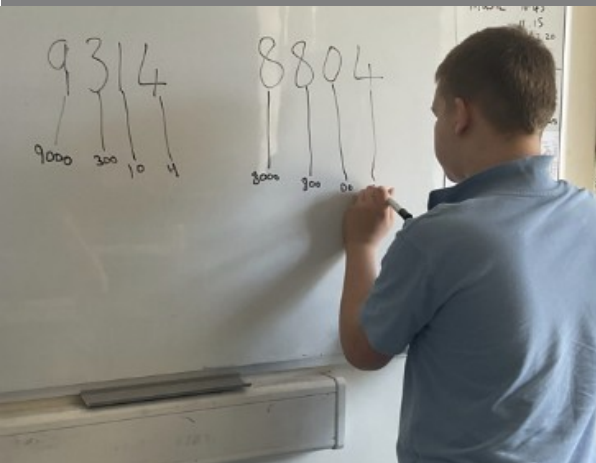


Maths at Fox Wood School



FUNctional Skills

Using Money in Everyday Situations:

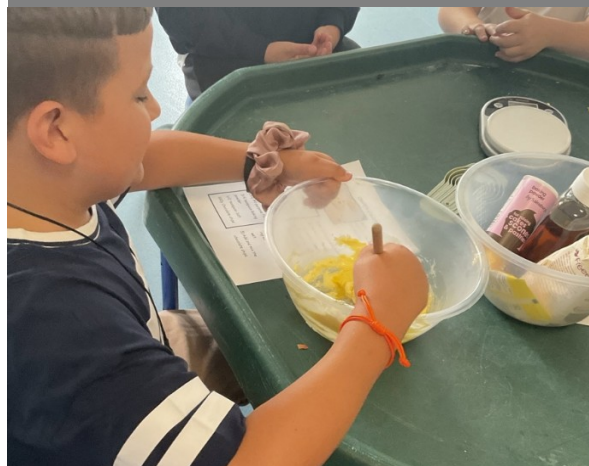
- Take part in shopping
- Feel confident when paying for things like snacks or bus fares.
- Avoid confusion or stress in public places.

Understanding Time and Daily Routines:

- Know what happens next in their day
- Feel more secure with routines and transitions.
- Join in activities at the right time

Solving Simple Problems:

- Make choices (e.g. picking the bigger snack or fewer items).
- Follow instructions (e.g. counting steps or matching shapes).
- Work with others in group tasks or games.



Maths



Fox Wood School



Overview of subject

Mathematics at Fox Wood School is designed to promote communication, independence, and preparation for adulthood through carefully sequenced and meaningful learning experiences across the pre-formal, semi-formal, and formal curriculum pathways. Each pupil's learning journey is personalised according to their developmental stage and cognitive profile, supported by high-quality resources that ensure coherent and progressive skill development.

Pupils are encouraged to apply their mathematical understanding in functional, real-life contexts, helping to bridge the gap between abstract concepts and practical application. Structured frameworks such as the CLIC model and Progress Drives underpin the curriculum, ensuring secure mastery of foundational skills before progressing to more complex ideas.

For learners with more complex needs, developmental curricula such as Equals offer flexible, personalised pathways. These begin with sensory-based exploration—such as comparing size or quantity—and gradually build towards functional skills, like measuring time using non-standard units.

Overall, mathematics teaching at Fox Wood combines a rigorous, step-by-step approach with engaging, functional learning opportunities. This ensures that all pupils develop a secure understanding of key concepts, build independence, and acquire the practical skills needed for life beyond school.

Intent

At Fox Wood School, the intent of our maths curriculum is to empower every learner with the skills, confidence, and understanding they need to navigate the world around them. We recognise that mathematics is not just about numbers—it's a vital tool for communication, independent living, and preparation for adulthood.

Our curriculum is designed to be accessible, meaningful, and personalised, ensuring that all pupils, from EYFS to Post-16, experience success and progress at their own pace. Through a carefully structured and differentiated approach, we aim to:

- **Develop Mathematical Communication** Pupils are supported to express mathematical ideas using a range of communication methods, including verbal language, signs, symbols, and assistive technology. We foster environments where mathematical thinking is shared, celebrated, and understood—building confidence and social interaction.
- **Promote Independence Through Functional Maths** We embed maths into real-life contexts, helping pupils to apply their learning in everyday situations such as telling the time, handling money, measuring, and problem-solving. This focus on functional skills supports autonomy and decision-making, laying the foundation for independent living.
- **Prepare Pupils for Adulthood** Our curriculum is aligned with the Preparing for Adulthood outcomes, ensuring that maths learning contributes to future aspirations in employment, independent living, community participation, and health. For older learners, we offer pathways that include life skills and ASDAM accreditation. In college, we offer our Post-16 students accreditation through Open Awards.

We believe that every pupil deserves a maths education that is relevant, engaging, and empowering. By nurturing curiosity, resilience, and practical understanding, we prepare our learners to be as independent in life as possible.

Implementation

Mathematics at Fox Wood School is implemented through a tiered curriculum model that includes pre-formal, semi-formal, and formal pathways, ensuring all learners access stage-appropriate content. Lessons are carefully sequenced using frameworks such as Big Maths and the CLIC model, allowing pupils to build fluency and confidence through repetition and structured progression.

In Woolston 6th Form College, Mathematics is also implemented through a three tiered curriculum model: Learning for Life, Learning for Supported Living and Learning for Employment; lessons are planned utilizing EQUALS frameworks.

Teaching approaches are highly personalised, with staff using a range of visual, tactile, and interactive resources to support understanding. For pupils with complex needs, developmental curricula like Equals provide sensory-rich experiences that gradually lead to functional skill development. Across all pathways, mathematical learning is embedded in real-life contexts to promote independence and preparation for adulthood.

Impact—recent data review

The most recent data review demonstrates that pupils and students across the Fox Wood School Organisation are making consistently strong progress, with many exceeding their individual annual targets. Notable progress is evident in Number, where Daily Basic Skills supports pupils in building their foundational number knowledge.

Sequences of Learning

Learning sequences in number are fundamentally developed as detailed, sequential pathways known as Progress Drives, ensuring mastery of foundational concepts before advancing to complex skills. Pupils are systematically assessed against the Big Maths Progress Drives and progress through each step in a structured and sequential manner.

In Geometry and Measure, students sequences of learning are derived from the equals scheme of work for pupils working at the pre-formal or semi-formal stages. For pupils operating at the formal curriculum tier, learning sequences are mapped out against the Oak National Academy curriculum.

