The Gryphon School

"I have come that they may have life, and have it to the full" (John 10: 10)

Leadership | Integrity | Fellowship | Exploration

Maths Inclusion Strategy:

Attend – Learn – Keep Up – Enrich – Engage

Attend:

As a core subject, we teach fewer students than many teachers, and we see them more often, the relationships we build can be powerful. We have more time to understand their barriers and help them to overcome, minimise or manage each challenge.
Maths teachers are a very visible presence in the top corridor both at the start of the day and between lessons. Giving us an opportunity to engage with as many students as possible and set warm and high expectations.
Contacting home and the students with purposeful and specific praise.

Learn:

Maths classes are set by prior attainment, using KS2 SATs scores and Year 7 CAT tests that assess potential as well as attainment. Student context is also taken into account as we know disadvantage and SEND can impact assessments. We then have a process where we work closely with HOY, SENDCO and parents to ensure these students stay in the set that is right for their potential. We put in interventions and engage with all stakeholders before we make any changes to sets.
The maths curriculum is scaffolded and adapted to support all learners at every stage of their progress. While we set by attainment, all classes follow the same curriculum and are stretched and challenged at every level.
Maths teachers use an agreed set of subject-specific language so that there is a consistent use of terms across phases and classes.
Modelling through "I do, We do, You do" is frequent in maths lessons with teachers narrating their thought processes.
Using CRITER (our own, Gryphon Maths strategy), students are given a clear scaffold for engaging with and decoding longer, wordier and more complex problems.
Homework in maths is consistent in every class. Using Sparx every week allows students to easily organise their time at home with clear expectations.

Keep Up

Retrieval is an integral part of every lesson. It is planned to have the biggest possible impact based on assessment data for each class as well as whole-school priorities from previous cohorts. Our Curriculum in KS4 is designed to bring retrieval into every lesson for all students. This ensures that students that miss lessons will have another opportunity to learn content that they may have previously missed. SPARX content – uses content that has been delivered as an opportunity to refresh and consolidate knowledge, and highlights to staff areas of weakness for potential reteaching
Tutor time interventions run each week which target disadvantaged students, giving them extra support to allow them to perform at the same level as their peers. Will review this in the new academic year, when interventions are up and running
Assessment is focused on retrieval practice. Students fully aware of their progress through tracking sheets and assessment folders. Tracking again identifies any gaps in learning to be addressed.

Enrich

Providing Calculators to disadvantaged students. The school runs Axiom maths and has an Axiom Maths lead. This is an enrichment programme for students of all back rounds and target towards disadvantaged high prior attaining students to enable them to reach their full potential in Maths.
The school also offers various enrichment events which disadvantaged students take part in such UKMT Maths challenges and University of Southampton Cipher challenges. These opportunities are advertised to our disadvantaged students

Engage

We make sure that we contact home for disadvantaged students first after all assessments to ensure that maths can be the "dinner table" conversation.
Maths revision sessions – invited specific students.
KS4 lead communicates with all disadvantaged Year 11 students' parents throughout the year.
Thought put into the seating plans, how best to ensure the needs of SEN and disadvantaged students are put first.
QLA's for disadvantaged and SEN students are emailed home directly to parents to help ensure this data is not lost in communication.
Revision resources are printed throughout the year for disadvantaged students.