



Moorbrook School Maths

Intent

The mathematics curriculum intent at Moorbrook School is to give each individual pupil the mathematical fundamentals to be ready for life after school. Knowledge is at the heart of the curriculum, pupils cannot practice the skills required without knowledge being gained. The curriculum is designed so pupils retrieve previous knowledge gained, before building on this as they move through the stages. The curriculum is broad, covering a wide range of topics, with constant overlapping of skills to embed key concepts and further develop knowledge. Practice of these skills is frequent and often, with increasing complexity. Contextual questioning/examples are used as much as possible, where appropriate. Pupils are encouraged to become increasingly resilient as they progress through school. This is so pupils become confident in taking mathematical risks and showing initiative. We believe this is the most effective way to prepare them for the challenges beyond school. We have a firm belief that all pupils are able to succeed in mathematics. This is achieved through confidence building, challenge and promoting independence, with the aim for every pupil to reach their potential in mathematics.

Implementation

Baseline testing is carried out when a pupil arrives at Moorbrook School, and then along with teacher assessment, a flight path is selected for the pupil. I believe this adaptation plays a huge role in the success of maths at Moorbrook. To ensure pupils make good progress at Moorbrook, formative assessment and verbal feedback is crucial. It is our aim that no pupil will walk away from a math's lesson without some form of success. Termly assessments are undertaken to check pupils' progress.

The table below shows some typical flightpaths or journeys that we expect our pupils to follow in order to acquire the necessary knowledge they need in lessons and life. We use stages instead of levels: these correlate to what would normally be age expected knowledge in mainstream Primary and Secondary settings. These stages give us a firm foundation on which to build personalised curriculums which are adapted to meet pupils' needs and abilities. Following the table is a link to the suggested schemes of learning. Within these schemes of learning, it can be seen that students build upon prior mathematical knowledge. As many of our pupils have difficulty transferring knowledge to long term memory, we use lots of overlearning and a cyclical curriculum, with lots of recapping and repetition. We teach a broad curriculum, with the Entry Level Certificate, Functional Skills and GCSE qualifications, fitting in alongside the curriculum, rather than teaching to these specifications.

Baseline Assessment/Year 7	Year 8	Year 9	Year 10	Year 11
Stage 6	Stage 7	Stage 8	GCSE Grades 3-5	GCSE Grades 5-7
Stage 5	Stage 6	Stage 7	GCSE Grades 1-3	GCSE Grades 3-5
Stage 4	Stage 5	Stage 6	GCSE Grades 1-3	GCSE Grades 3-5
Stage 3	Stage 4	Stage 5	Stage 6	GCSE Grades 1-3

Impact

The curriculum is having a positive impact on the pupils at Moorbrook. Engagement is very high across all year groups. As mentioned earlier, this is due to the curriculum being tailored to each individual pupil. Almost every pupil leaves Moorbrook School with at least one qualification in Mathematics, with over half achieving a GCSE grade. Through cross curricula work and Culture Capital, pupils leave Moorbrook with knowledge on how to use a bank account, how to budget etc. Pupils' clearly make progress in maths whilst at Moorbrook as they move through the stages discussed, gaining more knowledge as they progress.