

Subject Curriculum Statement of Intent

Subject	Subject Leader	Completed By	Date
Mathematics	Gemma Francis	GFr	17/10/19

Observable behaviours		
Care for Self	Care for Others	Care for our Environment
<ul style="list-style-type: none"> I take responsibility for my own emotions and behaviours. I take responsibility for my own learning. I am proud of my achievements. I am resilient when things get difficult. 	<ul style="list-style-type: none"> I reflect upon my impact on others. I celebrate in others achievements. I practice being honest, compassionate and empathetic. I talk to people, not about them. 	<ul style="list-style-type: none"> I respect my own and others property. I care about our environment. I show a contribution to our community.

Intent	
<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<ul style="list-style-type: none"> <u>Care for Self</u> – Pupils are encouraged to actively engage in a wide range of learning experiences that promote a knowledge of all areas of the Maths curriculum including shape and space, number, statistics, algebra, and problem solving. Pupils are required to take direction from feedback given, identify mistakes and celebrate when they are addressed and corrected using the Maths Detective process. At Elmwood we encourage pupils to take pride in their work and find ways to overcome challenges when faced with adversity using appropriate methods and strategies that have a positive impact on learning. Pupils are stretched and challenged both academically and personally as we promote resilience in attitudes to learning by using a variety of skills and work models. We celebrate students who are able to show a love of learning in a variety of ways which doesn't have to be excellent attainment but can also be a passion to learn or a desire to excel. We recognise and congratulate pupils who overcome being stuck with their work as this is highlighted as an issue and causes anxiety and difficulty in individuals. In promoting students to work independently, opportunity is provided during most sessions for students to showcase their own skills and apply their knowledge to problems and real life scenarios. <u>Care for Others</u> – Elmwood pupils are able to become aware of the impact of themselves and their own learning and how it affects others around them. We introduce working in pairs and small groups to promote positive relationships and effective teamwork. We also encourage students to help each other and lead aspects of learning where they feel comfortable. This improves confidence in learning but also strengthens social skills and maintains positive working relationships. Some students are confident enough in their own knowledge and practice to assist other classes with younger pupils in school. Pupils are encouraged to answer questions in front of their peers and be fully co-operative and respectful of each other. Pupils appreciate each other's levels of need whether that be social or educational and there is an expectation that standards are high and maintained.

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	<ul style="list-style-type: none"> • <u>Care for our Environment</u> – We encourage learning to be taken beyond the walls of a classroom where relevant as often as possible. This enables learners to relate Maths to the world around them and make it more accessible and relative to real life experiences and scenarios. We underpin all our learning to educate our students to know how it fits into their environment and the impact it has on engagement with their surroundings.
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Implementation	
How is the subject timetabled? How do we know this happens?	Where ever possible Maths lessons are timetabled for a morning session when we find our students are able to concentrate for longer periods and absorb new information effectively. Bespoke timetables and interventions are created as and when needed to assist learning. Staff are consulted two weeks prior to timetable changes and invited to give feedback or share their views.
How is the subject mapped out? How are we ensuring coverage?	A scheme of work for the entire academic year is prescribed and given to teaching staff. There is fluidity in its execution and staff are empowered to stray from this to incorporate students' interests, skills, interest and ability. Half termly Maths department meetings provide opportunity for staff to highlight areas of the curriculum which may need extra coverage or recapping. This feedback can then be addressed and reviewed for future applications. In addition, this provides a platform to discuss topics that have been particularly well received and plan ahead to incorporate significant diary events that give pupils real life experiences and enriched curriculum opportunities. This is how we ensure coverage.
Can we see progression across the school within pupils' books?	Regular marking scrutiny monitors both student progress, curriculum coverage, and underpins progress alongside a termly assessment which is written in alignment with the topics covered. Progress is recorded on Perspective so is monitored and evaluated. This progress is then fed back to Curriculum leads and department meetings so information can be shared and acted on, resulting in improvements in pupil progress and presentation of book work.
How is assessment used to impact learning? How do we know it is accurate?	At the end of each term all Elmwood students are required to complete an assessment that includes the topics that were outlined in the scheme of work. Work scrutiny and classwork will be drawn on to strengthen judgements when needed. Marking moderation occurs with other schools to ensure content, levels and outcomes remain in line with our primary and special counterparts. Elmwood continues to work with the CADMUS group of schools to maintain consistency with key stage two to three transition and values the good practise that comes from meetings with them. For key stage four work our provider Gateway have external moderators that visit school termly and assess the quality and content of work.
How confident are staff with the subject? How do we know?	The Curriculum lead liaises weekly with all department staff to provide an opportunity to discuss all matters around effective teaching and delivery of Maths within the school. Support is given with regard to challenging topics, overcoming misconceptions, marking effectively and individual pupil teaching tips. Because of the intimate size of the school, communications within department members is good and this is seen to be a strength of the subject. A majority of teachers within the department have QTS and are subject specialists within Maths. Many show flair for taking Learning outside of the classroom, and for the one teacher that teaches Maths as a second subject he is identified as an individual that creates innovative lessons and creative ideas. Any new teachers are offered a Subject Knowledge Enhancement course where necessary.

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Impact (Desired)	
Do all groups have equal access to the curriculum? How do we know?	All groups are accessing the curriculum as teachers are empowered to make a professional judgement and create innovative lessons that Elmwood students can relate to. Qualifications are selected for individuals depending on their level of ability and pathway for the future. Curriculum Leads meetings discuss the progress and address significant shortfalls, and highlight patterns across the curriculum. Educational Health Care Plan meetings provide the opportunity to discuss progress and successes in the curriculum. Progress and achievement reviews also give teachers a termly opportunity to provide feedback and ensure all pupils are accessing the curriculum equally.
How does varying staff confidence impact on the curriculum?	As we have a wealth of knowledge and expertise within the team we are able to share good practice and innovative lesson plans which give depth to our delivery and improves impact for the students. Attainment and achievement in students is good overall due to the variety of lessons we can provide which tap into our pupil's strengths and skills. This is monitored through lesson observations which aims to ensure 100% of lessons have a judgement of at least a Good standard. We build on the strength of teaching and learning by giving staff the autonomy to take students out of the classroom, deliver Maths from a different perspective to one they have seen before, and learn in a way that suits our pupils. This justifies why we have a minority of non-specialist teaching in the department to enable this creativity, and draw expertise from outside the field to put different perspective on Mathematical adaptation and provide an opportunity for the use of new resources and cross curricular opportunities.
How are 2e students provided with the opportunity to show mastery and depth of understanding of the curriculum?	Following identification of 2e pupils they are offered a variety of enriching activities and visits that enhance their learning experience with a view to deepening understanding. We offer leadership and coaching within and beyond the classroom environment. It is our intention that by providing our young people the opportunity to exercise their skills in a variety of environments that they begin to develop mastery and transferrable skills that can be used in their onward pathways.
How does learning outside of the classroom impact the curriculum?	Pupils develop a greater understanding of how their knowledge and learning impacts on themselves, others and their environment. Learning becomes more accessible as it is relatable to real life situations and so retention is improved. Many of our young people have experienced barriers to learning whilst inside the classroom so relate to these previous hindrances by default. It is therefore invaluable that we can take our learning away from the very places that have previously caused upset and anxiety but provide a learning platform that has no pre conceptions or negativity attached.
How does presentation of pupil work impact the curriculum?	Pupils are encouraged to show pride and care over their presentation in order to care for their own learning. Improved attention to classwork and finished pieces naturally lends itself to an improved standard and quality of work. Elmwood feels it is important to encourage students to improve the quality of their presentation with the intention of improving standards achieved. It gives pupils the chance to reflect on their learning journeys and prepare them for the next stage of their education.

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Things to celebrate	Next Steps
<ul style="list-style-type: none"> • In KS3 98% of pupils are making at or above expected progress from their baseline assessments into the school, with 32% of them working above expected progress. (Autumn Term 2019). • In KS4 100% of pupils are making at or above expected progress from their baseline assessments into the school, with 58% of them working above expected progress. (Autumn Term 2019). • A variety of Pathways available to all of our students including Entry Level, Gateway and GCSE qualifications. • A developing scheme of work that give staff a reference point to ensure high quality lessons within Maths across Elmwood. • Elmwood students benefit from an enriched curriculum that takes into account their barriers to learning and additional educational needs. • Maths is positively received across both key stages. • Pupils positively participate in cross curricular activities and Maths Challenges. • Students are able to live through their core values by being responsible for their own learning journeys, celebrating successes, and showing pride in their achievements. 	<ul style="list-style-type: none"> • To continue to up skill staff to confidently deliver the curriculum. • To review and evaluate the curriculum offered to students with cognition and learning barriers enabling full access and providing challenge. • To have professional discussion to up-skill staff in aspects of the curriculum, to provide updates around the subject and reflect on what has gone well and what more we can do. • Ensure that the increased number of GCSE target students are accommodated and planned for both with the curriculum and taking into account staff capabilities. • To ensure that learners regardless of gender are given a wealth of opportunity to enhance their learning experience within Maths. • To maintain staff well-being.