



Woodfield School Curriculum Statement

Sharing, Caring, Achieving Together

Maths

| Intent | What are we trying to achieve through our curriculum? | | | | |
|--------|---|--|----------------------------------|---|---------------------------|
| | At Woodfield School, our progressive maths curriculum is taught purposefully, matched to the needs of learners, taking account of sensory and functional skills | | | | |
| | Functional skills | Participation | Engagement | Exploring | Curiosity |
| | Problem solving skills | Social skills Sharing and turn taking | Interest Becoming independent | Continuous provision Use of real world resources | Modelling Independence |

| Implementation | How is the curriculum being delivered? | | | | |
|----------------|--|----------------------|--|---|---|
| | Teachers at Woodfield will use AFL to identify each learner's next steps. Learners will be exposed to a broad maths curriculum through functional task opportunities; sensory maths opportunities and tasks matched to their individual needs. | | | | |
| | Repetition | Small group learning | Systematic planning | Concrete resources | Fluency/reasoning and problem solving |
| | Multiple opportunities to | TA support | Ideas to Embed reasoning and fluency Training for staff | Real life materials Engaging exploration | Modelling, building in EHCP outcomes, generalising learning |

| Impact | How do we know that the curriculum is making a difference? | | | | |
|--------|---|--|---|---|--|
| | Learners at Woodfield will have accessed a broad and tailored maths curriculum with opportunities to develop fluency, reasoning and problem solving. Woodfield's pupils will leave with functional maths skills to support their preparation for adulthood. | | | | |
| | Maths assessments | Clear planning | Parents evening and parent Surveys and feedback | Progress against EHCP outcomes | Progress against curriculum objectives |
| | Assessment using hard and soft data | Monitoring planning Focussed feedback | Increased application of mathematical knowledge by pupils in all areas of life. | Monitoring, observations and learning walks | Pupil Progress meetings - termly |