

Intent Document Maths

February 2024



Intent Statement

At Inclusion School, our Maths Department provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. Our intent is rooted in the belief that a supportive and engaging Maths curriculum is essential for the holistic development of our learners, preparing them not only academically but also for a successful life beyond out in the community.

1. Inclusive Curriculum Design

We recognise the diverse needs of our students and have designed a curriculum that is inclusive, adaptable, and responsive to learner's individual strengths and challenges. Our intent is to create a spiral curriculum where learners have the opportunity to fill gaps in their knowledge and to revisit topics regularly to build on their skills.

Our curriculum fosters a deep understanding of mathematical concepts and principles, while addressing the social, emotional, and mental health aspects of our learners. We promote mathematical literacy, which involves the ability to understand, interpret, and use mathematics effectively in various contexts. Our spiral curriculum is designed to revisit and build upon previously introduced concepts at different points through the learning journey, promoting a deeper understanding and long-term retention. This allows learners to continually revisit and reinforce their knowledge in a progressive manner. We provide regular SCIL sessions which are small-group interventions and are informed by STAR Maths

2. Personalised Learning Pathways

Understanding that every learner has a unique learning journey, our intent is to provide personalised learning pathways within the Maths curriculum. Through differentiated instruction, tailored resources, structured task plans and ongoing assessment, we aim to ensure that each student can progress at their own pace, building confidence and a sense of achievement—essential skills for navigating future challenges.

3. Assessment

In Maths at KS3 we assess learners' at regular intervals across our topic benchmarks which align with the National Curriculum in most areas.

Where appropriate, in Maths we use our bespoke curriculum to support learners who are working below ARE (Age related expectations) – this means that we cover the KS1 and KS2 curriculum where it is assessed to be needed.

The National Curriculum for Maths can be found here: [National curriculum in England: mathematics programmes of study](https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study) – GOV.UK (www.gov.uk).

In Maths at KS4 we assess learners' each half term, however the mode of assessment differs per pathway and programme of study.

Within Maths we complete the following examinations:

–V (Vocational Pathway) – NOCN Functional Skills Qualification in mathematics at Entry 1
Qualification No: 603/5273/5

NOCN Functional Skills Qualification in mathematics at Entry 2 Qualification No: 603/5271/1

4. Emphasis on social and emotional wellbeing

The Maths Department is committed to promoting social and emotional wellbeing through recognising and appreciating individual strengths and efforts and celebrating small success and progress- reinforcing a sense of accomplishment – this is implemented and supported by our Mastery curriculum which works on “small steps.”

5. Integrated Support Service

Collaboration with support services is integral to our intent across the whole Curriculum at Inclusion School. We work closely with Mental Health Leads, Speech and Language Therapists, Occupational Therapists and Educational Psychologists to provide a holistic approach to the emotional and mental health needs of our students, preparing them to navigate the challenges of life beyond our school.

6. Engaging Pedagogy

Our teaching strategies are designed to be engaging, interactive, and responsive to the SEMH and EHCP needs of our learners. At Inclusion School, we have developed our own approach to lesson structure and delivery which is known as ‘The Inclusion Way’. In every lesson, staff and learners use our ‘Golden Threads’ support accessibility, progression and consistency. Research based pedagogy (EEF) is embedded within lesson planning, structure and marking which supports staff personalising and utilising a variety of teaching methods, including project-based learning, experiential activities, and technology integration.

In Maths, we follow The Mastery Approach, which allows learners of all levels of ability obtain an in-depth understanding of the topic being taught and retain this knowledge in their long-term memory. Emphasis is placed on detailed, thorough teaching of the material, which is broken down into smaller sections and tackled one step at a time. Mastery learning is a set of group-based, individualized, teaching and learning strategies based on the premise that students will achieve a high level of understanding in a given domain if they are given enough time. The basic idea of mastery-based learning is that learners progress from one skill, activity, or lesson to the next only when they have shown that they are ready to advance.

Through these principles, the Maths Department at Inclusion School aims to empower our students with the skills, knowledge, and emotional resilience necessary for success in both academic and personal spheres, preparing them for a fulfilling and successful life beyond our school.

(If you wish to discuss our Intent in more detail, please do not hesitate to contact our Deputy Head Teacher, Quality of Education at julia.bray@inclusionschool.org.uk)