

Walton Hall Academy

Maths Curriculum Overview

Key Stage 3

In KS3 we have 5 differentiated Maths classes which include complex needs, additional needs, group 3, group 2 and group 1. This enables us to teach Maths in the way that best meets the needs of the students.

In the complex needs class, staff work hard to transform these children into active learners by releasing their motivation, unlocking their curiosity and increasing their participation in maths activities. From there the child becomes engaged and their personalised learning journey begins. Their engagement can provide a benchmark for assessing their progress.

In the additional needs class we build upon basic numeracy skills through number, shape, space and measures ensuring that we use as many real life, sensory and action filled activities as possible. This ensures that our students are interested, remain focused and purposeful.

The remaining groups work on gradually developing higher levels skills using more formal but also exciting ways of teaching. We aim to enable students to make as much progress as possible in preparation for accessing the KS4 Programmes of Study.

We follow the Cambridge Progression Units to allow for a smooth transition into Key Stage 4 where students work towards an Entry Level 1, 2, 3 or Level 1 or 2 accredited award. OCR Cambridge Progression in Mathematics develops practical skills in numeracy that help learners gain the most out of work, education and everyday life. These qualifications are designed for learners of all abilities. They are stand-alone qualifications to secure underpinning skills in maths and can provide the progression and foundation for GCSE's or Functional Skills.

We aim to underpin the basic numeracy skills of:

- Adding/subtracting
- Multiplying/dividing
- Fractions
- Shape and space
- Data representation and interpretation
- Money



We closely track and monitor the progress of our pupils to ensure that they are working at an appropriate level. Classes are well differentiated such that differences between learners are accommodated so that all students in a group have the best possible chance of learning.

Key Stage 4

We have three teaching groups for Maths in Key Stage 4. One of these is for our Additional Needs groups and the other two (Yellow and Green) are ability set across the key stage. This enables lessons to be differentiated and set appropriate to the needs and levels of students.

Maths in key stage 4 is an important transition between the broad and dynamic curriculum in key stage 3 and the functional life skills that are developed in Key Stage 5. Learners follow the Cambridge Progression Accreditation provided by OCR. The qualification runs from Entry level 1 to Level 2. Due to the modular format students are able to sit exams at different levels across the three strands (Number, Shape, Space and Measure and Data Handling), depending on their strengths and weakness in various skills.

Each learner is given a personalised learning plan, which indicates which exams they will be sitting, and identifies their strengths and weaknesses in Maths. Planning is driven by the learners and tailored to their needs and preferences.

There is a real focus on filling the gaps in learners' knowledge of Mathematics. This ensures that learners will become confident in their own abilities and they can develop the confidence to apply these skills later in life.

Our additional needs group follow Mathematic units from the ASDAN Personal Progress qualification where they work hard to develop number, shape, space and measure skills through practical and real-life situations.

Key Stage 5

In our Post 16 provision we see Maths as crucial to enabling all of our learners to be as independent as possible throughout their lives. Our main aim in this subject is to consolidate the learning and skills that have been developed through previous school years and extend them further looking specifically at applying them to practical and life situations.

Most of our students follow Functional skills in Mathematics. This course is specifically designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. Where possible we try to apply skills practically, for example weighing and measuring in cookery, reading bus and train timetables, calculating cooking times and working out sale prices on specified items as well as teaching specific skills and strategies for everyday maths.



We aim for all students in Post 16 to leave school with a Maths qualification that is at least 1 level higher than when they entered in year 12. On entering Post 16, students complete diagnostic assessments that are specific to adult numeracy criteria. Results from these, in addition to KS4 results, are used to set students into ability groups and to produce plans that specifically look at consolidating learning where gaps have been identified. By setting students into ability groups we are able to plan and deliver sessions that cover assessment criteria that are specific to the level in which they are learning. Sessions include teaching of skills, opportunities for practical application and interactive activities as and when appropriate.

Students working below Entry Level 1 will complete Personal Progress Units in Maths and will be assessed using the Achievement Continuum. This will enable the small-steps of progress and their participation within sessions to be assessed. A range of units will be covered including Number, Measure, Position, Shape and Understanding Money. As with the Functional Skills, sessions are as practical as possible so that learners can apply the skills they are gaining to real life settings in and around school.