go far
and unlock their potential,
with a range of enriching experiences."*



Team working

Class staff teams (including teachers, Nursery nurses and PSAs) all have a role and responsibility to help develop the numeracy skills of our pupils. In addition, class teams work will work closely with parents and carers, and our wider school community, to ensure that the best possible outcomes for our pupils can be achieved. Working together, targets for pupils can be set, planned for and assessed.

Reviewed Nov 24

Next review Nov 25



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Appendix 1

NUMERACY AND MATHEMATICS IDEAS BANK

This is not an exhaustive list of how we tackle Numeracy and Mathematics within Oaklands School but serves as a starting point, and shows the contexts where Numeracy and Mathematics teaching may be seen.

Number songs	Messy play	Matching activities
Daily routines	Cooking	Timetables
Circletime	Wheelchair dancing	Shopping lists
Sorting toys	Gardening	Visits to supermarkets
Stacking toys	Art	Visits to cafes
Inset puzzles and jigsaws	Switching activities	Tuck shop orders
Music	Stories	Using public transport
Messy play	Colour/shape etc scavenger hunts	Ipads / eyegaze etc



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