

The Oxfordshire Hospital School

Maths Curriculum Statement



As well as using the enrolled school's curriculum, we strive to deepen understanding and make connections across the curriculum, promoting mathematical reasoning and enhancing skills in problem solving. Our lesson design consists of small steps through a bespoke, carefully sequenced learning journey with interventions, where necessary, to address any gaps in knowledge or skills. Pupils are given opportunities to communicate their learning and apply what they have learnt to other areas of the curriculum and their lives in general.

Our aims are to:

- Contribute to pupils' experience of a broad and balanced curriculum
- Maintain curriculum continuity, where possible, for long-stay or regular attending pupils
- Offer GCSE and other opportunities for accreditation
- Provide opportunities for pupils to review, reinforce and extend subject specific skills and knowledge
- Provide opportunities for pupils to develop practical skills and a deeper understanding of Mathematical concepts and facts
- Help pupils observe and recognise mathematical patterns and relationships
- Provide opportunities for pupils to review previous learning, address gaps in their learning, reinforce current skills or extend their Mathematical development
- Give pupils confidence in their own mathematical knowledge and skills, and their ability to use a range of methods and techniques
- Encourage pupils to use mathematical vocabulary and discuss mathematical ideas
- Contribute to pupils' personal, social; moral, spiritual and cultural; social and emotional development

Typical approaches used to develop deeper learning include higher order questioning, connected tasks, reasoning, developing fluency, variation, representation, demonstration and lots of discussion. Staff at OHS use these approaches in order to improve pupils' confidence and willingness to try and persevere, to improve their problem solving skills and willingness to explain their reasoning and to become more engaged in the learning process. The approaches typically seen in maths lessons taught by teaching staff at OHS are:

1. **Coherence:** small steps of connecting ideas
2. **Thinking:** developing understanding through reasoning & discussing
3. **Fluency:** quick & efficient recall & ability to use them in different contexts
4. **Variation:** varying a way a concept is presented to avoid mechanical repetition
5. **Representation & structure:** concrete, pictorial & abstract to develop in-depth understanding

These key concepts and processes are taught through 6 areas of attainment:

Number

Algebra

Geometry and Measures

Statistics

Probability

Ratio & Proportion