

Subject -Maths	
Lead Teachers -	Shabnum Arshad
Vision	<p>We are surrounded by mathematics in our everyday lives. Making a drink, catching a bus, shopping for food and budgeting an income are all vital skills we need for independent living.</p> <p>Mathematics helps children to make sense of the world around them. At the Westminster School we strive to encourage our pupils to become independent problem solvers by developing their ability to calculate, to reason and to solve problems, it enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. The more familiar and proficient our students become with maths in the real world, the more confident and effective they will feel as members of our community.</p>
Objectives	<p>The aims of the curriculum is to create independent thinkers and problem solvers and to:</p> <ul style="list-style-type: none"> <li>• To develop pupils enjoyment of maths.</li> <li>• To encourage pupils to use maths across the curriculum and in real life situations</li> <li>• To develop investigational skills through practical tasks and learning challenges.</li> <li>• To develop initiative and an ability to work both independently and in cooperation with others</li> <li>• To promote learning through a wide variety of teaching and learning styles.</li> <li>• To deliver the Maths Programmes of Study taken from the National Curriculum appropriate to the level of the children.</li> </ul>
Courses offered - (including key stage)	<p>The courses offered at The Westminster school are:</p> <p><b><u>Keys stage 4</u></b>  Entry level maths  Functional Skills maths  GCSE Maths</p> <p><b><u>Key stage 5</u></b>  Pearson level 1 Award  OCR Progression in Maths  OCR Functional Skills</p>
	<p><b><u>Entry level maths</u></b>  This award is divided into three abilities Entry 1, 2 and 3 and aims to develop the functional aspects of maths for all pupils, focusing on the application of Number, Geometry and Handling Data, by completing this course to the appropriate ability the pupils gain an understanding of the functional aspects of maths.</p>

*Course outline -	<p><b>OCR Functional Skills</b>  This course is delivered in both key stage 4 and post 16 (depending on the ability of the pupils)  Functional skills maths is based on real life use of maths, this can range from using money and calculating change to telling the time and planning the day.</p>		
*Course outline -	<p><b>GCSE Maths</b>  For pupils that have a good understanding of the application of maths at Key stage 3, they then undertake the GCSE maths course at key stage 4 or 5.</p> <p>The GCSE maths curriculum focuses on Number, Geometry and Handling data (including probability and statistics). This course is appropriate for</p>		
*Course outline -	<p><b>Pearson level 1 Award</b>  This course is delivered in post 16 and will build on the Entry level course undertaken by the pupils at key stage 4. This is an award that develops functional maths and skills in working with whole numbers, fractions, decimals and percentages, Money, time and measures, using space, shape and position and Handling data in this way building on pupils previous knowledge.</p>		
*Course outline -	<p><b>OCR Progression in Maths</b>  This course is delivered in post 16 and provides a bridge between entry level Maths and GCSE Maths.  This qualification is a functional skills qualification and provides the foundation for GCSE's, in this way pupils can build up their knowledge and skills.</p>		
Course Coverage	Y1 Autumn	Y1 Spring	Y1 Summer
	Using and applying Number Handling data	Using and applying Number Geometry	Using and applying Number Handling data
	Y2 Autumn	Y2 Spring	Y2 Summer
	Using and applying Number Handling data	Using and applying Number Geometry	Revision and exam
Methods of Assessment	Entry level-Four exams moderated by OCR GCSE Maths-Exam at the end of the course Pearson Level 1 Award-Exam at the end of course OCR Progression in maths-Exam at the end of each unit OCR Functional Skills-Exam at the end of Course		