Diversity in Maths

Inclusive Curriculum Design

Lesson plans cater to a wide range of abilities and provide adaptions for pupils with SEND. Activities are designed to be accessible to all, ensuring no child feels excluded due to physical, cognitive, or emotional barriers.

Opportunities to explore careers which use Mathematics

Widening the children’s understanding about the possible mathematics careers is crucial to attract a more diverse population of Mathematicians’ in the future. At Maidensbridge we have a termly careers offer for Mathematics. We endeavour to ensure there is gender, racial and SEND representations in the portrayal of careers.

Recognising the contributions of different cultures to Mathematics

There are many meaningful contributions of different cultures to mathematics such as exploring Chinese tangrams and Islamic geometric patterns. Opportunities should be taken to introduce children to these.

Reconsidering what we mean by ‘being good at maths’

Although learning and recalling key facts is important. Mathematicians need other qualities too. For example, being flexible and applying their knowledge to new problems and working as part of a team to solve a problem. At Maidenbridge we encourage a growth mindset where all pupils feel capable of succeeding

Addressing the Maths Gender Gap

Just over half the UK population is female yet 6% of Mathematics professors are female. Boys are not better at Maths than girls. Scientifically, there are very little differences in the male and female brain and very little difference in maths performance. Gender differences in confidence, maths anxiety and choices of maths intensive careers does exist, but evidence suggests that socialisation and social influencers create these differences in the brain. At Maidensbridge we aim to ensure that both girls and boys are given the confidence and opportunities to succeed.