

Scawsby Junior Academy



Maths Policy

PERSONS RESPONSIBLE FOR POLICY:

Mr P Chambers: HEADTEACHER

Mrs K McKie: SUBJECT MANAGER

Introduction

At Scawsby Junior Academy, we aim for all pupils to be confident and enthusiastic mathematicians who are not only fluent in using number facts but also have the ability to solve problems in a variety of ways. In addition to this, we want them to be able to explain their reasoning confidently using specific mathematical vocabulary. With high expectations of all, we encourage each child to reach their full potential and gain a sense of achievement. We believe that a secure basis in numeracy skills is crucial to a high- quality education and will give our children the tools they need to participate fully as a member of society, preparing them for their future lives and careers.

Maths Curriculum Intent, Implementation and Impact Overview

Our curriculum closely follows the aims of the National Curriculum for Maths 2014. The national curriculum for Maths aims to ensure that all pupils:

- ♣ become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ♣ **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ♣ can **solve problems** by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

School has identified key intentions that drive our maths curriculum. At Scawsby Junior Academy our maths curriculum intentions are:

| Intent | Research Link | Implementation | Impact |
|--|--|---|---|
| At Scawsby Junior Academy, our first intention is for all pupils to enjoy maths and for all pupils to achieve success in the subject by being sufficiently challenged. The maths curriculum should be | OFSTED Curriculum Research indicates that: 'leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged | * Teaching and Learning Y3/4 In lower key stage, the principal focus of maths teaching is to ensure pupils become increasingly fluent with whole numbers and the four operations, | * Enrichment We use a wide variety of quality resources to motivate and inspire our children, from mathsmastery.org to NRICH, White Rose Maths Hub, Third Space Learning and NCETM. We also |

| | | | |
|---|--|--|---|
| <p>ambitious and accessible to all learners.</p> <p>We are committed to ensuring children recognise the importance of maths in the wider world and that they can relate their learning to real-life contexts to equip them for their future lives.</p> <p>It is our aim to develop pupils' curiosity about the subject and to nurture a resilient attitude where they ask and answer many questions.</p> <p>At Scawby Junior Academy, we want our mathematicians to connect learning and to use and apply it in a range of contexts.</p> | <p>and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life'</p> <p>'the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.'</p> <p>OFSTED May 2019</p> <p>Enhancement - Education Endowment Fund research (Improving Maths at KS1 and KS2 2017) indicates that 'Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.'</p> <p>Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.</p> <p>NCETM 'The Essence of Maths Teaching For Mastery' 2016</p> | <p>including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should also ensure they can use measuring instruments with accuracy and make connections between measure and number.</p> <p>By the end of Year 4, pupils should have memorised their multiplication tables, up to and including the 12 times tables in preparation for the MTC.</p> <p><i>'Key facts, such as multiplication and addition facts within 10 are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts.'</i></p> <p>NCETM 'The Essence of Maths Teaching For Mastery' 2016</p> <p>Y5/6</p> | <p>provide enrichment opportunities, such as 'More Able Maths Days' and the national 'Primary Maths Challenge', which is administered in Y6.</p> <p>* Our passion for maths and the Scawby Junior Academy 'teaching to the top' attitude means that our attainment at the end of KS2 continues to be above that of Doncaster and the national average.</p> <p>* Children will know more, remember more and understand more about Maths.</p> <p>* The large majority of children will achieve age related expectations in Maths whilst a significant proportion will achieve above age related expectations.</p> <p>* As numeracy learners, children will embed lessons from maths to influence the outcomes of their lives in the future.</p> |
|---|--|--|---|

| | | | |
|--|--|--|--|
| | | <p>The principal focus is to ensure pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex problems of number and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures will consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric patterns and they learn the vocabulary required to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.</p> <p>*Lesson Structure All children receive a daily maths lesson although mathematical skills will be linked to other subjects.</p> | |
|--|--|--|--|

| | | | |
|--|--|---|--|
| | | <p>Each lesson focuses on one clear learning objective, which all children are expected to master; extension activities enable those children who grasp the objective rapidly to extend their learning by exploring it at greater depth.</p> <p>Each lesson includes the elements of: fluency, to practise skills; reasoning to deepen understanding; and problem-solving to apply skills.</p> <p>Planning is taken from the National Curriculum and maths mastery.org however teachers may adapt units accordingly.</p> <p>Currently, Y3 work in mixed ability classes whilst 4, 5 and 6 are in ability groupings. Within the class/group, children collaborate in KAGAN pairs.</p> <p>* Knowledge Organisers Children have access to key knowledge, language and meanings to understand Numeracy and to use these skills across the curriculum.</p> <p>* Learning Walls Maths Learning Walls in each classroom focus on key knowledge, vocabulary and questions and exemplify the</p> | |
|--|--|---|--|

| | | | |
|--|--|--|--|
| | | <p>terminology used throughout the teaching of maths, and enable pupils to make links across the wider curriculum. Maths STEM sentences (core examples) are on every learning wall and children are expected to use these in explanations.</p> <p>* Subject specific vocabulary Identified through knowledge organisers and learning walls and highlighted to the children at the beginning of lessons and revisited through cross-curricular links and whole school projects. <i>All pupils to be encouraged to use mathematical language and full sentences when explaining their reasoning.</i></p> <p>* Big picture and daily review New maths learning is put into the context of the big picture of maths learning throughout school, and a daily review of immediate previous learning in the subject.</p> <p>* Class timelines Each class has a timeline that follows them throughout school. This records all previous maths learning and enables children to put prior learning in the context of new learning.</p> <p>* Equipment</p> | |
|--|--|--|--|

| | | | |
|--|--|---|--|
| | | <p>Children will have access to a range of resources. These may be different depending upon the year group but each classroom should at least have:</p> <p><u>Y3/4</u> Dienes box 10 box per class, coloured counters, small 100 bead strings, large teacher bead string, teacher counting stick, money and fraction cuisenaïres. <i>This equipment should also be accessible for Y5/6.</i></p> <p><u>Y5/6</u> Counting stick (teacher), clocks, 2D and 3D shapes, various fractional equipment, practical equipment for measuring and work on volume plus.</p> <p>* Assessment Class teachers assess children’s understanding in English using RAG, self and peer-assessment and supported pupil reflections and this is then recorded formatively Class Track and summatively on O Track. This data is then analysed to improve the children’s learning in English.</p> <p>Maths Assessment Teachers formatively assess pupils using Class Track after each taught objective. This assessment is used to inform planning and quality first intervention.</p> | |
|--|--|---|--|

| | | | |
|--|--|--|--|
| | | <p>Summative assessments (currently NFER and SATs papers for end of Y5 and Y6) are administered three times a year and the results of these form the basis of pupil progress meetings, which are led by the headteacher. There is close scrutiny of the data and revision of interventions based on the data.</p> <p>* Outdoor learning We recognise that children learn in a variety of ways, and so where appropriate, children will learn maths outside of the classroom.</p> <p>* Approaches to teaching We use a metacognitive approach to teaching and learning so that children build resilience and aim to become self-regulated learners. Teachers model their thought processes and scaffold learning so that all pupils are able to access the Numeracy objectives and make appropriate progress. Through this, they are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.</p> <p>Building on this ethos, we teach maths using a range of strategies which include:</p> | |
|--|--|--|--|

| | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none">● <i>Group Discussion</i> – Children discuss and interrogate new ideas in a small group or whole class setting using a variety of Kagan mixed ability learning models. They listen to and value each other’s ideas whilst taking on board feedback so as to improve their own explanations.● <i>Partner Discussion</i> – Children work in pairs to discuss their ideas. They are able to explain their mathematical thinking and be ready to convince, justify or amend their answer. At Scawsby Junior Academy, we believe a rich, purposeful discussion is the key to success in problem-solving.● <i>Questioning</i> – Using mathematical vocabulary, teachers use a range of questioning strategies to establish children’s current understanding and develop their learning. Open-ended questions are used to elicit a deeper understanding to provoke mathematical discussion.● <i>Modelling and Scaffolding</i> – Teachers use clear models (concrete, pictorial then abstract) to introduce a learning objective. Time is allowed for pupils to practise in pairs before they are expected to test their own understanding. <p>All children are encouraged to use mental strategies before resorting to a written algorithm. (See <i>Key Instant Facts Recall Document</i>)</p> | |
|--|--|--|--|

| | | | |
|--|--|---|--|
| | | <p>* Consistent teaching sequence</p> <p>Teachers will begin by revising and consolidating previous areas of study, namely those that link to the current objective. No time is wasted and pupils will quickly be moved forwards in their learning. Teachers will have a range of learning available and the work is chosen (sometimes by the teacher and sometimes by the child) to rapidly move learning forwards. All pupils will be suitable challenged in every lesson and support will be provided to enable all to achieve.</p> <p>In all lessons, the learning objective is made clear to the pupils and they know exactly what their learning intention is. When appropriate, pupils will relate the learning to a real-life context. <i>This may be later on, once the objective is embedded.</i></p> <p>Plenaries will occur throughout the lesson-as appropriate-and teachers will use precise questioning to identify those requiring immediate intervention.</p> <p>At the optimum time, pupils will be scaffolded to make connections in learning.</p> <p>In some capacity, there will be problem-solving in every lesson. Using our</p> | |
|--|--|---|--|

| | | | |
|--|--|--|--|
| | | <p>metacognitive growth-mindset approach, teachers will provide the tools for Scawsby Junior Academy pupils to be problem-solvers.</p> <p>* Learning environment Displays are used throughout the school to promote maths. There is a TTRockstars display near the hall, which recognises the efforts of pupils who have worked hard. Every classroom has a maths display, which is updated regularly to reflect current learning.</p> <p>* Cultural Capital - We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to maths (please see Cultural capital overview). We recognise that to have impact the planned cultural capital must be clearly linked to the statutory maths knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.</p> | |
|--|--|--|--|

Pedagogy

| | | | | | |
|---|--------------------|---|--|---------------------|--|
| In Numeracy, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Maths, the following approaches will be used, and be evident in pupils' books, in order to ensure that the learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their literacy experiences in school: | | | | | |
| | Big Picture | Placing of the numeracy skill being studied in the context of previous mathematical learning | | Behaviourism | Direct teacher instruction; modelling of skills and techniques; demonstration |

| | | | | | |
|--------------------------------------|--------------------------|--|---|---|---|
| Teaching Sequence in Numeracy | Daily Review | Brief review of learning covered in previous lesson/s | Possible pedagogical approaches used in Numeracy | Constructivism | Enquiry-based learning; outdoor learning |
| | Vocabulary | Specify key vocabulary to be used and its meaning. Check which words pupils understand. | | Social Constructivism | Teacher modelling; questioning; mix of individual, paired and group instruction |
| | Modelling | Teacher modelling of new skills or concepts – including ‘thinking aloud’. Clear annotations and any written methods used as per policy. Simple clear steps. | | Liberationism | Pupil-led learning; opportunities to showcase learning |
| | Collaboration | Children practise the new skill using shared, paired or group task | | Learning, working and talking like a mathematician | High expectations of use of mathematical vocabulary. Pupils explain, justify and convince others. |
| | Mathematical Talk | Children communicate their mathematical knowledge and understanding appropriately using independent strategies | | | |
| | Plenaries | Reflect on and evaluate their learning and compare with previous knowledge as appropriate | | | |

E-safeguarding

The maths policy and scheme of work adheres to the whole school E-safeguarding Policy.

Equal Opportunities

Maths follows the school’s Equality Policy.

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

Links to other Subjects

At Scawsby Junior Academy, we use Maths to promote learning across many areas of the National Curriculum, including:

- * The application of all basic skills (including Reading and Writing) within the Maths curriculum
- * The use of computing to find, present and use mathematical data.
- * Citizenship, through moral, social and cultural development.
- * Developing language skills, through mathematical talk.
- * Application of number, through historical research and enquiry.
- * Developing geographical knowledge when learning about past events in other places.
- * Looking at art, music and technology from the past as source of evidence in mathematical tasks.
- * Within every science topic, pupils will also develop their mathematical skills.

Any cross- curriculum links between subjects are identified in medium- and short-term planning, and children are made aware of them.

Links to Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

Maths lessons teach a range of age appropriate literature that enhances spiritual development through discussion, debate and wider cross-curricular links.

Organisation of Teaching

Maths at Scawsby Junior Academy is taught through discrete lessons, the order of which are planned using the 2014 National Curriculum.

Teaching Methods

Although the CPA approach is used throughout, we use a variety of teaching methods at Scawsby Junior Academy, in order to suit as much as possible, the abilities and interests of our pupils.

These include:

- *Daily problems to evoke critical thinking
- * Individual and group investigations and problem-solving activities.
- * TT Rockstars and Prodigy
- *Times Tables challenges
- *Arithmetic-‘5 a day’ and daily practise of key number facts
- * Outdoor Learning, including the forest school area.

Plenaries should occur regularly throughout a lesson.

Reasonable Adjustments in Numeracy and Inclusion

The curriculum leader in Numeracy recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious literacy curriculum. Within the curriculum area of numeracy SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Special Educational Needs

Some children experience learning difficulties, which affect their progress in maths. Class teachers inform the SENDCO and Inclusion Team if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- Same day intervention
- Concrete resources

Access for all

At Scawsby Junior Academy we develop an inclusive curriculum.

Children with English as an additional language

As outlined in the National Curriculum 2014, *'The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary'*. Although this applies to all pupils, it is particularly important that EAL students are equally able to access the maths curriculum so the following will be considered:

1. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.
2. Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.
3. Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work with the Inclusion Coordinator to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the Inclusion team to help them make rapid progress. In addition, class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged.

* Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's mathematical skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.

Responding to pupils' diverse learning needs: Numeracy at Scawsby Junior Academy is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.

Maths at Scawsby Junior Academy is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:

- * Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in English lessons.
- * Pupils' understanding being developed through the use of practical resources.
- * Aspects of the programmes of study that may present specific difficulties for individuals being identified.
- * An inclusive maths curriculum is also achieved through:
 - * One-to-one reader where appropriate
 - * The use of alternative communication methods e.g. ICT or speech to communicate thinking.
 - * Practical resources

High Achievers Children (GDS groups – Greater Depth of Study groups)

GDS pupils who achieve highly in Numeracy will be supported and given opportunities to deepen their knowledge and skills through differentiation.

As identified in the National Curriculum 2014, *'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.'*

At Saltersgate, we recognise that all pupils can work at greater depth and the breadth of activities should allow all pupils to achieve highly in a lesson.

Planning

From Y3 – Y6 the school uses a range of resources, developed in school or adapted from the Literacy Trust used as a foundation for creating our own exciting and varied literacy lessons. These help to ensure that coverage of the National Curriculum is secure and that year group expectations are met. Teachers also ensure that, wherever possible, literacy lessons are linked with topic work. We use Nelson handwriting resources to support the teaching of handwriting throughout the school from Year 3 – Year 6. There are also literacy resources stored throughout the school which are used on a regular basis. The library contains fiction and non-fiction books and is used by children from Y3-Y6.

Where possible literacy lessons will have a cross-curricular approach and support work done in other areas of the curriculum when topics allow close links. Discrete literacy knowledge and skills are woven through these lessons to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures. In addition to this, 1 x 30 minute Handwriting lesson occurs each week from Year 3 – Year 6.

In Years 3 – 6 literacy lessons take place 5 times per week and are taught to the whole class by the class teacher. They are effectively scaffolded to ensure that every child can be successful in their achievement of the learning intention, with high expectations for all learners. Success criteria are shared with the children prior to independent work and these also indicate how greater depth can be achieved and demonstrated. These lessons cover knowledge and skills in writing, spelling and grammar and comprehension. In addition to this, the class is also taught Spelling, Punctuation and Grammar discretely 5 x week as a whole class.

Assessment

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. Children are also supported to self-assess and peer assess in order to develop their own knowledge of their next steps in learning and begin to articulate where they have found difficulties or strengths. This helps to ensure that maximum progress is made throughout literacy teaching across the school. This formative assessment is recorded using the school's online assessment tools.

In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons.

The data is the analysed by the ELT, Literacy lead and class teachers.

Targets

At Scawsby Junior Academy, we aim for the majority of pupils to:

- * Be at age related expectations for Key stage 2 by the end of year 6
- * Be above age related expectations for Key stage 2 by the end of year 6 for a significant proportion of pupils

Responsibilities

The role of the subject leader in numeracy is to coordinate the teaching of maths across all phases of the school. This is in order to secure high quality maths provision for every child, including outstanding maths teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the maths subject leader should undertake over the course of the year include:

- Monitoring and effective feedback of numeracy work.
- Learning walks and other lesson observations with effective feedback given in a timely manner
- Planning and organising maths enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff so that lessons are never less than good, and that most are outstanding in Maths
- Liaising with ELT to help implement school improvement priorities
- Liaising with the school SENDCO and Inclusion Manager to best support children with literacy difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in maths teaching

Staff Development

Over the course of the academic year the numeracy subject leader monitors and evaluates:

- * The attainment and progress of pupils in maths
- * The pupils' response and attitude to maths
- * The quality of maths teaching in school
- * The quality of children's work in maths

This is achieved through:

- * Classroom observation of maths, including learning walks, with written feed back
- * Questioning of children during these observations
- * Discussions with pupils
- * Carrying out regular scrutiny of work, and feeding this scrutiny back to teachers.
- * Looking at maths learning displays in classrooms and corridors.
- * Monitoring each teacher's maths planning every term, as appropriate, and providing written feedback.
- * Keeping all staff informed on changes that effect literacy in school.
- * Attending any Maths Subject Leader meetings arranged by the LA or other providers.

Subject Development

Over the next academic year, the maths leader will write and execute the school development plan in maths.

In addition to this the maths leader will also:

- * Ensure the subject of maths meets statutory requirements of the national curriculum.
- * Continue to monitor the implementation of the maths scheme of work and maths policy documents, including the Maths Calculation Policy.
- * Continue to monitor staff development in maths, through classroom observations if appropriate, staff questionnaires, monitoring and feeding back on medium term planning and children's work.
- * Attend appropriate courses, if available, to develop personal knowledge and expertise, and to share this in school.
- * Complete pupil discussions with pupils from a range of classes, on how maths is delivered in our school.
- * Maintain the maths section of the school website for all stakeholders.
- * Monitor and evaluate the quality of maths resources in school, and bring in new resources as appropriate.

For a detailed description of the development of maths in the next academic year, please see the 2019 – 2020 School Development Plan.

Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in maths. At the ‘New to Year 3 Parents’ meeting at the beginning of every academic year, the maths standards of the school are explained, as well as further meetings throughout the year with all parents to support their understanding of new literacy initiatives. There is a further meeting in Y4 to explain the multiplication test and then one at the beginning of Y6 to go through the expectations of the SATs testing. In addition, parent workshops are arranged, in year groups, to go discuss written methods, particularly with regards to the multiplication and division of fractions.

Homework is also part of the school’s successful maths home/school link and is set every Friday to be due the following Friday. The homework focuses on improving number fluency.

Review

This policy is a live document, being constantly updated. Numeracy has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by the Maths Subject Leader. This plan will affect the contents of this policy, and it is the responsibility of the Numeracy Subject Leader to maintain this.

| Revision Date | Revision Version | Previous Revision Date | Previous Version | Summary of Changes |
|----------------|------------------|------------------------|------------------|-----------------------|
| September 2020 | New policy | - | - | New policy |
| June 2023 | 1 | September 2020 | New Policy | Change of school name |
| | | | | |
| | | | | |