

Maths

Intent

We want our mathematicians to take risks and strive to be independent learners with inquisitive minds. We want them to have secure mathematical foundations and an interest in self-improvement. Maths at Grange is a journey, and the long-term goal is achieved through exploration, clarification, practice and application over time. We aim to follow a mastery approach that incorporates learning through concrete, pictorial and abstract application. At each stage of learning, pupils are expected to demonstrate a conceptual understanding of the topic both in their written work and their practical application of maths in everyday living skills. We aim to develop and build on their skills over time. We do this by ensuring that our pupils have access to a high-quality bespoke maths curriculum that is both challenging and enjoyable. We will provide our pupils with a variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in mathematical concepts. We hope to enter our pupils for appropriate qualifications that allow them to access post-16 establishments and courses of their choosing. If this is not appropriate for them, then we aim to ensure they leave with the mathematical skills needed to function in life with independence.

Implementation

The termly themes are used as a topic discussion point, and where possible key vocabulary and stem sentences will be brought into the unit. In addition to this we teach maths through the celebration of different cultures and annual events such as maths days, celebration days and charity events. Maths lessons are taught with life skills in mind, utilising the local community facilities and skills are reinforced through other subjects. There are clear long term and medium-term plans and the learning objective and success criteria for each lesson are identified in the short-term plans. Baseline and end of unit assessments are used to identify gaps and move children in a personalised way. Where necessary bespoke support and intervention will be put in place. There is rigorous assessment system in place both through Grange Steps, topic assessments and individual qualifications in different modules. The Maths lead will carry out moderation to triangulate progress and assessment for learning and there will be a series of book looks, opportunities for pupils to talk about their learning and drop ins to review progress over time.

Impact

As with English, the pupils' ability levels will determine the pathway that each student is put on. Progress will be measured in the first instance through the Grange Steps. If a student is able to achieve an Entry Level or Functional skills qualification they will be put on the relevant pathway. All students are expected to have some recall of facts and procedures and they will be encouraged to recognise relationships and make connections in mathematics that are both relevant to the assessment that they will be entered for as well as their ability to use and apply maths to solve every day mathematical problems. By the time our pupils leave we want them to achieve to the best of their ability, whether this be through qualifications or life skills, and have gained the skills to succeed in everyday life.

