Bracken Hill School

Mathematics Policy

Author: Kate Austin

Policy Type: Whole School

This policy is reviewed biennially to ensure compliance with current regulations

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

INTENT

At Bracken Hill School our curriculum intent is to enhance knowledge, develop skills and provide enriching experiences that enable our young people to embrace opportunities and be successful in the modern world.

Mathematics at Bracken Hill aims to develop student's knowledge, skills and understanding across three main areas of learning: Number, Geometry and Measurement. There is a real focus on developing children's understanding and application of skill to different situations and how important maths is to everyday life. Learners are split into our three pathways and will be taught in different styles to meet the needs of those learners – Explorers, Adventurers and Pioneers. Experiences will be personalised to match the situations in which our learners will need their maths skills.

At Bracken Hill School we follow the White Rose Mathematics Curriculum, which is based upon the National Curriculum (2021) and the Early Years Framework (Updated 2021). We move through this curriculum at a rate appropriate for our learners that follows the progressive structure. We also have learners that are not ready for Maths within our explorer pathways, and so the Maths lessons here focus on engagement where we model different Maths themes as part of this.

IMPLEMENTATION

Mathematics is studied by all pupils at Bracken Hill School, from Early Years to Post 16. It is a core subject in the National Curriculum, a specific area in the EYFS and must be studied by all pupils up to Key Stage 4 inclusive. At Bracken Hill School Mathematics is also included in the Post 16 curriculum working towards Functional Skills accreditations where appropriate. Mathematics is taught at least 4 times a week to all pupils.

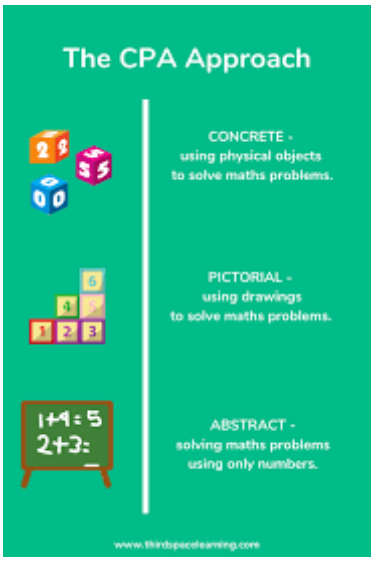
Planning

Planning at Bracken Hill school begins by ensuring a good coverage of a broad Maths curriculum, split into the three areas although these can overlap. Children are engaged and motivated through different methods such Attention Autism sessions for students on our Explorer pathway. Planning is sequential and skills build throughout lessons and over a series of lessons, guided by the White Rose. Children will be given the time to revisit and practice the previously taught skills and knowledge so that learning becomes embedded.

As we are using a curriculum designed for use in a mainstream school, we have adapted the delivery of the content but not the content its self. This can result in children accessing the same age group of planning for more than one year and that curriculum content could be missed. In order to ensure that children are taught all content at their own pace, teachers complete AFL prior to teaching a unit enabling them to know where within a unit they start teaching from . The may need to skip steps at the start of a unit that has been previously taught, or move through steps at a quicker pace.

Teaching and Learning

Teaching at Bracken Hill will be led by a concrete, pictorial and abstract approach.



At Bracken Hill we aim to provide different styles of learning for different pathways – Explorers, Adventurers and Pioneers. Classes will generally have children that learn in similar styles although classes can have a mix of pathways. Due to this, we stream across pathway, for instance, Ladybirds and Grasshoppers are both Adventurer class groups and they stream between them to enable us to teach groups working within different levels but continue to use the same teaching style, within the same Key Stage.

Our Explorers learn in a way more reflective of the EYFS with lots of sensory and play-based learning, being active, creative and critical thinking. Activities will be practical, engaging and where possible related to the topic and the children's interests. Adventurers will have an element of this style of learning but will also begin to move towards more focused and explicit learning, with an increased focus on independence and a more directed outcome. Lesson's will still be practical, active and engaging, and have lots of opportunities to build on skills and knowledge already obtained. Our Pioneers learn in a more formal and predictable style to achieve greater depth for many of our learners, with the application of their skills and knowledge to real life situations and problem solving. Although classes can have a mix of students on different pathways, the learning styles of our different children will be carefully considered in the provision they experience.

In the Updated Maths Curriculum (2021), there is renewed emphasis on problem-solving and mental calculation. Therefore, it is important that teaching incorporates keeping memorised facts and regularly practicing key mental strategies and written algorithms. Teachers should consistently use meaningful and engaging images and models in their classroom practice, and understand that the CPA approach is essential for our learners.

In Phase 1 and 2, classes are split into different 3 different pathways. Streaming is kept to pathway and keystage, and personalised within class groups if necessary. For children working above Bracken Hill Progression Step 5 will be following the White Rose Curriculum. Children working below this level will focus on engagement but will follow the Engagement Maths Curriculum that is devised from the Early Years Framework, and gives opportunity to model different mathematical themes.

For our Phase 3 and Phase 4 learners, teaching and learning focus' on real life problem solving skills as they begin and continue accreditations. The essential maths skills and foundations are solidified and then built upon in order to develop skills and knowledge. Learners are still streamed where appropriate across these two phases.

Environment, Resources and Manipulatives

Our maths environment comprises physical setting and the atmosphere within a classroom.

We aim to create an atmosphere that will enable children to gain confidence, make mistakes and learn from them, take risks, experience success and encourage curiosity. Teachers and staff will do this by techniques such as making mistakes and thinking outloud. Developing positive relationships and making children feel safe will help children thrive on feedback and next steps in line with our marking and feedback policy.

In our setting, it is important that our classrooms are well equipped yet organised so that our learners can access resources they need to enhance their learning and make them more independent, whether that is number lines or previous learning on a working wall. Our spaces must again meet the needs of the learners, some need stimulation for engagement while others will need calm to enable them to focus.

A huge strength at Bracken Hill School is a wealth of experienced teachers and TA's that are positive and happy to help everyone. They offer a wealth of creative solutions to any situations and sharing any professional development where ever they can. All staff need to have the knowledge for what they are teaching and if they don't, they must know how to acquire it, this will ensure children are taught correctly and remain in line with the Calculation Policy.

Assessment

Children's work is marked and feedback to pupils in accordance with our school policy. As this is used consistently throughout school, children become very familiar with the Bubble and Block strategy, and become increasingly independent and responding to feedback**.**

Although teachers will use their own methods for their formative assessments, our school method is via SOLAR using Bracken Hill Progression Steps which were developed last year using the EYFS, National Curriculum and Functional Skills syllabus, and broken into small steps. Baselining on Progression Steps is to be completed within the first 3 weeks of attendance although we know that these may need updating again later as children settle into school. These should be updated at least once every half term to reflect the progress the children are making. This data is then used to identify any children, groups of children, or staff that are thriving or having difficulties and need support. The data is also used to sort groups into streamed groups across pathways and within Keystages. This data is also used to identify any children in need of interventions. We also use moderation where we work within our phases and compare the children's work to ensure they are working at the level reflected on Bracken Hill Progression Steps.

At KS4, the children working below Step 9 on Bracken Hill Progression Steps complete AQA unit awards to achieve awards in maths skills, while students working above this will complete Functional Skills Qualifications and continue these into KS5. The focus on real life skills and problem solving which are key focus' for our children and their future success.

Home Learning/ Learning Outside the Classroom

Home learning is sent home weekly, and every third week should include a maths focused activity. This should reflect previously taught learning and revisit skills or knowledge already approached in school. It is expected that this should be a shared activity and parents are highly encouraged to work with their children where possibly.

Working closely with our Careers leader, we alternate each year a money focus week and an enterprise week where the pupils are encouraged to develop their understanding of creating a product and selling it. These focus weeks are practical, real life and developing skills for the future for our learners across the pathways and keystages.

IMPACT

The impact of the mathematics curriculum at Bracken Hill School is evident in the progress our pupils make, not only in their mathematical knowledge and skills, but in their ability to apply these in real-life contexts, problem-solving scenarios, and future learning. Our curriculum is carefully structured to ensure that all learners, regardless of their starting points or learning pathway, are able to access meaningful, relevant, and challenging mathematical experiences.

By the time pupils leave Bracken Hill, they will have:

- Developed a secure understanding of number, geometry, and measurement, appropriate to their individual learning journey.
- Gained confidence in applying mathematical thinking to everyday tasks, including money handling, time, budgeting, and problem-solving.
- Acquired and retained core mathematical skills through the CPA (Concrete–Pictorial–Abstract) approach, enabling fluency, reasoning, and adaptability.
- Progressed through personalised pathways at a pace appropriate to their needs, with achievements reflected in accreditations such as AQA Unit Awards and Functional Skills Qualifications.
- Grown in independence, confidence, and resilience — able to approach mathematical challenges with a positive and inquisitive mindset.

Progress is closely monitored using our bespoke Bracken Hill Progression Steps, aligned with national frameworks and functional outcomes. This ensures we maintain high expectations and support every child to fulfil their potential.

The impact of our mathematics curriculum is seen in the way our pupils use their learning beyond the classroom — making informed decisions, solving real-world problems, and building the foundations for independence and success in adult life.

EVALUATION

This policy will be review biennially – October 2027.