




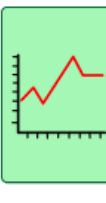










Maths Rationale			
INTENT		IMPLEMENTATION	IMPACT
National curriculum links		Pedagogical approaches	
	At Castle School children follow the National Curriculum at an appropriate level. Pre-key stage standards are accessed also. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP and ILP. Teachers plan a spirals curriculum of the most crucial content to make sure it can be used functionally across different contexts.		
Qualifications		Subject Knowledge	
	Maths is taught as a discrete subject in the Formal and most of the semi-formal. Pathway. In the Pre Formal and Engagement Pathways, literacy skills are consolidated and developed in a meaningful environment appropriate to each pupil. ILP targets ensure that learning is meaningful and skills can be continually developed or broadened. Pupils are assessed using the most appropriate assessment tool to capture their achievements. Post 14 pupils work towards certification		
Sequential Learning		Activities, Expectations & Challenge	
	Our curriculum is carefully sequenced and follows a termly overview to ensure mathematical concepts are taught at the same time across the whole school. This also informs next steps in learning. Teaching and learning takes place within a range of contexts in order to improve mathematical aspects of learning across all situations and environments. Opportunities to consolidate knowledge and understanding are present across lessons and from year to year.		
Pupil Premium		Metacognition	
	Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.		
Cultural Capital		Integrated Therapies	
	Cultural Capital is the essential knowledge that children need to prepare them for their future success. Our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant communication skills and vocabulary needed throughout their education and the opportunity to link maths to real-world problem solving. With our firm belief that mathematical knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom.		

Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follow a progression model that identifies the most useful knowledge for cumulative sufficiency. Teachers are aware of previous learning, current learning and future learning. Some pupils (Engagement Pathway) make smaller steps of progress and this is accounted for and monitored through the specific assessment system (MAPP).

Data is collected on a termly basis and is recorded on each pupils' individual pupil progress sheets. Having this data collated on one document allows staff to see the progress and targets all together, for curriculum subjects, EHCP categories and Cherry Garden branches (where appropriate). This data is used to determine a child's curriculum, pathway, class and possible interventions. Collecting data over a prolonged period allows staff to set appropriate targets for the next school year.

Ongoing assessment identifies pupils that require further support. If children do not meet their attainment target then staff have to fill out triangulation sheets. Staff must state what the high-level indicator was from their data collection before undertaking a deep dive of that pupil's provision. Then they must state the impact of that process and what they want the outcome to be for that pupil. The intervention lead will then assign an appropriate intervention and discuss with with the class team.

Evidence of teaching, learning and progress is recorded on Evidence for Learning app and may consist of observations and detailed, factual recollections of the learning taking place, practical activities, recorded via photographs and videos or more formal worksheets and written Maths. These records of progress are contain the next steps for pupils.

Manipulatives are used widely to teach fundamental and abstract mathematical concepts. Maths is taught in different ways across the school, in a way that is appropriate to each individual pupil; Visual representations are imperative across school and maths sees communicational strategies deployed also; such as colourful semantics and blanks level questioning.

Class leads are expected to have good subject and curriculum knowledge. There are CPD opportunities available including lesson observations, courses and moderations. There are regular learning walks which highlight good practice and areas for development. CPD is highlighted as not always a course but by observing good practice around school, regular discussions with other members of staff and classroom based action research projects.

Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Ability grouping ensures pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning.

Guided by a focus on metacognition, teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through research, teachers have an opportunity to shape their professional development. Investigating their own questions empowers teachers to generate their own knowledge about what works.

There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication, gross and fine motor skills as well as mathematical skills. The OT works closely with teachers to develop pre-writing and handwriting skills through multi-sensory and carefully graded approaches. There is also a strong focus towards developing access to information and communication technology (ICT) to eradicate motor skills as a barrier to learning.