



Groveside  
School

# Whole School Maths

## Curriculum Statement

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## **Mathematics Curriculum Statement**

Maths at Groveside School offers pupils a relevant, broad and purposeful curriculum that will show the relevance of Maths in learning for life and puts our pupils' needs at the heart of the curriculum. We deliver Maths through real life contexts and cross curricular topics. We are passionate about making learning fun, relevant and exciting. Our vision is that all pupils will be financially literate, gain cultural capital and a valuable awareness of the benefits and opportunity Maths can give.

We help every pupil reach their full potential through a carefully planned step by step progression of objectives combined with teaching methods that explain clearly and deepen understanding (rather than just procedures). We are strong advocates of 'hands on' practical equipment, kinaesthetic or visual methods and embrace any technology from calculators to apps that can help our pupils apply their knowledge in real life.

We help every individual pupil reach their full potential in the subject and recognise the value of qualifications that enable our pupils to be part of a sustainable workforce. Through careful monitoring of data against the Groveside Progress Steps and termly standardised tests pupils identified as needing extra support can access additional small group sessions or 1:1 precision teaching.

As well as individual work, our pupils work in pairs or small groups to complete Maths activities. Pupils develop the social and collaborative skills that enable them to express choices, make decisions and reason their opinions. Our school "living and learning" values are all fundamental in succeeding, not only in successfully completing a Maths related challenge, but in life.

Pupils study Number (including fraction, decimals and percentages), Measures, Statistics, Shape and Space through many cross curricular topics. We link with all subject areas including our outdoor learning area using maps, growing plants and studying the weather.

At Key Stage 4 our pupils continue to extend their mathematical understanding through many cross curricular links. To enable our pupils' achievements to be recognised through appropriate qualifications, pupils work towards their accredited courses, matched to their abilities. Some pupils access Entry Level qualifications whilst other pupils will be entered for GCSE qualifications, where appropriate.

It is our aim that all pupils learn to love Maths, appreciate its usefulness and leave school confident and able to use Maths to achieve their goals and be independent and resilient young adults.

## **Teaching & Learning in Maths**

### **What does excellent teaching and learning look like in Maths?**

Excellent Maths teaching and learning will ensure the learner is at the centre of what is being taught. The physical and emotional environment in the Maths classroom will enable learners to feel safe enough to take risks in their learning and respond to teachers and their peers positively. If children feel confident enough to answer questions and take part in discussions it is not only easier for them to achieve all they can, but it lends itself to make the teachers job of assessment and future planning easier.

The Maths Curriculum is supported by the White Rose Maths curriculum and its small steps objectives. Teachers will have full access to all resources that support this curriculum. All teachers within the department will be expected to pay attention to the highlighted Maths Talk sections within the planning to generate rich discussion during lessons, as stated above. End of topic assessments are in place to identify understanding and help future planning. Other resources are available to help support teachers and pupils such as Mathsbox, Twinkl and Times Table Rock Stars.

### **How is Maths taught in the Key Stage 4 Curriculum?**

KS4 as with the other key stages is also supported by the White Rose Maths curriculum and its small steps objectives. This has been put into place so that children are familiar with the style of objectives and how to achieve them. Resources are still available for KS4 through White Rose Maths, with the end of topic assessments written more like exam style questions. MathsBox and My Maths can also be used. Exam past papers and Maths Genie are an effective tool to help develop understanding of a given topic.

### **How is reading promoted in Maths?**

All teachers of Maths are expected to be aware of each pupil's current reading age and base level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged in every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their mathematical knowledge whilst improving their reading.

## Measuring Impact in Maths

At Groveside School, staff use an online platform called Evidence for Learning to record pupil attainment in Maths. This system uses the **Groveside Progress Steps** Assessment Framework.

At Key Stage 3 and 4 the **Groveside Progress Steps** cover a broad range of ability, from the 'Foundation Learning Skills' that cover Early Years education, through to the main Key Stage 3 and 4 curriculum that takes pupils from year 7 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the Maths curriculum helping to ensure that learning builds upon prior attainment.

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on Evidence for Learning. It is our intention to ensure that all pupils progress at an expected rate, so they are able to achieve their personal best.

At all Key Stages, pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

*1 - Fully Supported*

*2 - Partially Supported*

*3 - Independence*

*4 - Wow (transferrable skills /Application)*