



Maths

Intent, Implementation and Impact

<u>Intent</u>	<p>The Mathematics department prides itself on offering a rich, balanced and progressive curriculum. We actively promote our pupils to develop their reasoning, problem-solving and numerical fluency. The Mathematics department uses STEAM links and projects to promote industry and cross-curricular links.</p> <p>We work actively to ensure pupils can understand the purpose of teaching and learning beyond the classroom. STEAM has become central to connecting Mathematics to other curriculum areas. By making these links pupils have confidence in applying their numeracy skills with purpose to other areas of the curriculum and outside of the school environment.</p> <p>Teachers share good practice to ensure we support our pupils in the best possible way. The numeracy policy clearly outlines the teaching approaches to ensure a consistent approach across all school areas. Teachers use numeracy baseline testing to identify strengths and areas for improvement. Each pupil has a specific Numeracy target within their IEP document based on the findings of these tests.</p> <p>We recognise every pupil has individual needs, the range of qualifications we offer reflects this. Students in KS2 and early KS3 (year 7) are placed into nurture classes within the school. Delivery of maths follows the approach of the whole school, however, there is a focus within Maths lessons to fill the gaps in earlier learning within the primary curriculum.</p> <p>At Key Stage 4 pupils will have the opportunity to gain qualifications in:</p> <ul style="list-style-type: none"> ● GCSE ● Functional Skills Level 1 and 2 ● Entry Level 1-3 <p>Ensuring pupils are entered for the correct qualification is done through close monitoring and assessment. The assessment flight paths are monitored closely and interventions provided where needed.</p>
<u>Implementation</u>	<p>Mathematics is taught across the school to learners in their base classrooms, covering Key Stage 2-4. Teachers plan to meet individual pupil needs through consideration of assessment data along with pupils EHCP and IEP paperwork. Lessons are planned and sequenced to build on previous</p>



	<p>teaching.</p> <p>In Key stage 3 social and sensory pathways we have maths lessons three times a week. These lessons are delivered in a variety of ways including theory, maths games and using online resources such as mymaths.co.uk and prodigygame.co.uk. The lessons are delivered in a positive way with lots of access to movement breaks, fiddle toys and time out cards to ensure students are able to focus on their work for as long as possible. At the start of each lesson we use student's regulation charts to ensure students are regulated and therefore ready to work; if not strategies are put in place in order for them to regulate and continue with the work as quickly as possible. Students in year 7 often access work from the KS2 curriculum with some starting to access some from early KS3.</p> <p>In years 8 and 9 the majority of pupils follow pearson Edexcel schemes of work and use differentiated textbooks to ensure they are being challenged at the correct level. Some pupils who are working well below their age-related expectations are identified through teacher assessments and are given intervention time to help close the gap and bring them closer to their age-related expectations. These lower ability pupils have a tailored approach to learning and are supported in the classroom with a range of differentiation tools such as multiplication grids, number lines, counting cubes and often closer teaching assistant support.</p>
Impact	<p>The Mathematics curriculum is planned to be effective for all pupils regardless of ability or special educational needs. Pupil progress and impact of teaching is measured throughout the academic year by conducting in class and formal assessments. The school uses a flight path profile assessment system to monitor pupils progress, as described in the assessment policy.</p> <p>All pupils are made aware of their progress and flight paths, pupils will be given verbal and written feedback on all classroom work. From assessment of classwork, pupils work on targets set by the teacher to ensure progress on each unit is tracked.</p> <p>In class assessments include :</p> <ul style="list-style-type: none">● Formative assessment of book work● Unit tests● Mock exams● My Maths assessments <p>*Life skills - being able to use maths in their everyday lives</p>



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