

## **SANDFIELD MATHS CURRICULUM INTENT**

### **INTENT:**

#### **What is the curriculum aim / vision for this subject?**

- To provide pupils with life ready skills focusing on money, time and calculation.
- To have opportunities to see and use mathematics in the community.
- To prioritise curriculum objectives and Functional Skills accreditation framework, individualising the curriculum or content for particular pupils/groups and their needs.
- To develop reading skills in mathematics. This involves being immersed in the written language used in mathematics, to be prepared for facing and ready to answer real life word problems, reading mathematics stories and completing problems/puzzles. Any reading in mathematics should be level and age appropriate and in-line with pupil ability, giving opportunities to show progress. Pupils should have a strong understanding of reading numbers, in any form, and use these skills to read numbers in the environment and in all curriculum areas, such as when competing in sport, during Food and Nutrition lessons etc.
- To provide pupils with the vocabulary needed for them to be able to explain their methods and thinking processes and improve their reasoning skills.

#### **What do we expect students to get from this subject?**

- Engagement and enjoyment in the subject, taking skills and using them outside of school.
- To make expected progress and meet targets in carefully planned areas for each individual.
- To develop skills relevant to potential employability routes and opportunities to gain accreditations.
- To be confident in certain mathematics content that can be used on work experiences, supported internships or in the school café.
- To be comfortable with using basic skills in society.

#### **How is our curriculum planned?**

- We use the national curriculum and EHCP targets to help develop an appropriate curriculum for our pupils.
- We have access to White Rose Maths, an award-winning system for teaching and learning mathematics. It is designed to provide students with a solid foundation in mathematics and promotes depth of understanding.
- Mathematics passports have been created, which take out the essential elements of the mathematics curriculum and encourages learning in depth. It is important to focus on and master the key life/job skills within our school setting to give pupils the best opportunities beyond school. The passports are structured sequentially so that they are a useful tool for teachers and understandable for most pupils. The clear structure allows pupils to see their progress and is not restricted to levels. Pupils can make accelerated progress in one area of the subject, while making slower progress in another. These mathematics passports follow the pupils throughout school and track their progress in these key areas. They offer the opportunity to set targets and to use the objectives for planning.
- For pupils accessing accreditations, BKSB may be used to assess levels and identify gaps in knowledge within the accreditation framework.

## How is the timetabled curriculum supplemented or enriched by other approaches to learning?

- Staff across all subjects have access to the mathematics passports so that they know the levels pupils are working at and are given further ideas to include mathematics within their lessons, allowing for cross curricular links.
- Class sizes are kept small to give the opportunity to closely support, monitor, personalise learning and track progress. LSA support works for individuals and groups, depending on the knowledge and needs.
- Some classes are split for maths lessons to allow for focused, tiered learning at all levels.
- Edexcel Entry Level Maths, Open-award Entry Level Maths qualifications, ASDAN qualifications and AQA Unit Awards are offered as accreditation where appropriate.

## IMPLEMENTATION:

### How does learning develop through school?

- Pupils and teachers work collaboratively to use the mathematics passport and this creates a bigger picture of the skills they know.
- All teachers use the passports and pass this on to the pupils' new teachers to continue.
- All teachers are using the same assessment tool and this follows each pupil.
- Skills are developed, with a focus on money and time, while also looking at developing skills when working with measure. These skills are constantly linked to calculation with a focus on calculation skills development, using the calculation policy to aid this. The calculation policy is a key document and provides consistent approaches and development throughout the school.
- Students are encouraged to develop and practise these skills in other lessons, around the school and in the community. They need to be ready to independently access these mathematical opportunities, recognise mathematics or complete tasks with support.
- Even for lower levels, work is age appropriate and practical when necessary, helping to enthuse and engage pupils. Practical aspects include the use of numicon for concrete number/calculation understanding, Base 10 and other place value manipulatives for concrete place value/calculation understanding and further equipment to support learning.
- Pupils will regularly practise key money, time and calculation skills on a daily/weekly basis using plastic/real money and analogue/digital clocks where appropriate. It is important that these skills are regularly practised, to avoid retention issues. These skills will be obvious in the curriculum delivery, including in independent morning activities, but also present in conversation and in real life contexts throughout the day. Pupils will be encouraged to use these skills outside of school.
- In KS4, leading into KS5 pupils will have access to accreditations, where levels are assessed and Content Sheets are shared with students in a similar way to the Maths Passport. These Content Sheets outline the Framework of each accreditation and pupils and teachers work collaboratively to use these to further improve the picture of the skills they know.

## **IMPACT:**

### **What forms do assessments take? What is the purpose of assessment?**

- For those pupils accessing accreditations (KS4/5), BKSB may be used to assess levels at the beginning of the school year and to identify gaps in knowledge within the accreditation framework.
- Baseline assessment tests and diagnostic work has been created and are used for new pupils to find out their key strengths and how far along the mathematics passports they should begin.
- Ongoing assessment throughout the year
  - Pupils are assessed on the key aspects highlighted in our school curriculum.
  - Progress is monitored throughout the year using the maths passport or the framework for the functional skills qualifications. This means that pupils can make more progress in certain strands of mathematics, rather than being restricted to a level.
  - Objective specific questions are available to help form the assessment tool that has been created, with lesson ideas/resources provided and teacher judgement used to add to this in more detail and create a more accurate overview.
  - Receptive language levels are considered when questioning.
  - If required, interventions are used for particular pupils/groups.
  - Evidence recorded on Evidence for Learning (EFL)
  - The marking policy is followed and allows pupil to see strengths, progress and complete challenges.

The purpose of the assessments is to monitor progress and inform future planning, with suggestions of suitable next steps for pupils so that they can achieve their potential throughout their school journey.

### **How do we know if we have a successful curriculum?**

- Outcomes of pupils recorded formally or informally (Passport and EFL) and accreditations achieved.
- A positive view on Mathematics throughout the school.
- Pupil voice, staff voice, parental voice.
- Learning walks and lesson observations.
- Scrutiny of student work.
- Success when they leave school.