



Diversity in Maths

Key Area	Evidence and Next steps
1. The contributions of many cultures to the development of maths and its use in all societies are explored e.g. making use of different numerical systems.	Children to be made aware of the maths curriculum influenced by systems used in Singapore.
2. Activities, tasks, games, problems and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	Practical maths taught where ever suitable allowing for children to experience maths in everyday practical tasks helping to develop associative learning. Classrooms that are not grouped by ability but instead as a classroom in which students struggling with mathematics as well as students in need of more challenges in mathematics are taught working with similar tasks and the same mathematical content. Hence, diversity from an ability perspective is prioritised.
3. Representations of people engaged in maths reflect a broad range of people from different ethnic backgrounds.	Our vast array of workshops and activities during STEM week enable all of our students to access experiences they may not ordinarily be able to.
4. Maths is used as a tool to develop understanding of race relation issues e.g. statistical analysis of your schools' racist incidents, surveys of pupil backgrounds, etc.	Children's understanding of interpreting statistics learnt through our mastery approach enables children to understand both school and national race related incident statistics.