

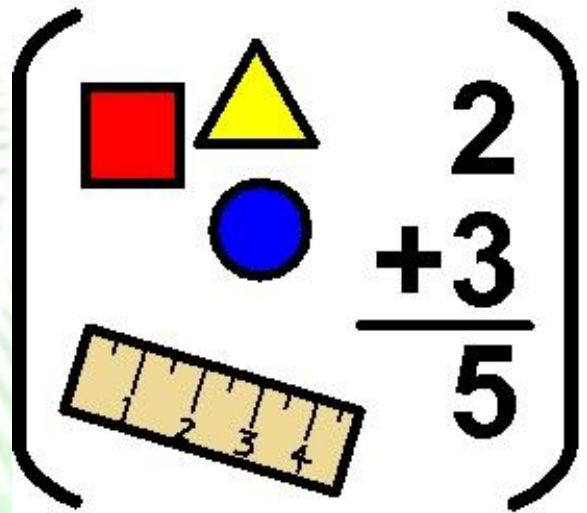
Mathematics



“Where everyone has a voice”

M **athematics Rationale:**

1. To provide the opportunity for all students to develop a positive attitude towards Mathematics and use it as part of viewing and making sense of the real world. Students will learn to use Mathematics with confidence, understanding and above all, enjoyment.
2. To ensure that, as far as possible, students have access to the National Curriculum for Mathematics (2014) and its requirements for each key stage.
3. We recognise the need for students to have continuity and progression and also develop an awareness of sound mathematical practice.
4. There will be a strong emphasis on praising pupil achievement, linking this to personal targets, learning objectives and Educational Healthcare Plans (EHP) where relevant.



Aims of Mathematics

1. To ensure that the skills and knowledge gained in Mathematics are through purposeful activities and skills are transferable across all curricular subjects.
2. For children to have opportunities to work individually and in group situations, finding value in the contribution of others to their learning.
3. To give pupils the opportunity to access Mathematics from P levels to National Curriculum levels, giving them time to develop their skills and confidence in a variety of approaches.
4. To follow the EYFS and National Curriculum 2014 for Mathematics across the Key Stages as appropriate to ensure embedded learning as students reach examination stages in Year 11.
5. To link to and address areas of the Educational Health Plan and to meet those needs in the best way possible within the Mathematics curriculum.

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Present curricular plans.

1. In planning, objectives are taken from the new curriculum frameworks, made clear, well defined and shared with students taking into account levels of understanding.
2. Objectives for individual or weekly lessons are stated on the plans or referenced to other documents. These in turn have been lifted from Medium Term Plans (Schemes of Work) covering a particular aspect, strand or unit of work from one of the frameworks mentioned above.
3. Opportunities for regular assessment are built into lessons as they progress or in the form of a 'plenary' at the end of each lesson.
4. Work is planned and differentiated to suit the individual needs of the pupil, designed to help them achieve the necessary basic skills, knowledge and confidence.
5. AQA learning objectives are used as the focus of the coursework units for Year 11 Entry Level Certificate Mathematics. The AQA scheme covers all areas of the National Curriculum Programme of Study for students working at National Curriculum levels 1 to 3.
6. The Special Educational Needs of our students is catered for by careful planning using differentiation and current attainment levels for each student.
7. Students from Brackenfield may be integrated with other local schools to promote social skills and mentoring opportunities on mathematical topics.
8. Opportunities to take GCSE Foundation Mathematics are given to those students that demonstrate aptitude and ability in Mathematics. Students are taught at Brackenfield and integrated into lessons at other schools offering higher level qualifications as appropriate.

Mrs Ruth Chaplin
Head of Mathematics

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