***Maths* Curriculum**

"What is mathematics? It is only a systematic effort of solving puzzles posed by nature."
— Shakuntala Devi

Intent - What takes place before teaching in the classroom?

Curriculum Vision

At St. Anthony's the intention is to aim to provide all pupils with a fully differentiated curriculum so that each pupil is able to make the maximum progress at a level appropriate to them.

We recognise the importance of providing pupils with the necessary skills to use Mathematics outside the classroom and seek to develop their practical application of Mathematics in areas such as Money, Measures, and Numeracy.

Curriculum Aims

We aim to engage and inspire children to develop an appreciation and understanding of Mathematics which they can carry with them throughout their lives. We aim to support all children to increase their self-confidence, life skills and sense of achievement by enabling each child to grow mathematically at their own level and pace.

Our broad, enriching curriculum aims to encourage children in Key Stages 3 and 4 to develop the necessary skills to use Mathematics in everyday life and seek to develop their thinking; problem solving and practical skills and application of Mathematics in areas such as use of money, measures and numeracy.

Pupils are supported to enjoy Maths both in school and beyond and are introduced to potential careers and pathways in Maths in line with the Gatsby Benchmarks.

Cultural Capital and Breadth

We are committed to ensuring children understand the value and importance of maths in the wider community and are able to use their maths skills, knowledge, and experiences to involve themselves in maths in a variety of different contexts. We will look at how maths has developed into a universal language and way of making sense of the world around us.

Mental Health and Emotional Wellbeing (MHEW)

Maths supports mental health and emotional wellbeing by providing opportunities for self-expression, confidence-building, resilience and positive social interaction.

Implementation - What does this look like in the classroom?

Curriculum Leadership:

The Senior Leadership Team will:

- Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects
- Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and professional development.
- Provide sufficient funding to ensure that implementation is high quality.
- Ensure staff are trained in understanding Blanks Levels of Understanding.
- Ensure that teachers are skilled in adapting teaching to meet the needs of all pupils.

The Maths Curriculum Leader will work closely with the subject teachers to:

- Understand and articulate the expectations of the Maths Department to the Headteacher and Governing Body.
- Support teaching and support staff.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing and remembering more.
- Ensure an appropriate progression of maths skills and knowledge is in place over time so that pupils are supported to be the best mathematicians they can be, and challenge teachers to support struggling mathematicians and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
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Teaching and Learning

- All pupils in Key Stage 3 and 4 receive 3 weekly maths lessons.
- Secondary Maths provision is overseen by 3 qualified Maths Teachers.
- At Key Stage 3, pupils experience a range of maths topics based on the National Curriculum. And the White Rose scheme. In Key Stage 4 pupils will study for an appropriate qualification based on their individual needs. At present these are AQA Entry Level in Mathematics and ASDAN Towards Independence. There are also be opportunities for pupils to begin studying GCSE skills but this is based on an individual basis.
- The Maths Department has detailed planning which links with our curriculum progression document and assessment opportunities.
- The Curriculum Progression document is a skills-based overview showing how we plan for progression in maths and develop competence in a range of skills including number, measures, geometry and statistics.
- Lessons are engaging and pupils are challenged by the curriculum they are provided with.
- Lessons take account of Rosenshine's Principles - 17 Principles of Effective Instruction. (see separate document).
- Children have the opportunity to work in a variety of ways, using practical resources to scaffold their learning through concrete, pictorial and then abstract implementation. Aspects such as roman numerals and how maths and money have developed through the ages will be included at relevant points throughout each key stage.

Classroom Organisation and Resources

- Pupils work in a whole class, small groups or individually to support pupils in their development of their skills.
- Adapted learning and personalisation are planned for within activities and allowance is made for ability and experience.
- Engaging displays and learning walls are evident.
- Support staff are deployed effectively to enhance learning.
- Blanks Levels of understanding are used to support questioning and understanding within the maths curriculum.

Enrichment and Wider Opportunities

We encourage further learning and understanding though school trips such as visiting a shop; using the bus; visitors to school and other events in the local area.

Impact – How is success in Maths measured?

Pupil Outcomes:

Maths contributes to broader curriculum aims by educating the emotional, intellectual and physical development of children. It also increases self-discipline, confidence, and perseverance and promotes problem-solving as well as helping children to forge links between home, school and the wider world.

Our pupils are:

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who are learning to overcome barriers and understand their own strengths and areas for development.
- Safe and happy to be active participants in maths lessons (having been given opportunities to explore their own mathematical journey in a supportive and nurturing environment).
- Showing progression of knowledge and understanding, with appropriate vocabulary and technical skills which support and extend learning.
- Becoming confident in discussing maths, their own work and identifying their own strengths and areas for development.

Displays around the school show:

- Pupils have had opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of mathematical skills
- That pupils, over time, develop a range of mathematical opportunities and skills across all areas of the maths curriculum
- Pupils are familiar with Post 16 career opportunities in Maths and have been given ideas.
- Clear progression of skills in line with expectations of the Curriculum skills progression grid.

Assessment and Progress

- Pupils are provided with subject specific progress trackers showing their subject targets. These are linked to St. Anthony's Assessment Steps and allow pupils to discover areas of strength, as well as areas they might like to improve upon.
- Our progress trackers for Steps and Pre-Steps are in place in pupil's books or folders and targets and feedback on progression is provided regularly.
- In Key Stage 4 progress trackers are linked to assessment materials and match the objectives recorded on our assessment program, Earwig.
- Data is recorded termly onto Earwig (our online recording system used for data collection). This enables staff to identify pupils who need additional support and develop those meeting or exceeding expectations.
- Pupils are encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on mathematical skills and knowledge.
- Assessment shows that pupils develop mathematical skills and confidence over time because of careful planning, focused delivery and time to practice and become confident with new skills.
- Observation, listening, questioning, problem solving, discussing and photographic evidence of activities are used to make assessments.

Monitoring and Impact

- We monitor the impact of our Maths provision through termly assessments, lesson observations, learning walks, performances and work scrutiny.
- In addition to academic achievement, social emotional progress including self-confidence, interaction with and awareness of others and self-reflection may be discussed during Annual Reviews, in EOY reports, parent consultation evenings, open evenings and in postcards home to parents.

Impact:

- Pupils gain appropriate qualifications that enable progression to destinations aligned with their interests and aspirations. Positive, skills-focused feedback helps pupils overcome barriers and build confidence in musical skills and knowledge.
- Assessment demonstrates that pupils develop mathematical skills and confidence over time through careful planning, focused teaching, and opportunities to practise and refine skills.