Iffley Academy
Mathematics Policy

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POLICY STATEMENT FOR MATHEMATICS

Definition

At Iffley Academy, we believe that a strong foundation in mathematics is essential for our pupils to achieve success in school and beyond. Our maths curriculum is designed to provide a differentiated and practical approach that lays the groundwork for essential mathematical skills and knowledge. Aligned with our school's purpose of empowering pupils to reach their full potential, the maths curriculum plays a vital role in developing the confidence, resilience, and problem-solving abilities of our learners.

Aims

- Each student should be able to think and solve problems mathematically by using the relevant skills, concepts and knowledge appropriate to their ability.
- Each student should be able to apply mathematical reasoning and be able to solve problems applying a rich understanding of a range of concepts and ideas.
- Each student should be equipped with the relevant skills so that they can access independence and a range of employment opportunities in later life, including the development of spoken language.
- Each student should be provided with rich and enjoyable experiences that foster a love of learning.

Objectives

- Ensure all pupils make excellent progress in mathematics, regardless of their starting points or additional needs.
- Equip pupils with a deep understanding of mathematical concepts, fluency in core skills, and the ability to apply their knowledge to real-world situations.
- Foster a positive attitude towards mathematics, helping pupils see its relevance and importance in their lives.
- Provide a curriculum that is responsive to the needs of our pupils, with a focus on practical, functional mathematics.
- Prepare pupils for the next stage of their education or the world of work, by developing the mathematical skills and confidence they will need to succeed.

Organisation of the teaching and learning

Implementation

Our maths curriculum covers the full breadth of the national curriculum, with a strong emphasis on developing pupils' number sense, reasoning, and problem-solving abilities - all framed within practical understanding.

Crucially, we will ensure that pupils have a solid grasp of foundational mathematical knowledge and skills before progressing to more complex ideas, with increasing levels of independence. This will build their confidence and lay the groundwork for future success. We will also work to anticipate and address common misconceptions, drawing on the expertise of our experienced colleagues.

Throughout the school we have adopted the Maths for Life Program, a program:

- **DESIGNED** for schools and colleges; parents and home educators; charities and support groups; and other educational professionals who support students with additional learning needs.
- **AIMED** at students for whom the standard maths national curriculum structure and timescale is unattainable.
- **OFFERING** a continually evolving, differentiated maths learning programme, that lays down solid foundations, is framed in practical understanding, and delivers the essential maths needed for life.
- **ALIGNED** with the national curriculum content however prioritises the ‘readiness to progress’ on attainment of skill rather than time passing.

Throughout Key Stages 3, 4 and 5, our maths curriculum will provide a carefully sequenced and coherent learning journey. Pupils will revisit and build upon key concepts and principles, applying their knowledge to increasingly complex and abstract problems. Regular retrieval practice and opportunities for fluency will help to cement pupils' understanding and prepare them for public examinations, all framed in practical activities.

In the Tate, Louvre and Guggenheim galleries there are four dedicated maths lesson each week whilst in MCA students have two dedicated maths lessons each week with a greater focus on cross curricular learning within mathematics, integrating other sessions around independence, enterprise and vocational qualifications.

The focus on different areas of learning within each Gallery varies in line with each Gallery's vision.

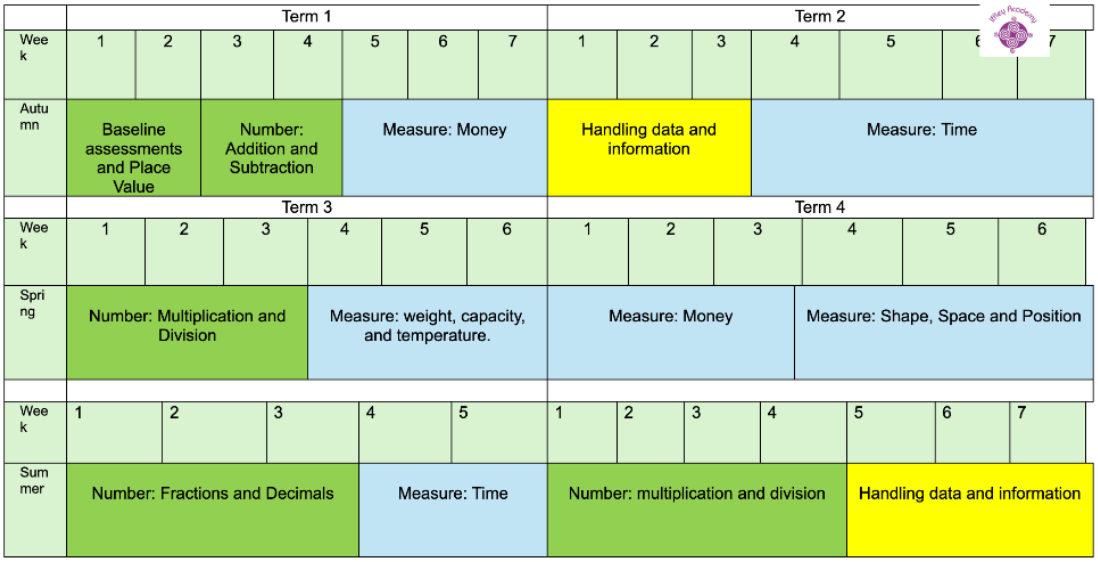
Tate:

	Term 1							Term 2						
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Autumn	Base Line Assessments And Place Value			Number: Addition and Subtraction				Measurement: Time (including time passing and calendars)			Number: Addition and Subtraction		Measure: Shape and Space	
	Term 3							Term 4						
Week	1	2	3	4	5	6		1	2	3	4	5	6	
Spring	Number: Multiplication and Division				Number: Place Value			Measure: Money		Handling information and data		Number: Multiplication and Division		
	Term 5							Term 6						
Week	1	2	3	4	5			1	2	3	4	5	6	7
Summer	Number: Addition and Subtraction		Measure: weight, length, capacity, and temperature					Number: multiplication and Division		Measure: time		Measure: Money	Handling information and data	

Louvre:

	Term 1							Term 2						
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	
Autumn	Base Line Assessments And Place Value			Number: Addition and Subtraction				Measure: Money			Number: Multiplication and Division			
	Term 3							Term 4						
Week	1	2	3	4	5	6		1	2	3	4	5	6	
Spring	Measure: Time			Handling Data and information				Measure: Shape, space, and position			Number: Multiplication and Division			
	Term 5							Term 6						
Week	1	2	3	4	5			1	2	3	4	5	6	7
Summer	Number: Place value		Measure: Money					Number: Fractions and Decimals				Measure: Weight, capacity, and temperature		

Guggenheim:

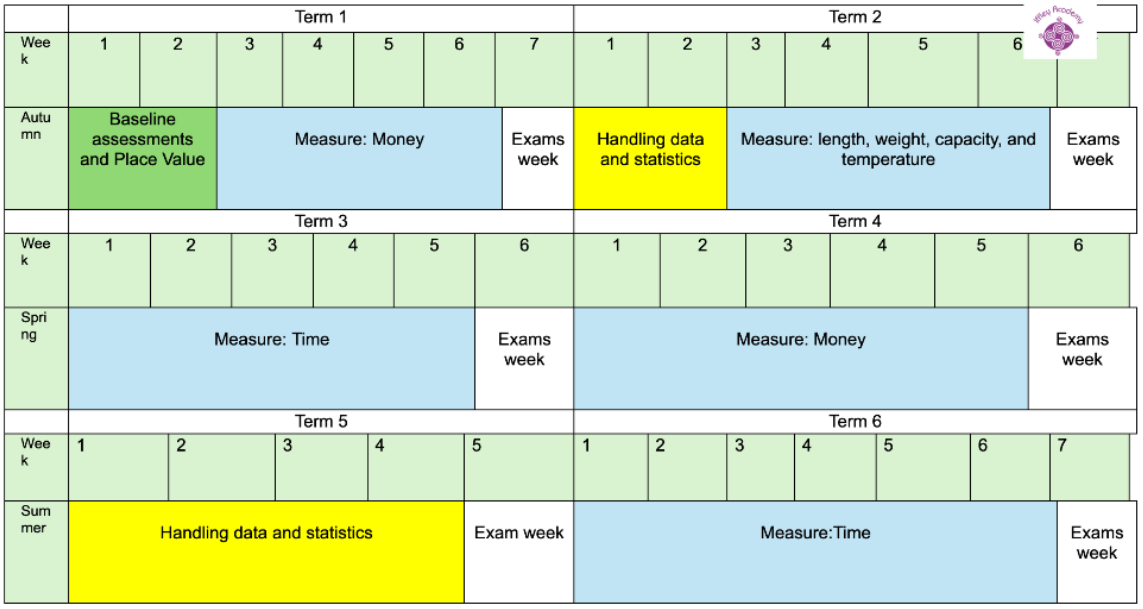


	Term 1							Term 2						
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Autumn	Baseline assessments and Place Value		Number: Addition and Subtraction		Measure: Money			Handling data and information			Measure: Time			

	Term 3						Term 4					
Week	1	2	3	4	5	6	1	2	3	4	5	6
Spring	Number: Multiplication and Division			Measure: weight, capacity, and temperature.			Measure: Money			Measure: Shape, Space and Position		

Week	1	2	3	4	5		1	2	3	4	5	6	7	
Summer	Number: Fractions and Decimals			Measure: Time			Number: multiplication and division				Handling data and information			

MCA:



	Term 1							Term 2						
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	
Autumn	Baseline assessments and Place Value		Measure: Money				Exams week	Handling data and statistics		Measure: length, weight, capacity, and temperature				Exams week

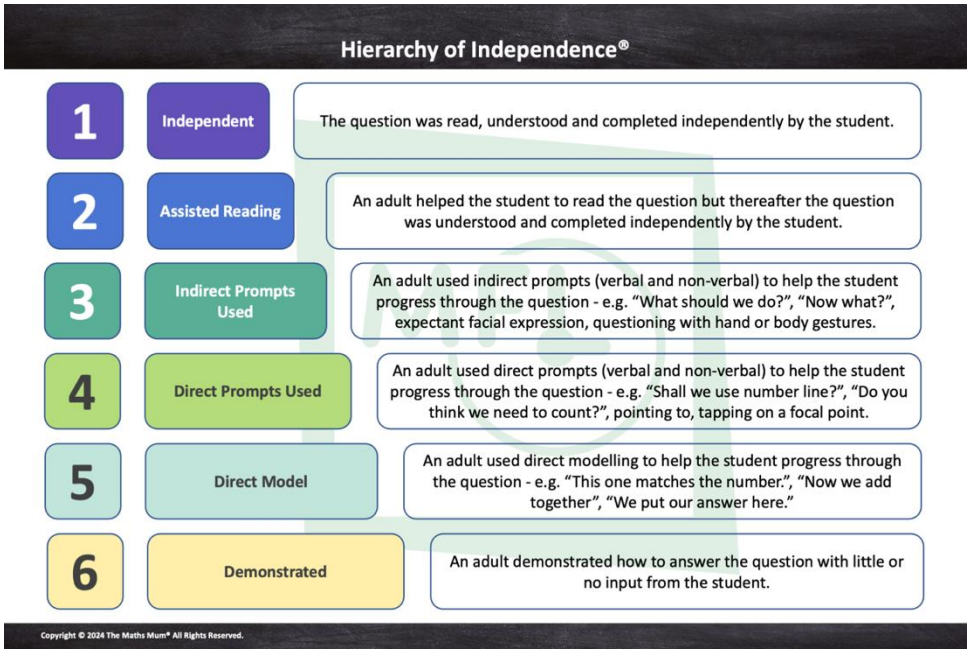
	Term 3						Term 4					
Week	1	2	3	4	5	6	1	2	3	4	5	6
Spring	Measure: Time					Exams week	Measure: Money					Exams week

	Term 5					Term 6							
Week	1	2	3	4	5	1	2	3	4	5	6	7	
Summer	Handling data and statistics				Exam week	Measure:Time						Exams week	

Assessment and Recording

The Iffley Academy has developed a bespoke assessment tool which has a key focus on the independence hierarchy, recognising that our whole school vision is for our students to become confident and independent mathematicians. Therefore, our assessment data lists

not only the skills achieved but also the level at which the student can complete the specific skill.



Maths for Life assessments are used to baseline each student to identify their starting point and gaps that need to be addressed. Throughout the year staff work together to continuously monitor and assess each student's progress through moderation and pupil progress meetings. At key points throughout the year we collate assessment data using our bespoke hierarchy of independence and skills tool as well as reviewing termly outcomes targets.

Resources

All teachers have logins which enable them to access all the online resources for the Maths for Life Programme as well as assessment materials These resources are consistent in their presentation and clarity and embed all maths within real life word problems, preparing our students from the start for the kinds of tasks they will face in the functional skills exams.

Every classroom is equipped with the essential resources for maths teaching including Numicon, number lines, multiplication squares, clocks etc. A wider range of maths resources including scales, weights, 2D and 3D shape, money and maths games are available from the Resource Base. Alongside the online Maths for Life resources, students have logins for /Numbots and Times Table Rockstars and regularly access other resources from sites such as Topmarks and Lesson Up.

Impact

The maths curriculum at Iffley Academy plays a vital role in preparing our pupils for their next steps, whether that be further education, vocational training, or employment. By developing their mathematical reasoning, problem-solving, and functional skills, we are equipping our pupils with the tools they need to thrive in the modern world.

Moreover, the maths curriculum aligns closely with our school's values of resilience, responsibility, reflection and confidence. Through engaging, differentiated lessons and a focus on practical applications, we aim to foster a positive attitude towards mathematics and help our pupils see themselves as capable, confident, and independent mathematicians.

Students should leave Iffley Academy with some Functional Skills Maths Entry Level qualification, but their success is also celebrated through the achievement of the different levels of Maths for Life (Foundation to Level 5). Here the emphasis is on being able to share with future stakeholders, be that college or employers the mathematical skills that students can do as well as those where they may need further support.