Maths Parent Workshop
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Meet the team

- Sammie Torr
  - Early years
  - Key stage 1

- Rachel Andree
  - Key Stage 2 & 3
  - School lead

- Agata Peche
  - Key Stage 4 & 5

Curriculum Pathways

Pre-formal

- Pupils working within the PMLD Department of the school engage in a holistic approach to learning. They follow a Pre-formal Curriculum, designed to meet their needs and celebrate their success at a level appropriate to them.
- The EHCP is at the centre of everything we do for young people with PMLD. We use the student EHCP to support staff in identifying targets and use these to underpin the learning activities that take place.
- Lessons are primarily sensory based and teachers may use one objective as their focus target during a half-term or term.
- There is a strong focus on over learning in the pre-formal curriculum. The constant revisiting of targets and activities, helps to further embed the knowledge and skills pupils have learnt.

Semi formal

- The semi-formal curriculum delivers content adapted to pupils more complex learning needs through a holistic, practical learning based approach. Ensuring the pupil develops a solid understanding of their learning through differentiated and repeated target focused activities over number of lessons.
- Over learning is key in ensuring that pupils are retaining the knowledge and skills learnt.
- Through the semi-formal curriculum, pupils with severe learning difficulties including those accessing our Autism provision, are prepared for the next step in their educational development through the delivery of exploration based learning.
- When the majority of pupils reach Key stage 4, they begin to follow the accreditation programmes, where appropriate for their learning needs.

Formal

- The formal curriculum delivers content differentiated to each pupils learning needs and styles.
- Pupils learning within the early levels of the formal curriculum are guided through following the Power maths scheme. Once they reach Key stage 4 pupils begin to follow the accreditation programmes.
- This ensures pupils are prepared for the next stage of their development for example; attendance at college or post-16. The learning environment builds on pupils first hand experiences and pre-existing knowledge base, giving access to accreditations including Entry Level and Functional Skills.

Accreditation programmes of study

Semi-Formal Curriculum

- ASDAN Towards Independence modules
- Introduction/Progression maths Towards Independence

Formal Curriculum

- ASDAN Living Independently Short Course
- AQA Functional Skills entry 1-3 ASDAN
- Edexcel Functional Skills entry 3-level 1

Maths at AVS

- AVS levels – provide a wide bank of objectives.
- Fun and engaging curriculum.
- Potential for pupils to progress within the three curriculum pathways.
- If teachers identify any gaps in your child's learning, we add in interventions – focused groups and support to help them make those all important connections.

STEM

- STEM – Science, Technology, Engineering and Maths
- At AVS we also incorporate ICT, Art and DT into our STEM projects.
- We have termly projects over a weeks period. Each term the project will be focused around one of the four main areas of STEM.
- These project weeks allow pupils to be creative in their thinking, whilst working as part of a wider team. They have to come up with designs, solutions to problems and work together in their groups to achieve their goal.

How you can support your child.

- Speak to the class teacher to find out what curriculum pathway your child is following.
- Use Seesaw - to help promote learning at home. Teachers can provide ideas for activities or set homework – liaise with the class teacher regarding this.
- Relate learning tasks to daily life, giving meaning and making connections.

Practical activities at the tables

Pre-formal
Semi-formal
Formal