MATHEMATICAL ASSOCIATION

supporting mathematics in education

*On the subject of **Enrichment** we say ...*

> **The Mathematical Association believes that mathematics teaching should focus on the needs of the individual. Every student should have an enriched mathematical experience, with that enrichment pervading curricula rather than being bolted on. Accelerating students should occur sparingly and judiciously.**

The characteristics of good learning and teaching in mathematics include pacing appropriate to the development of the individual learner and embedded opportunities for enrichment. Through enrichment, the relevance of mathematics to the modern world is revealed, breadth of experience and depth of understanding are provided, and enthusiasm, or even wonder, is engendered. Some students will be able to engage in enrichment at a deeper level, and a larger group should be challenged to do so, so that unexpected and previously unidentified abilities may emerge. Enrichment is appropriate for all mathematics learners.

What is Enrichment? Enrichment is the enhancement of mathematical experiences and may feature:

- the study of mathematics beyond the standard curriculum as defined by the requirements of any external examinations
- alternative and creative approaches to topics, including open-ended investigations
- accessible aspects of mathematics lying outside the curriculum
- connections between aspects of mathematics usually met separately
- the mathematics of other subjects or found in other subjects
- the history and development of some of the deepest ideas of mathematics
- mathematics of particular relevance to the students, e.g. related to their locale or to the school's specialism
- visits out of school by the students or visits to the school by outside speakers.

Why Enrichment?

- Enrichment provides greater freedom for exploring mathematics and by increasing intellectual satisfaction contributes to a student's well-being.
- When central to curriculum planning, enrichment helps to ensure that the learning experience is not fragmented because there are clear links between such activities and the general classroom activities and topics of study.
- Enrichment reduces the need to assess for giftedness and without the gifted label students tend to be treated with respect by their peers and to be fully included.
- Enrichment engages students in mathematics and its popularisation and therefore is as essential for the education of disaffected or under-achieving students as it is for the mathematically gifted. It includes all whilst meeting the needs of the individual.

Further 'Guidance on Enrichment' will be provided soon.

Adopted by the Council of The Mathematical Association on 4th December 2010