

SANDFIELD MATHEMATICS CURRICULUM STATEMENT

INTENT:

What is the curriculum aim / vision for this subject?

- To provide pupils with life ready skills involving money, time and calculation.
- To have opportunities to see and use mathematics in the community.
- To prioritise curriculum objectives, individualising the curriculum or content for particular pupils/groups.

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.
- To be confident in certain mathematics content that can be used on supported internships or in the Sandy Park Café or other work experience opportunities.
- To be comfortable with using basic skills in society.
- To gain appropriate knowledge which can be used and will support them in the future.
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HOW OUR CURRICULUM IS PLANNED:

- Mathematics passports have been created, which take out the essential elements of the mathematics national 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.
- This means that repetition is essential, if timed properly, to avoid retention issues and how certain, important elements of the curriculum should not be spaced out. When covering a topic area, teachers will ask themselves 'how can I fit other areas into this learning?'.
- EHCP objectives are prioritised. If there are mathematics objectives in the document, these must be covered in detail with the aim to meet the objective by the intended date.
- 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.
- 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.
- The mathematics passports allow for a focus on cultural capital. This gives pupils the opportunity to practise only the essential skills that will be required in a job. In particular, focusing on skills needed in the supported internships offered while in Sixth Form. Pupils will be given the opportunity to see, explore and experience mathematics in the community, listening to employers, visiting companies and learning about mathematicians and their achievements with part/a whole focus on mathematics.
- Teachers have access to the mathematics policy, the calculation policy and the numicon calculation policy.

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, personalise targets and track progress. LSA support works for individuals and groups, depending on the knowledge and needs.
- Edexcel Entry Level Maths qualifications and AQA units are offered as qualifications where appropriate.

IMPLEMENTATION:

How does learning develop over the five years?

- 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.
- The mathematics progression is monitored from 11-19.
- Skills are developed, with a priority on money and time, with development in measure. These skills are constantly linked to the calculation development, using the calculation policy.
- 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 away.
- Even for lower levels, work is age appropriate and practical when necessary, helping to enthuse and engage pupils. Practical activities are much more favourable to worksheets with these particular pupils.
- Mathematics lessons and opportunities are delivered in a high challenge and low threat environment. This gives flexibility to the delivery of lessons, allowing for different styles of learning, different lesson approaches and the use of quizzes.

IMPACT:

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

- Ongoing assessment throughout the year
 - Pupils are assessed on the key aspects highlighted in our school curriculum.
 - Progress is monitored throughout and pupils can make more progress in certain strands of mathematics, rather than being restricted to a level.
 - Baseline assessment tests and diagnostic work have been created and are used for new pupils to find out their key strengths and how far along the mathematics passports they should begin.
 - 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.
 - The marking policy is followed and allows pupil to see strengths, progress and complete challenges.

How do we know if we have a successful curriculum?

- Positive Pupil, staff and parental voice.
- Evidence of learning, progress and a balanced curriculum from learning walks, scrutiny of student work, and lesson observations.
- Discussions between staff with relevant feedback
- Pupils apply their mathematical knowledge in various contexts.
- Overall success is achieved once pupils leave the school either by being employed or on route to doing this