

## KS2 Springboard Mathematics Policy

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The aim of the Mathematics curriculum- across all sites within the Raedwald Trust 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 purpose of our Springboard Maths programme of study is to equip children with strong foundations in number and with useful life skills. KS2 Springboard pupils are dual-placed and will attend Alderwood Academy for two days a week. As Springboard pupils will be accessing a 12 week part time placement, the curriculum is time limited and the expectation is that the learning will be revisited by the mainstream schools upon their return. Learning may be revisited organically during the placement as it arises in new projects.

The fundamental areas in our Mathematics curriculum are:

- Number and Place Value
- Addition and Subtraction
- Time
- Money

We will not be teaching:

- Multiplication and Division
- Fractions
- Measurement (other than Time and Money)
- Geometry
- Ratio and proportion
- Algebra
- Statistics

Within each of these areas key objectives will be taught and assessed. As agreed with pupils' mainstream settings, Alderwood Academy will teach the agreed objectives, but will not be responsible for teaching the unit in its entirety as outlined in the programme of study.

Mathematics will be taught and assessed during a 3 week unit each term. Pupils will access two half an hour sessions each week.

### 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

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various points across the academic year. Alderwood Academy works closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties, helping create a picture of each learner's individual ability. All maths sessions are pitched at varying abilities; from EYFS, where necessary, to UKS2. 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 fundamental areas in our Maths curriculum will be revisited several times across their placement to ensure learners objectives are built upon and knowledge acquisition is long term.

### **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

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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 students real life skills related to reading and writing the time, money, budgeting, 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.

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.

#### 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.

#### 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, articulation and the correct use of standard English. Displays engage students to support them with the understanding of key command words.