Alderwood Engage Springboard Pathway Maths Policy

The aim of the Mathematics curriculum is to ensure that all learners develop their mathematical fluency, are able to reason using this fluency, and apply their knowledge to solve a wide range of practical/functional problems.

As an alternative provision, we believe that all students should have the same opportunities that mainstream students would experience, so we cater for students working from EYFS up to the end of Key Stage SATs. As part of this, students will have the opportunity to demonstrate their learning in a practical context, in order to show understanding of transferable practical mathematical knowledge.

The areas covered within our curriculum are:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Time

Content

Due to the wide variety of learners that attend our varied provisions, we do not apply a one size fits all model. Many students have missed large gaps in their education, and students also join us at various points across the academic year. Therefore, assessment in mathematics is undertaken on arrival for all pupils across the Raedwald Trust sites. By using this data, as well as paperwork from the previous setting, a picture is created of each learner's individual ability. All maths sessions are pitched at varying abilities. This is essential in order for the children to receive the level of learning required for them to succeed.

Maths is assessed throughout the term through our teacher assessment tracking tool, enabling all teaching to be adapted to support pupil's individual needs, according to their starting point.

The subject areas have been selected in order to develop pupils' understanding of number as a foundation and basis for their mathematical working. Due to potential missed learning and misconceptions, it is essential that pupils have a secure knowledge and understanding of number and calculation which is why the majority of the curriculum selected focuses on that. The other area that has been selected is time as this is an essential and important life skill which pupils need to have.

Assessment in Mathematics

We assess pupils for three key reasons:

a. To find out what they do and do not know so that we can plan next steps in their learning journey.
b. To understand their patterns of progress.
c. To make judgements about their progress towards key markers in their education.

Ultimately, good assessment will add value to pupil outcomes by helping teachers and leaders to understand what is having good impact and what needs to be refined or addressed for individual pupils.

Feedback and Marking: Our Core Principles

- Marking and feedback is an integral part of the Raedwald Trust 'Assess – Plan – Do – Review' model of teaching and learning.
- Marking and feedback should always be in accordance with the lesson objective and the pupil's own personal learning aims.
- Marking and feedback will involve the student directly. A student will be clear about their next learning steps as a result of the feedback received.
- Marking is an important teaching tool, informing next steps planning.
- The pupil will have the opportunity to carry out the guidance resulting from marking or feedback.
- Throughout the Trust pupils are given guidance and opportunity to evaluate their own achievements and understanding.

This is achieved through teachers planning and reviewing in accordance to the Curriculum assessment tool. This is used to provide lesson objectives and areas for assessment. Students will have the opportunity at the end of every lesson to reflect on their learning and demonstrate their feedback on their own understanding. This, in accordance with the teacher assessment, will encompass daily lesson assessment and feedback.

Mathematics and the wider curriculum

Cultural Capital

Within the Trust we believe that it is important for all students to develop cultural skills, knowledge, and behaviours that will allow them to thrive in society and the world of work. The Mathematics curriculum sets out to develop our learners' cultural capital to make them ready for their next stage in their lives. This is achieved in many ways including teaching student's real life skills related to reading timetables, budgeting, finance, recipes, speed/distance, etc.

SMSC

Mathematics enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their numeracy skills and every-day life. Students are provided with opportunities to use their maths skills within real life contexts, applying and exploring the skills required in solving various problems.

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Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students are able to gain confidence which should lead to them becoming independent learners.

Within the curriculum we look at various approaches to Mathematics from around the world and use this to discuss their origins. This includes how different countries around the world approach mathematics and children will identify the similarities and differences as well as gaining an understanding into different cultures. We try to develop an awareness of both the history of maths alongside the realisation that many topics we still learn today have travelled across the world and are used internationally.

British values

The Mathematics curriculum promotes the British values of tolerance and resilience each lesson through problem solving and understanding of complex concepts. Students are encouraged to learn from mistakes and are supported to improve their understanding. Within different areas of study, children are encouraged to demonstrate the reasoning behind their answers, which will often include judgments of morality such as items being shared fairly.

Careers

Within lessons, pathways for future study of STEAM subjects are promoted. When looking at topics, students are encouraged to see how these might be used in the real world and within vocational contexts. This helps pupils to see the value of what they are learning for their future careers, thus providing additional motivation for learning.

Reading

Every opportunity is taken within the classroom to allow students to develop their reading. Students are actively encouraged to read and are supported to understand key words. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. Displays engage students to support them with the understanding of key command words. Key vocabulary has been selected within each lesson to ensure development of this mathematical vocabulary.

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