

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

In Maths, pupils will be taught explicitly by the class teacher in phase 2 or via Maths specialists in phase 3 and 4

Maths

The **intent** of our Maths curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Function as independent learners, able to take their mathematical knowledge into other situations and continue to add to it when leaving school.
- Make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving problems
- Become confident and proficient in the application of mathematics in the context of the wider world and everyday life.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed in a variety of situations
- Be exposed to creative and exciting opportunities which will excite and inspire them
- Experience opportunities across all curricular areas for the development and application of Mathematical skills

The aim of this curriculum is to ensure that the skills and knowledge gained in phases 1-3 prepares students for qualification based learning in phase 4 and 5. Students will work towards qualifications suited to their individual level of learning. All pupils at Epinaay will be encouraged to access at least one mathematics qualification by the end of Phase 4, which they can build on in Phase 5, or take on to their next educational setting.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

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Pedagogy

In Maths, like all other areas, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In Maths, the following approaches will be used and evidenced in the 'Stages of assessment', during Phases 2 and 3, in order to ensure that the Maths Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their English experience in school. In Phase 4 these approaches will be used whilst pupils work towards their relevant qualification objectives:

Teaching Sequence in Maths	Big picture: Start with what the children know, understand, are able to do and able to say from previous learning	Possible pedagogical approaches used in Maths	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration	
	Review most recent learning in Maths and introduction of next topic where appropriate		Constructivism	Inquiry based learning, modelling, guided practise	
	Specify key vocabulary to be used and its meaning		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction	
	Model skills needed and application of knowledge to access tasks		Liberationism	Pupil-led learning; opportunities for sharing ideas and practise	
	Provide opportunities for the children to work interactively with the teacher acting as the facilitator, introducing manipulatives where appropriate		Learning working and talking about Maths with confidence	Being introduced to the key vocabulary and strategies relating to the mathematical topics so that all children can attempt tasks with a level of independence and confidence. Develop the ability to apply mathematical concepts to real life situations, in preparation for adulthood.	
	Independent work where children can explore, practise skills and apply to different situations				
	Reflect on learning and when skills could be applied in real life situations				

A progressive assessment tracker maps the key skills and knowledge children have developed against the Maths objectives. **The impact** is measured via teacher assessment during the delivery of lessons and recorded electronically using the 'Stages' documents for Stages 2 and 3. Phase 4 and 5 pupils will be assessed towards their given qualification objectives.

We would expect to see knowledge communicated through:

- Written tasks in books
- Diagrams and mathematical drawing
- Interactive creative work
- Discussion
- Termly assessment