



Bradstow School Maths Curriculum Overview

Date March 2021

Subject Lead Max Williamson

Expectations

Class teachers follow schemes of work provided by subject leads and complete all Maths linked sessions on their timetable

Lower and upper school will follow the [Maths Curriculum Overview](#) (long term plan) which dictates when maths sub topics will be covered.

We believe that a consistent approach to core subject teaching is beneficial to young people at Bradstow who typically prefer sessions that are structured and have clear expectations. An idea or session with a clear and simple video introduction followed by a learning activity or worksheet is predictable and is a good starting place for gaining basic maths skills. Other engaging and explorative teaching techniques are welcomed for those who are at the 'learning through play' stage or who benefit from other teaching techniques.

White Rose schemes provide a consistent and broad range of opportunities for young people to cover the Maths Curriculum. White Rose also provides video resources, whiteboard resources and worksheets that can be used. Should individual young people need to have alternative schemes this should be discussed with the Maths coordinator.



Class teachers will assess the young people's knowledge and understanding in the topic that is the focus that term. Assessment is based on WSP Steps (Wilson Stuart Progress Steps) on our assessment tool SOLAR. Using this benchmark they will be able to refer to the appropriate White Rose Maths scheme of work to provide targeted teaching sessions appropriate to each individual or small group of individuals in their class to move the Young Person's understanding further. Class teachers should adapt and duplicate or revisit sessions as necessary to ensure young people have a secure understanding of the skills taught in order for them to move successfully on to the next stage of learning. Young People should only move onto the next stage once they have mastered the skills taught in the current scheme of work.



Lower school follows a topic based 3 year rolling programme (currently in year 1 2020-2021). The termly topics may not always be linked with Maths sessions however if teachers feel it would be beneficial to adapt session to fit in with the topic or text they are focussing on this is encouraged.

Upper School follow a 5 year rolling programme (currently in year 1 2020 – 2021) and as in lower school the maths topics will continue to be followed. In upper school one maths session a week will be based on Preparing for Adulthood outcomes related to maths such as – budgeting, using money, bank accounts, measuring in context, using diaries or learning related to time etc.)

Across the whole school timetabled sessions will include – traditional maths sessions as well as 'functional' maths sessions tailored to preparing for adulthood outcomes.

Other learning will include – maths used in food tech lessons and embedded in other sessions and taught across the 24 hour waking curriculum (time, shape and space etc.).

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Assessment and measuring progress

- WSP steps - SOLAR
- EHCP and IEP targets
- PFA outcomes