



Numeracy at Sky Academy



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Our Mission

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All our boys will have the basic maths skills they need to make good choices in the real world.

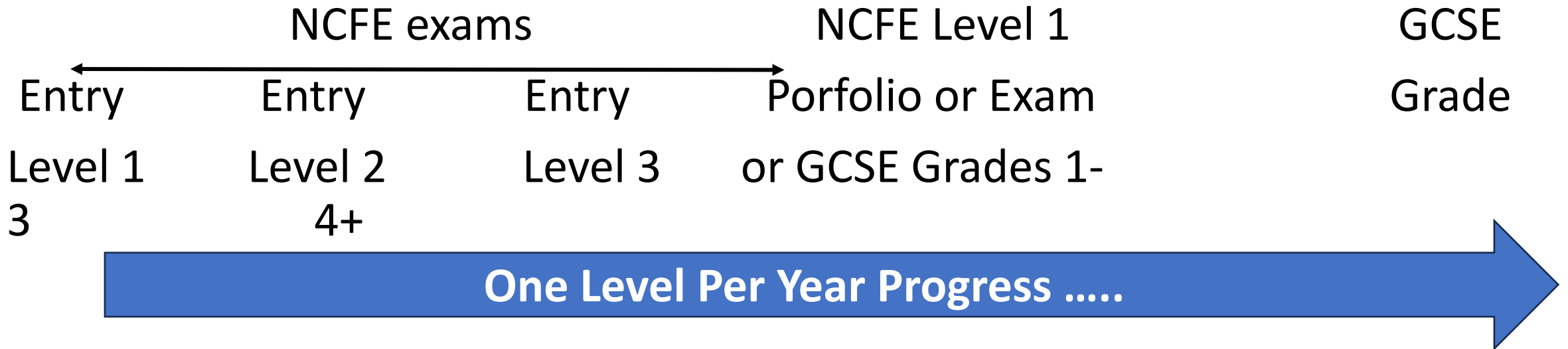
Understanding maths underpins all we do as adults. Shopping, paying bills, getting paid, cooking and much more. We work to ensure all students understand the maths that sit behind these things so that they can function independently as adults. We teach them maths during maths classes but we also show them maths across all subjects so that they can see for themselves how it works and how important it is.

Maths is not just about numbers. We teach the problem solving skills and resilience necessary to succeed in the world: a life skill that helps solve maths problems.

We will have high expectations of all and work to ensure every child achieves the highest possible qualification.

Our small class sizes allow us to tailor our lessons for each individual. We identify a pupils potential and then teach lessons that allow that child to reach their full potential by the time they leave Sky. We recognise the impact of the outside challenges on learning and have designed a curriculum that allows us to push forward or hold back depending upon each pupil's mindset in any given day or week. As a result, we build on prior knowledge, fill gaps in knowledge and allow every child see the success and progress they are making.

Progression



Current

Year 6-9

Year 10/11

Year 6-8

Year 9/10

Year 10/11

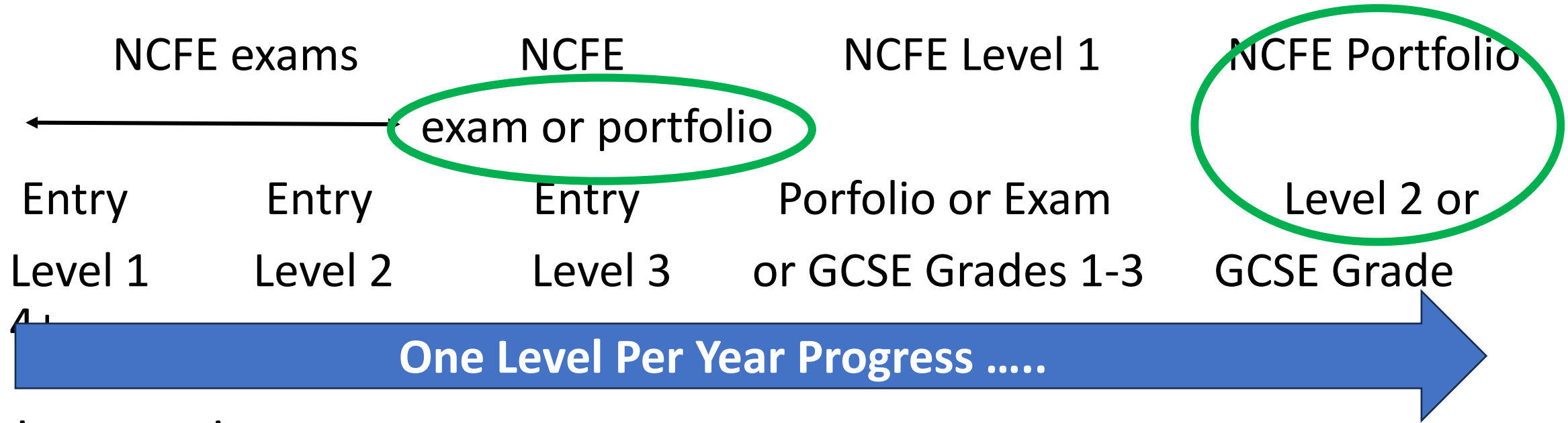
Year 6

Year 7/8

Year 9/10

Year 10/11

Progression



Work Towards

Year 6/7

Year 8/9

Year 10/11

Year 6

Year 7

Year 8/9

Year 10/11

Year 5

Year 6/7

Year 8/9

Year 10/11



How? 1. Be clear on pupil potential

If Basic Needs are not being met, a pupil cannot learn.

Are their needs being met at home?

Are you meeting their "SEND" needs in the classroom?

Sensory, ADHD, scribe, reader, praise, attention

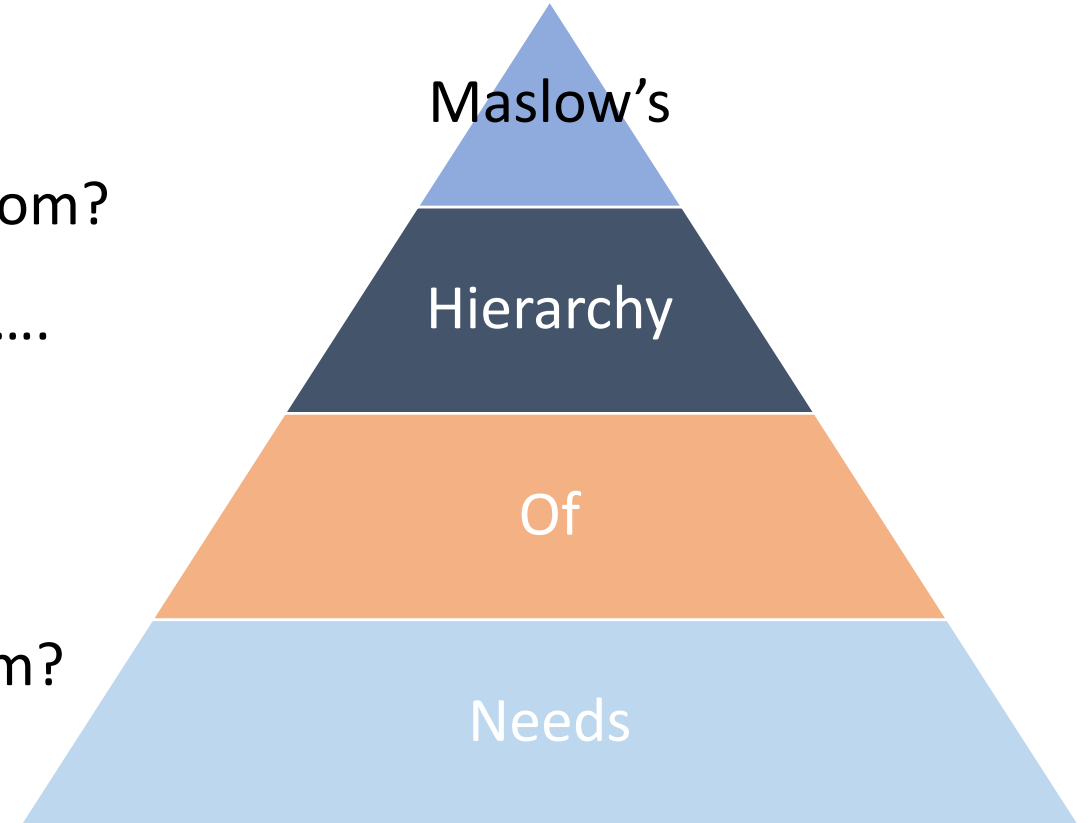
Are you reducing cognitive load?

Calculators, mats, notes for reference

Are you meeting their "boy" needs in the classroom?

Adversion to writing, use of technology,

movement, boredom, status, competition



How? 2. Teach to the top ...

- Plan for your most able students
- Scaffold down
- Less able repeat the same skill until it becomes embedded
- More able can take on new skills
- Stretch and Challenge all students
 - Have high expectations. Most are quite able.

How? 2. Engagement

- >1 attempt, <3 attempts then file
- Think of alternative resource to teach
 - Different layout
 - Less questions on sheet
 - More scaffolding
 - Different style
 - Manipulatives
 - Min. of 2 changes **before** moving on

Evidence?

- **Write the date and then file**
- **CPOMS ... and alert me**

"We can do it now or we can do it in your time."

50% one week = break / late school the following week if continues?

How? 3. Build the portfolio

A level 2 qualification needs the portfolio to start from Year 8.

Please prepare to hand over your portfolio and subject tracker to the next teacher

this is YOUR responsibility!



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ChinUP

We've *got this!*



we've got
this.