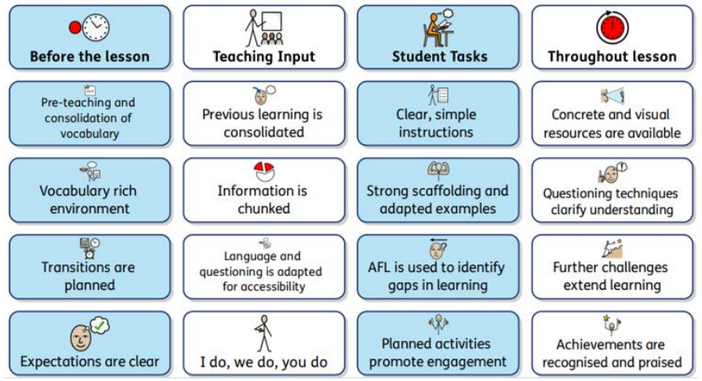
Subject on a Page - Maths

Intent *We aim to:*

Offer a personalised, engaging curriculum that provides every pupil the opportunity to achieve excellence in maths.	Create independence, resilient learners who have the skills to think mathematically, enabling them to reason and problem solve confidently.	Support and stretch learners, using a creative mastery approach that narrow gaps in learning.	Teach a language focused curriculum that develops mathematical talk so pupils can communicate their ideas effectively.	Achieve the highest possible qualifications in Maths to prepare our pupils to continue their studies and be able to apply their learning to everyday life.



Implementation *How do we achieve our aims:*

Planning: At our school, we follow the White Rose Maths scheme of work as the basis for our mathematics curriculum. Each teacher then adapts the White Rose Maths materials to create a personalised lesson, ensuring it caters to the needs of all students in their class. Our planning approach integrates the concrete-abstract method, which facilitates mastery learning. We opted for this approach to ensure a consistent experience for all students, regardless of their starting points, fostering a recognisable progression in mathematics each year. Our school also benefits from the support of the South Yorkshire Mastery Maths Hub, which offers additional training and networking opportunities to enhance our teaching practices.	**Assessment:** Before introducing a new topic, all students undergo a baseline assessment using a range of tools such as Complete Maths, to evaluate their existing knowledge and identify any gaps in learning that may need addressing. Following the completion of the topic, each student then takes an end-block assessment to assess their understanding and retention of the material taught. Across all three key stages, termly assessments from Complete Maths are used as part of the ongoing assessment process. However, when a student is working towards a qualification, such as SATs in year 6 or GCSEs, Functional Skills, or Entry-Level qualifications in year 10 and 11, past papers specific to those qualifications are used instead of the standard Complete Maths assessment papers. This ensures that students are adequately prepared for the requirements and format of their respective examinations.
Recording: All pupils record their work typically in exercise books or within folders. Practical lessons are documented with photographs to provide evidence of learning. The use of practical resources is promoted across all key stages. However, as concepts become more abstract over time, students are encouraged to rely less on these resources when appropriate. Some classes opt to use math journals, which include warm-up activities, recaps in previous learning and designated spaces for work that is not independent.	**SEND:** All maths lessons are tailored to accommodate the diverse abilities and needs of every learner, while also addressing any gaps in their understanding. We utilise a strategy of chunking the learning during lessons, which allows for frequent checks for understanding and promotes student independence. This approach ensures that each student receives the support they need to succeed and create a sense of confidence and autonomy in their mathematical abilities.
Monitoring: Each term, there is a robust quality assurance process conducted by the subject lead, this includes a planning review which provides constructive feedback to teachers to support in effective delivery of maths. Work Reviews provide an opportunity to showcase each student's learning journey. Regular maths learning walks occur throughout each half-term, with full lesson observations conducted at least twice a year. These measures are in place to uphold high standards of teaching and ensure ongoing professional development among staff members.	**Professional Development:** At Heritage Park, we are continuously aiming to develop the practise and pedagogy of all staff to improve the teaching of maths. Every half term, there is a CPD session dedicated to an aspect of maths. As a school, we are also part of the South Yorkshire Maths Mastery Hub which provides additional training and networking opportunities.
Qualifications: In Key Stage 2, pupils in Rivelin have the opportunity to participate in the Year 4 multiplication test and SATS exam in year 6, provided that it aligns with their educational path and targets. In Key Stage Four, Sheaf students are offered three qualifications: Entry-Level, Functional Skills, and GCSE. Heritage Park's objective is to ensure that every pupil achieves some form of qualification in maths before they leave in year 11. This commitment underscores the school's dedication to providing diverse pathways for students to achieve success and prepares them for their future endeavours beyond secondary education.	**Vocabulary:** In every classroom, we have a shared expectation to foster mathematical talk. This entails encouraging students to articulate their reasoning and respond in complete sentences. To support students, we employ STEM (Structured Talk for Exploring Mathematics) sentences. Additionally, adults in the classroom model the use of STEM sentences, prompting students to repeat or echo the sentences to reinforce understanding. New mathematical vocabulary is explicitly taught at the onset of lessons to ensure students have a strong foundation for understanding new mathematical concepts.

What are the Drivers for the curriculum?

Narrow Gaps
Develop Vocabulary
Promote Reading
Improve Attendance
Improve Emotional Regulation
Encourage Independence & Safety

Impact *How do we know if we achieve our aims:*

Pupils are confidently answering and applying fluency, reasoning and problem-solving questions.	Pupils use mathematical talk effectively and accurately in all maths lessons.	Pupils know more, remember more and can do more as a result of a balanced maths curriculum.	Pupils have a positive attitude toward mathematics and appreciate its practical applications in everyday life.	All pupils will leave Heritage Park with an appropriate qualification in maths.