

## Maths at The Milestone School

### INTENT:

In teaching maths we aim to:

- Plan and deliver sessions that are built around the individual needs of the pupils, using a range of teaching styles and skills.
- Promote enjoyment and enthusiasm for learning through practical activities, problem solving and reasoning.
- Acknowledge and value the learning experiences of each pupil, celebrating achievements and recognising potential.
- Acknowledge that progression may be lateral rather than vertical through the Milestone School Progression Pathways (MSPPs).
- Work towards mastery of a topic, ensuring that pupils have fully secured an understanding and used it in real life contexts before moving on.
- Provide opportunities for pupils to reason within their mathematical understanding.
- Acknowledge and work towards any maths-based learning outcomes that pupils are working on, from their EHCP document.
- Develop skills which prepare pupils for adulthood, independence and possible careers.

### IMPLEMENTATION:

Our maths curriculum takes into account the needs of all pupils, of all ages. Written by Milestone, for Milestone, the progression pathways outline skills and knowledge that we consider to be vital for the development of our pupils. These pathways indicate small steps of learning for our pupils and show ambition for all.

Implementation of mathematics is through a variety of methods and teaching styles to accommodate the needs and abilities of all pupils. Teaching is tailored to the needs of the individuals and teachers use a variety of styles, strategies, presentation and class organisation, including the use of the learning partners, to support this. Maths is taught through a wide range of activities (practical and written) and include whole class, small group and individual work.

The offer for maths is based on the stage of learning that pupils are accessing. Please see more information below:

| <b>Early Maths</b><br>(Levels 1-6 Cognition and Learning Pathway)  | <b>Maths</b><br>(Levels 7-16 Maths Pathway)  | <b>KS4</b>   |
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| <p>Pupils working at this level access maths through the broader Cognition and Learning pathway, which outlines early maths skills. Pupils predominantly focus on their EHCP outcome for Cognition and Learning, which is taken directly from the pathway. These outcomes can then be broken down for each individual as needed.</p> <p>Sessions for these pupils are often cross curricular and taught through varying different approaches. Learning is individualised for each pupil and skills are developed through repetition and modelling.</p> | <p>Maths lessons are based on outcomes taken from the Milestone School Progression Pathway (MSPP) for Maths, which links directly to individual EHCP outcomes. Lessons will outline clear, differentiated outcomes for each pupil.</p> <p>Pupils cover all strands of the maths pathway – number and place value, calculation, measure, geometry and statistics. These are identified on a rolling programme to ensure coverage and recapping of prior learning.</p> <p>Teachers draw on planning and resources from Power Maths and White Rose Maths.</p> | <p>Pupils follow one of three routes:</p> <p>Informal – following pathways and EHCP outcomes, adding in ASDAN units as appropriate.</p> <p>Semi-Formal – following pathways with an additional focus on Preparing for adulthood.</p> <p>Formal – working towards completing formal qualifications in Maths with an additional focus on independence and careers.</p> <p>For pupils in KS4 working towards AQA Mathematics Entry Level, the syllabus is taught over two years. When the pupils are in year 10, they work through all 8 components of the assessment that is at the correct level for them. When the pupils move into year 11, they will then repeat the 8 components with a focus on recapping knowledge and skills, correcting misconceptions, generalising skills and completing exam practise.</p> |

### IMPACT:

The impact of the teaching of maths at The Milestone School can be seen through ongoing assessment and discussion throughout the year. This includes:

- Continuous updating of SOLAR (our assessment tool)
- Evidence collected in folders, books or using Evidence for Learning
- Pupil progress meetings
- EHCP reviews

- Internal and external moderation

Each year, progress is measured by looking at the percentage increases and this is reported to parents. Where pupils are not making progress, barriers to learning will be assessed within the pupil progress meetings with members of SLT.