

**What are we aiming for students to achieve through our Mathematics curriculum? (Intent)**

Mathematics teaches us how to make sense of the world around us through developing the ability to calculate, to reason and to solve problems. It enables us to understand and appreciate relationships and patterns in both number and space in our everyday lives. Through growing knowledge and understanding, we learn to understand the contribution made by many people to the development and application of mathematics.

The aims of mathematics are:

* To promote enjoyment and enthusiasm for learning through practical activity, exploration, and discussion.
* To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
* To promote confidence and competence so that students are ‘proud to shine’ about their achievements.
* To develop a thorough knowledge and understanding of numbers and the number system.
* To develop the ability to solve problems through decision-making and reasoning in a range of contexts.
* To develop a practical understanding of the ways in which information is gathered and presented.
* To explore features of shape and space and develop measuring skills in a range of contexts.
* To understand the importance of mathematical skills in everyday life.

**How is the Mathematics curriculum delivered? (Implementation)**

All students at Bents Green are able to access Mathematics at levels and at a pace appropriate to their learning needs and styles. Students access Maths from progression step 1 through to GCSE. The aim is to encourage confidence, enjoyment and participation in maths in order to support students to achieve their full potential.

**Maths throughout Bents Green;**

* Aims to provide students with a broad and balanced scheme of work
* Encourages students to think for themselves and ask questions to promote their learning
* Is interactive wherever possible
* Is cross curricula, with a particular focus on life skills at Post 16

**Maths in Phase 3**

Emphasis is on developing a broad and balanced maths curriculum which follows the National Curriculum. Students follow a differentiated scheme of work based on the White Rose Maths resources. This allows for a smooth transition from primary to secondary learning of Maths and allows for a consistent approach in maths teaching methods across the school.

Y7 classes are structured in line with the whole school pathways. These pathways often reflect academic ability. Each pathway follows its own Maths scheme of work tailored to meet the needs of its students and ensure students are fully supported and stretched.

**Maths in Phase 4**

Builds on and develops skills gained in Phase 3. Students now have the opportunity to access accredited courses, and this is fully encouraged wherever possible. Depending on the pathway the student follows will depend on the qualification type that they complete. Pathway 1 students will aim to gain a GCSE in maths but will also complete entry level maths where appropriate. Pathway 2 students will focus on gaining an entry level certificate in maths. Pathway 3 students will complete the entry level maths qualification where appropriate but will be supported to build on key maths skills developed in Phase 3.

Progress is tracked using Bsquared and whole school tracking sheets are in place for GCSE and Entry level Maths, to monitor progress towards meeting the assessed outcomes of the course set by the exam board.

Maths lessons are led by specialist maths teachers where possible. Classes in Y9, 10 & 11 are taught in ability sets to support maximum progress.

At Post 16 students follow functional skills maths qualification this allows students to be fully supported in their development of key life skills involving maths skills. This will help prepare students for adult life.

**What difference is the Mathematics curriculum making to students? (Impact)**

Assessment of students work follows an ongoing formative approach.  We assess students work in Maths for short-term formative reasons, to offer immediate feedback to students and inform planning. We also assess medium-term targets that are set for students to allow them to work towards a larger learning goal. Evidence of student progress is assessed mainly through teacher observations, feedback from Teaching Assistants, scrutiny of students’ work and discussions with students.

For exam classes summative assessments take place that contribute towards their final qualification. Additionally, ongoing mini informal assessments take place throughout the course to track student progress. Students receive ongoing feedback to allow them to progress.

We make medium-term assessments to measure progress against the key objectives and to help us plan the next unit of work. We use termly assessments, via BSquared, as a way of recording progress.

Teachers meet throughout the year to standardise assessments of students work, ensuring consistency is applied to all levelled work.  Standardisation and moderation of assessment for accredited courses is completed in line with exam board expectations.

Bents Green School aims to provide as many students as possible with a formal maths qualification when they leave the school.  To summarise, in order to ensure our students get a recognised qualification which is also relevant to their needs, we are following the

AQA Entry Level Maths qualification, from Entry 1 to Entry 3,

AQA GCSE Maths

Pearson Functional Skills.