

Maths – Subject on a page

- **Intent:** your curriculum plan, including its design, structure and sequence
- **Implementation:** how you teach and assess your intended curriculum
- **Impact:** the outcomes for your pupils as a result of the education they've received

Why do we teach it?

We believe that every student can master an understanding and love of maths with the right kind of teaching and support. We aim to provide a positive, stimulating environment where students feel confident to explore maths, in the classroom and through real-life experiences, developing the skills necessary for their future at school and chosen pathways beyond. We aim for students to overcome barriers and develop a 'can-do' approach to Maths, along with developing a growth mindset of trying their best and building resilience through challenging problems.

INTENT - What we are teaching

Maths is taught through:

- High-quality maths curriculums using a mastery approach across all stages, which have problem solving and reasoning at their core.
- Developing a mastery of mathematics, efficient mathematical methods and skills.
- Placing an emphasis on building depth of knowledge before breadth.
- Developing student's fluency, reasoning and problem-solving skills while fostering an enthusiasm for maths.
- The rigorous development of key aspects of number through regular practise, developing efficient methods and skills they can use in the real world.
- Opportunities to deepen their conceptual understanding by tackling engaging, challenging and varied problems.
- Calculation approaches where students develop and demonstrate their increasing fluency through the use of concrete material and pictorial representations, rather than rote learning of procedures.
- Developing pupil resilience and independence in reasoning and problem-solving.
- Developing confident mathematicians who are able to understand the world and have the ability to reason mathematically.

IMPLEMENTATION - How we teach it

Students who are at the beginning of their maths journey will be finding out about the world around them using the topic approach to learning within the White Rose Maths guidance. This guidance enables teachers to deliver a curriculum which embeds mathematical thinking and language from an early stage.

Students who are ready to move on to a more formal curriculum for Maths use the Inspire Maths programme to guide delivery which uses:

- Accessible student textbooks introducing concepts in a highly scaffolded way.

- Concrete-Pictorial-Abstract (CPA) approach, ensuring secure foundations and a deep understanding of mathematical concepts.
- A small-steps approach allowing students to progress and learn at their own personalised pace, ensuring they have secure understanding and knowledge before moving on.
- Development of fluency and reasoning, building on strong conceptual understanding and problem-solving skills for mastery.

As students progress to the Hub, they follow the White Rose Scheme of learning. This scheme of work supports the variety of qualification pathways which we offer, such as GCSE Maths, Entry Level Maths and AQA/Edexcel individual units in Maths.

IMPACT - What is working

A well-taught Maths curriculum supports students in achieving their full potential in order that they leave with the independent skills or qualifications to follow their chosen pathway. Through carefully structure lessons they will understand that strength and growth come through continuous effort, resilience and willingness to try again. Through consistently following a Mastery Maths curriculum throughout their time with us, students will leave with transferable Maths skills that they can take forward and use in all aspects of their lives.

For students, who have chosen an academic pathway, the impact of our curriculum is to enable them to continue their education further in their chosen direction and qualifications. For students who have progressed on a more practical pathway our hopes are that they are equipped with skills that enable them to function as independently as possible.

Subject Leader Actions and Impact

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
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<p>Maths curriculums are embedded across the school and hub with a clear pathway between them in order to adapt and meet students' needs.</p> <p>Teachers are confident in using the adapted Mastery approach in the Maths curriculums following internal and external training.</p> <p>Teachers and support workers are confident in using manipulatives in lessons</p> <p>Additional quality reasoning and problem-solving resources are being used to support the chosen curriculums</p> <p>Middle-leader support for teachers at the school and hub, has increased confidence and knowledge for teachers.</p> <p>Monitoring of Maths qualifications and support in teaching to the gaps has led to an impact on student outcomes in qualifications.</p>	<p>To develop an assessment programme (Maths steps for learning) in-line with the Maths curriculums and current steps approach in place for English.</p> <p>Ensure a clear correlation of the steps to the NC for reporting purposes</p> <p>Develop Progress journeys to be used as a regular ongoing planning/assessment tool for all students on the formal curriculum</p> <p>Create summative assessments to fit in with the Maths steps for learning.</p>	<p>Numeracy strategies are embedded into science lessons to enable students to develop transferable skills.</p> <p>Numeracy is adapted and weaved through all pathways that are being created for the school.</p> <p>Key Numeracy life-skills are identified and developed across other areas of the curriculum</p>
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