Intent		Implementation		Impact	
 Curriculum	At Heron, we believe every pupil should enjoy and succeed at math and then use these functional skills to support their lives. Every young person can achieve using combined elements of concrete, pictorial and abstract to support learning and apply their skills. We teach Maths at Heron at a level appropriate to each pupil's needs and motivation. This is done through discrete lessons and in all the pupils' learning situations, such as playtime, snack time, or lunchtime. Many opportunities are made to ensure that the pupils use their skills in practical situations, such as cooking and shopping.	 Pedagogical Approaches	Drawing on research, our pedagogical approach to Maths at Heron is; • **Know the Maths** – the progression in Maths learning and key likely misconceptions • **Find out the pupil's Maths** – their secure strategies, areas of strength and their gaps • **Plan to build on success** – using knowledge of the pupil and their Maths to plan successful learning • **Base in real-world learning** – use Maths strategies to develop independence • **Create a positive and supportive environment for all pupils** – all young people feel confident to make mistakes and learn • **Build an ongoing, holistic understanding of pupils and their needs** – working with other agencies and developing good relationships with our pupils to know their strengths and learning needs • **Ensure all pupils have access to high-quality teaching** – based on teacher knowledge and engagement • **Complement high-quality teaching with carefully selected small groups and one-to-one intervention** • **Work effectively with teaching assistants** New concepts are introduced by using this approach: **concrete** – pupils should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing. **Pictorial** – alongside this, pupils should use pictorial representations. These representations can then be used to help reason and solve problems. Abstract- concrete and pictorial representations should support pupils' understanding of abstract methods.	 Approach to Assessment	**Formative assessment** at Heron is informal and contains data in descriptions, comments, and pathway objectives. Asking skillful questions throughout the lesson and the day informs teachers and checks for depth of understanding, identifies progress towards learning goals, and diagnoses the root causes of misconceptions. Teachers skillfully aim the correct questions at each pupil. Pupils' achievements are recorded on a software package.

 End Points	Pupils will build knowledge and skills across the pathways and key stages. Building upon prior learning by the end of Post 16 students will; independently use skills and apply mathematical knowledge in practical contexts.	 Teachers' Knowledge	At Heron, we value teacher knowledge, which forms part of our School Development Plan.	 Performance Data & Pupil Progress	A range of monitoring and assessment takes place, including learning walks, book looks, planning looks and pupil voice. We monitor progress over time, which allows us to drill down into the data to find trends year after year and identify pupils who require more support.
 Sequencing	The Maths curriculum is cumulative. and builds on previous learning. Each half-term has a number-based topic followed by a geometry or measures topic. The rolling plan has number at its heart. A large proportion of time is spent reinforcing number to build competency. The plans ensure pupils have opportunities to build reasoning and problem-solving elements in the curriculum. While building functional skills is fundamental in every key stage, key stage five is our final opportunity to ensure that students have real competence in the skills and strategies they have been developing throughout their maths education - and to extend the knowledge and understanding that they need to equip them for independent living and the next stage in their education or career. The Key Stage 5 curriculum builds on previous learning. However, it is essential to revisit and reinforce earlier learning through learning that 'connects' it to contexts relevant to this age group, such as the workplace.	 Enabling Environments & Pupil Voice	Our Maths programme includes knowledge and vocabulary specific to the concepts that the pupils are studying. Pupils are enabled to communicate effectively with the use of word mats, communication boards, and signs and symbols. Through reasoning, pupils can discuss their thinking and explain their learning.	 Pupils' Work	The school has high expectations of all pupils regarding the quality and presentation of their work, which we believe leads to a sense of pride. Emphasis on the precision of numbers and symbol formation supports pupils in thinking logically, organising their reasoning, and representing maths accurately. Photographic evidence is frequently used in maths lessons to record work using concrete equipment. These photographs aid assessment and show progression.

 The Need of all Pupils	A key teaching principle is the belief that every pupil and young person should and can engage in maths. Maths imparts the practical skills, understanding, and knowledge they need to lead creative, independent, and fulfilling lives. A key part of learning for our pupils is developing their communication skills, vocabulary, strategies, and confidence to use functional maths skills in the community and workplace.	 Knowing More and Remembering More	Curriculum maps have been carefully constructed to present the content in a logical progression.	 Talking to Pupils	Leaders talk informally and formally to the pupils during regular monitoring. The purpose is to explore what they have learnt, what they can remember, and how much they have enjoyed it. In Maths, this is generally based on conceptual understanding. As a result, key improvement actions can be identified.
	The school's resources engage pupils of all abilities. We believe that every pupil or young person can achieve and is entitled to the same knowledge and cultural capital, whatever their background or starting point. Pupils will communicate ideas confidently, using mathematical vocabulary (i.e. language, signs and symbols.	 Assessment	Each part of the lesson allows the teacher to assess the learning before moving on to the next part. Misconceptions are identified and addressed. Maths is assessed using the pathways, starting with the first stage, 'Engagement', to the final stage. Each pathway builds on the one before, assumes that the pupil has met the previous pathway's outcomes, and, in some cases, introduces new or additional learning in successive pathways.		