

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 (Pathways – EYFS – PMLD – COMPLEX NEEDS - SEMI-FORMAL & FORMAL):

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.

Curriculum Phases and Stages

EYFS (Reception – Year 1)	Early Maths (Levels 1-6 Cognition and Learning Pathway)		Maths (Levels 7-16 Maths Pathway)		KS4
Pupils working in EYFS access maths using the Birth to 5 Matters outcomes, covering all of the strands (number, spatial awareness, shape, pattern and measures). EHCP outcomes are set and covered through all aspects of the school day.	PMLD (L1-3) 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.	Complex Needs/ASD (L4-6) 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. These pupils often work towards more than one focused EHCP outcome, widening their opportunities in maths.	Semi-Formal (L7-11) 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.	Formal (L12-16) 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.	Pupils follow one of three routes: <u>Informal</u> – following pathways and EHCP outcomes, adding in ASDAN units as appropriate. <u>Semi-Formal</u> – completing ASDAN units (either working towards Entry Level 1 or working on Entry Level 1) with an additional focus on preparing for adulthood. <u>Formal</u> – working towards completing formal qualifications in Maths with an additional focus on independence and careers. For pupils in KS4 working towards AQA Mathematics Entry Level, a two-year rolling programme of components outlines skills to be taught and recapped.

IMPLEMENTATION

Teachers focus teaching on outcomes derived from the Birth to 5 Matters, as well as EHCP outcomes. Maths is taught through daily sessions using a combination of child-initiated learning and small group teaching. Child-initiated areas are set up within the classroom, linked to	Teachers focus their teaching on EHCP outcomes which forms the basis for their sessions. These are cross-curricular and are used as vehicles to support work towards EHCP outcomes and intentions. Opportunities for learning are repetitive and allow for progress in engagement and responses over time.	EHCP outcomes and wider 'early maths' outcomes are used as the main focus for sessions. These are often taught through 1:1 teaching, following a structured approach. Learning is individualised for each pupil and skills are developed through repetition, modelling and recapping.	Maths is taught through 3 sessions per week, mostly using 1:1 and small group teaching. Outcomes are often repeated over the course of 2/3 weeks, utilising a range of activities to ensure pupils understanding and generalisation of skills.	Maths is taught through 4 sessions per week, mostly using small group teaching. Outcomes are often repeated for two or three sessions (more if needed based on assessment), utilising a range of activities to ensure understanding.	Informal – see ' PMLD/Complex Needs implementation ' Semi-Formal – see ' semi-formal implementation ' Formal – see ' formal implementation '
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relevant outcomes and staff support learning in these.			Teachers draw on planning and resources from Power Maths and White Rose Maths.	Teachers draw on planning and resources from Power Maths and White Rose Maths.	
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ASSESSMENT FRAMEWORK

Evidence is collected throughout the year using EFL. Reception baseline is completed within first 6 weeks of term using Birth to 5 Matters. Progress is observed and updated using SOLAR throughout the year. EYFS profile completed at the end of reception.	Evidence collected using EFL throughout the year. Engagement profiles – updated twice per year. SOLAR – updated throughout the year using Cognition and Learning progression pathway (levels 1-3). EHCP outcomes – broken down into smaller steps and reviewed 3x per year.	Evidence collected using EFL throughout the year. SOLAR – updated throughout the year using Cognition and Learning progression pathway (levels 4-6). EHCP outcomes – broken down into smaller steps and reviewed 3x per year.	Evidence - collected using work in books, on evidence sheets and using EFL. SOLAR - throughout the course of the year using the Maths progression pathway (levels 7-16). EHCP outcomes – reviewed 3x per year	Evidence - collected using work in books, on evidence sheets and using EFL. SOLAR - throughout the course of the year using the Maths progression pathway (levels 7-16). EHCP outcomes – reviewed 3x per year	Informal – ASDAN units in maths Semi-Formal – ASDAN units in maths Formal – AQA Mathematics Entry Level (1,2,3)/Level 1
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IMPACT:

Overall Endpoints:

Empowering Learners: The maths curriculum is sequential and relevant to the needs and abilities of all pupils; this empowers them to achieve their full potential and prepare for successful futures beyond The Milestone School.

Inclusive and Supportive: Learning is planned and taught to ensure that all pupils work on and achieve outcomes at a relevant level for the individual.

Lifelong Learning beyond the Classroom: The maths curriculum supports pupils to develop skills, as opposed to facts, which enable them to take their learning to wider places.

College and Career Readiness: Our maths curriculum supports pupils to develop skills for use both inside and outside the classroom, focusing on life skills and learning relevant to the wider world.

Individualised Success: By tailoring the curriculum to each pupil's unique needs and aspirations, the maths curriculum allows pupils to each reach their potential in areas specific and relevant to their needs.