

# Maths Progression Model

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## Engagement (MAPP a)

Class 7 and 8

A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). Maths skills are developed consequentially through stimuli on a personal basis; songs, counting, playing, therapies, community and problem solving.

## Engagement (MAPP b)

Class 9

Maths is taught as part of a cross curricula approach that focuses on learners increasing their understanding of the world around them and independence. Learners are stimulated appropriately through song, play and sensory input to develop skills through exploration and experimentation.

## Qualifications

### GCSE/ FS

Maths is taught as a discrete subject. Mathematical skills are consolidated and developed in a formal learning environment. The learner applies skills to meet the demands of a standardized test in controlled conditions.

Group L  
Group J

### EL3

Maths is taught as a discrete subject. Learners consolidate and develop KS2 maths skills in a formal learning environment in preparation for a standardized test in controlled conditions.

Group J

### EL2

Maths is taught as a discrete subject. Learners consolidate and develop KS1 maths skills in a formal learning environment in preparation for a standardized test in controlled conditions.

Group K  
Group I

### EL1

Maths is taught as a discrete subject. Learners consolidate and develop early KS1 maths skills in everyday practical situations. Learners are preparing for a standardized test in controlled conditions.

Group I  
Group H

### Pre EL

Maths is taught as a discrete subject. Learners build upon pre KS1 maths skills through everyday practical situations and role play e.g. using maths in the community.

Upper 1

## National Curriculum (iASEND)

### D

### (NC KS3)

Maths is taught as a discrete subject. The learning environment is formal, most pupils can regulate their emotions independently. Concepts from the N curriculum are built upon and learners develop their mathematical skills at a National Curriculum KS3 level.

### N

### (NC KS2)

Maths is taught as a discrete subject. Formal learning is recognisable much of the time; play and practical activities are used to increase the depth of learning. Concepts from the E curriculum are built upon and learners develop their mathematical skills at a National Curriculum KS2 level.

Group G  
Group N  
Group E

### E

### (NC KS1)

Maths is taught as a discrete subject. Formal learning is blended with play and practical activities, the use of rewards and visuals are imperative. Concepts from the S curriculum are built upon and learners develop their mathematical skills at a National Curriculum KS1 / Pre-Key Stage Standards 2-5 level.

Group D  
Group C  
Group B

### S

### (NC Pre KS1)

Maths is taught as a discrete subject. Learners begin to access formal learning, but many activities are play based where skills are progress through exploration and experimentation. This use of rewards and visuals are imperative. Concepts from Cherry Garden are built upon and learners develop their mathematical skills at a Pre-Key Stage Standards 1-2 level.

Group A  
Class 3

## Cleaswell Hill Early Years (Cherry Garden)

Cherry Garden follows the early years foundation stage model and provides the essential substance for all future learning. Learners are access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. Mathematical skills are developed through exploration and experimentation. Prescribed learning takes place in a condensed format where an activity is completed in collaboration with one member of staff.

Class 1  
Class 2

## Maths Progression Model

**CPD:** Numicon Training (HM), iASEND Training (PFH), Qualifications training (DE, ES), Target setting training (DE,PFH), Depth of Learning training (PFH), Triangulation (PFH), Early Years Moderation (SO, AT), Phase Development (SO,PFH,CD,KH,JM,ES), Mentoring Partnership (PFH, DE, KH, Hap, HM).

**Content (Intent):** Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs. The use of vocabulary is carefully considered by staff so it is not a barrier to learning. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP. Teachers plan systematic repetition of the most crucial content to make sure it can be used functional across different contexts.

**Activities, Expectation and Challenge (Implementation):** Lessons activities are challenging to pupils academically and in regards to their EHCP targets. Granular content profoundly affects the parameters of activities where the pace and depth of learning is personalized. Pupils remember the content taught not just the activity itself. Expectations are high for all pupils developing their cognitive, behavioral, physical, communication and sensory needs. Pupils are engaged through increased capacity of problem solving, team work and intrinsic interests.

**Assessment and Progression (Impact):** Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follows a progression model that identifies the most useful knowledge for cumulative sufficiency. Assessment checks content is remembered long term, identifying those pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications and future pathways, allowing challenging targets to be set.

**English, Communication and Reading:** Appropriate feedback is given dependent on the needs of individuals, this models how content should be organized. Pupils use appropriate texts to stretch learning through word and real life problem solving. Pupils are widen their vocabulary at an appropriate level with support from outside agencies (SaL, Metis, Jigsaw). Pupils have a plethora of opportunities to ask and answer questions and this is support through the; blanks model, colourful semantics and SCERTS.

## Maths Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
<b>Early Years</b>	Pathway to iASEND curriculum mapped. Maths assessment focuses across both to be linked to ensure continuous progress.	iASEND and Cherry Garden maths objectives to be linked where appropriate.	Feb 20—Introduce activity March 20—Map Cherry Garden to iASEND June 20—Baseline pupils moving from CG to iASEND	PFH,SO,TMc,AT	Progression model learning from Cherry Garden to iASEND.
<b>Engagement</b>	Pupils to be continually assessed using Pre-Key Stage standards to capture progress in maths.	Staff to update depth of learning against Pre-Key Stage standards termly.	Feb 20—Introduce PKS Feb 20—Create PKS Assessment Sheet April 20—All engagement staff using PKS assessment sheet.	PFH, CD, KT, CA, MR	Limited progress in mathematics captured for pupils following engagement curriculum.
<b>National Curriculum</b>	Staff could describe content, progression, challenge and assessment. Further support could be offered to new and struggling staff by adopting a consistent approach.	All groups to have a paper-based file that includes information on; behavior support, academic support, attainment and PLIM.	Jan 20—Example file to be created Feb 20— Introduce to staff Feb 20— LC to create files for groups. March 20— Staff using files consistently	All iASEND groups	Consistency and support for all staff especially for NQT's and struggling teachers.
<b>National Curriculum</b>	Sequenced learning following progression model evident. To highlight use a maths scheme to support.	Introduce White Rose Maths to distinguish sequenced learning through iASEND progression model.	Jan 20—Claire Williams (LA) Visit Feb March 20—Maths WR training March 20 March WR—iASEND April 20— Plan using WR Sep 20—Follow WR curriculum	All iASEND Groups	Progression model and sequenced learning enhanced by a suitable scheme that improved consistency. Increased learner progression.
<b>Qualifications</b>	Staff could describe content, progression, challenge and assessment. Further support could be offered to new and struggling staff by adopting a consistent approach.	All groups to have a paper-based file that includes information on; behavior support, academic support, attainment and PLIM.	Jan 20—Example file to be created Feb 20— Introduce to staff Feb 20— LC to create files for groups. March 20— Staff using files consistently	All qualifications groups	Consistency and support for all staff especially for NQT's and less experienced teachers.