Mathematics
Curriculum Statement

A Melksham House, We recognise that many of our pupils have significant emotional and social barriers to learning. Our mathematics curriculum is delivered in a supportive, nurturing environment that prioritises emotional wellbeing alongside academic success. We employ trauma-informed teaching practices, relational approaches, and tailored strategies to help pupils engage with learning and develop a positive self-identity as mathematicians.

At Melksham House, we are dedicated to ensuring that every pupil, regardless of their starting point, has the opportunity to achieve meaningful qualifications, develop essential mathematical skills, and leave us equipped with the confidence and ability to succeed in their next steps.

An ambitious and rigorous curriculum

At Melksham House, we are committed to providing an ambitious and rigorous mathematics curriculum that equips all pupils, regardless of their social, emotional, and mental health (SEMH) needs or experiences of emotionally based school avoidance (EBSA), with the essential numeracy skills required for success in education, employment, and everyday life. We recognise that our pupils may have experienced disrupted learning, leading to gaps in their mathematical knowledge and confidence. Through robust assessment and personalised intervention, we systematically identify and address these gaps, ensuring every pupil is supported to make meaningful and sustained progress.

Assessment and Personalised Learning

Our mathematics curriculum is taught through White Rose Maths scheme of work, which is carefully sequenced to build upon prior learning while recognising that each pupil will have a unique starting point. We conduct comprehensive baseline assessments to identify strengths and areas requiring development, allowing us to set ambitious yet realistic targets. Regular formative and summative assessments using the Earwig Assessment Framework ensure that progress is closely monitored, and interventions are applied where necessary to reinforce understanding and address misconceptions. We use a variety of evidence-based approaches, including mastery techniques, scaffolding, and real-life problem-solving, to develop mathematical fluency and reasoning.

Pathways to Success:

Our pupils work towards nationally recognised qualifications that are tailored to their individual abilities and aspirations, including:

Entry Level Certificates (ELC) – providing foundational numeracy skills for those who require structured and scaffolded learning.

Functional Skills (Level 1 & 2) – equipping pupils with practical mathematical skills essential for further education and employment.

GCSE Mathematics – ensuring that pupils capable of achieving this level gain a valuable qualification that supports their future academic and vocational opportunities.

Success in mathematics is not solely measured by exam outcomes. For our pupils, success also means:

- Developing confidence and resilience in problem-solving and numerical reasoning.
- Applying mathematical knowledge to real-world contexts, promoting independence.
- Gaining fluency in fundamental mathematical operations, enabling future learning and practical application.
- Cultivating a positive attitude towards mathematics, overcoming barriers to engagement and achievement.